

THIRD EDITION

WORLDLINK

Developing
English Fluency



Nancy Douglas ■ James R. Morgan

INTERMEDIATE 4

Front cover art by Eduardo Kobra in
Los Angeles, California.
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ABOUT THE ARTIST

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

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INSTITUTO CULTURAL PERUANO NORTEAMERICANO

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English Fluency

Intermediate 4

Nancy Douglas
James R. Morgan





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Third Edition**

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GUIDE TO PRONUNCIATION SYMBOLS

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

Stress

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

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counting on, keep my word, have confidence in

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Listen for gist
Listen for details

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LEARNING OUTCOMES

The list below will help you focus your learning and follow up on your achievement. Please **put a check (✓)** in the box that in your opinion shows your progress. Make sure you **demonstrate** you **can** do the following when finishing the respective unit.



INTERMEDIATE 4 (IO4)



Unit 10

Learning Outcomes

I saw it

I understand it

I use it

	<p>I can express and accept apologies. (p. 145) ~ I'm sorry. It was an accident. ~ No problem. It happens. / ~ Sorry. My mistake. ~ Apology accepted. / ~ I'm so sorry about damaging... ~ Don't worry about it.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>I can express wishes about present situations. (p. 146) I wish (that) he would pay me back. / I wish (that) I could lend you some money. / She wishes (that) she had a budget.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>I can express different meanings using modals in negative form. (p. 152) You can't have the winning ticket. I have it! / You don't have to be rich to travel. / You shouldn't waste money on expensive cars. / You'd better not lose this ring. It's very valuable.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can take notes on a short talk. (p. 144)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can infer meaning. (p. 150)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can write about my opinion of how money should be spent. (p. 153)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can give strong advice. (p. 159) If you don't leave a bigger tip, the waiter is going to be upset. / I don't think you should spend so much time playing games on your computer. / You have to do your homework by yourself.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can talk about unreal situations using present unreal conditionals. (p. 160) If I didn't have a lot of homework, (then) I'd go to the movies. / If I found a wallet, (then) I'd return it.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can report one person's statement to somebody else using reported speech. (p. 166) "I am an honest person." — He said (that) he was an honest person.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can listen to infer meaning. (p. 163)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can make predictions. (p. 164)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can write an end of a story (about being caught in a lie). (p. 167)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can offer another opinion. (p. 173) That's true, but... / Yes, but on the other hand,... / Even so,... / But then again,...</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can ask embedded questions. (p. 174) Do you know what a tapir is? / I'd like to know what a tapir is.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can talk about facts using the passive voice in various tenses. (p. 180) Most skyscrapers are built with a steel frame structure. / The world's tallest building has been built in Dubai. / Someday a skyscraper without concrete will be built.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can listen for details (descriptions of animals). (p. 172)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can summarize and give opinions. (p. 178)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p> I can write about a landmark using the passive voice in various tenses. (p. 181)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 GRAMMAR

A Choose the correct verb to complete the sentences.

1. I have / **can't stop** coughing—I'm exhausted!
2. Sofia **felt** / had a high fever last night.
3. Guillermo's throat **hurts** / **feels** a lot.
4. I **am** / **can't stop** very dizzy right now. I need to sit down.
5. The children **feel** / **have** a stomachache from eating too much candy.
6. Andrew **feels** / **has** tired because he didn't sleep well last night.

B  Change the sentences from direct speech to reported speech. Then check your work with a partner.

1. The nurse asked him, “Can you roll up your sleeve?”

The nurse asked him to roll up his sleeve.

2. Tere's brother said, “Don't smoke in the house.”
-

3. My doctor said, “Get some rest.”
-

4. The children asked, “Can we have some water, please?”
-

5. The woman said, “Don't make so much noise!”
-

6. Jim asked, “Can you lend me your phone?”
-

C Complete the sentences with either the present perfect or the present perfect continuous form of the verb in parentheses. In some sentences, both tenses are correct.

1. I (work) **have been working** hard lately—I need some time off!
2. They (play) _____ tennis since they were ten years old.
3. Jorge (take) _____ the driving test three times already.
4. You (study) _____ every day this week—you'll be fine!
5. Melanie (own) _____ the same car for a long time.
6. The kids (watch) _____ that movie three times this summer.

D  Correct the errors in the sentences relating to the use of the present perfect and the present perfect continuous. One sentence is correct. Then check your answers with a partner.

1. Luke has ~~been~~^{taken} more than 5,000 pictures on this trip.
A
2. We have gone to Australia last year—it was amazing.
3. My uncle has taught me to ride a bike when I was a kid.
4. Nina has been belonging to the swim team for a few years.
5. They've played a lot of video games recently. They should play outside today.
6. Last week, our basketball team got first place in the state championship.

Learning Grammar Points

For some grammar points, such as irregular past verbs, you need to memorize in order to learn. But for other grammar points, such as when to use verb tenses, you will learn more by using the tense in real-life situations.

E Choose the correct expression to complete the sentences.

1. She started riding her bike everywhere because she was **too young** / **young enough** to drive.
2. I think people spend **too much** / **many** time watching TV.
3. The tennis club doesn't have **rich enough** / **enough money** for new equipment.
4. Too **much** / **many** people drive their cars to work every day.
5. The history museum isn't **interesting enough** / **enough interesting** to visit more than once.
6. In the summer, our city is **too polluted** / **polluted enough** to spend time outdoors.

F  Match the *if* clauses and the result clauses to complete the sentences. Then check your answers with a partner.

- | | |
|--|---|
| 1. You'll get sick <u>e</u> | a. if they have a purpose in life. |
| 2. Older people will stay healthier _____ | b. they will earn a higher income. |
| 3. If women are educated, _____ | c. if more people know their neighbors. |
| 4. If people have smaller families, _____ | d. many plants and animals will become extinct. |
| 5. Communities will be safer _____ | e. if you don't take it easy and relax. |
| 6. If we continue polluting the ocean, _____ | f. there will be more resources for everyone. |

You'll get sick if you don't take it easy and relax.



2 VOCABULARY

A Match the words and the definitions.

- | | |
|-------------------------------|---|
| 1. <u> d </u> weak | a. completely tired, without mental or physical energy |
| 2. <u> </u> worried sick | b. call your work to say that you are ill |
| 3. <u> </u> call in sick | c. time you take off from work when you are ill |
| 4. <u> </u> drowsy | d. with little power or ability; not strong |
| 5. <u> </u> exhausted | e. take (something) into your stomach through your mouth and throat |
| 6. <u> </u> shiver | f. shake slightly because you are cold or afraid |
| 7. <u> </u> swallow | g. very concerned about something |
| 8. <u> </u> sick days | h. tired and ready to fall asleep |

Word Associations

To learn new words, make as many associations and connections as you can between words you know and the new word. For example, the word *exhausted* (very tired) has a similar meaning to the words *sleepy, tired, worn out*, and so on.

B  Choose the correct words or expressions to complete the conversation. Then practice the conversation with a partner.

- LIZ: Are you going to (1.) **be into / take part in** any clubs this year?
- DAVID: I'm not sure yet. I have a lot of classes, so I probably won't (2.) **participate in / be into** too many extracurricular (3.) **activities / active**. What about you?
- LIZ: Well, you know I'm really (4.) **into / fairly active** music, so I want to be (5.) **part / involved** in the marching band.
- DAVID: That's a big commitment, isn't it?
- LIZ: Yes, but it's a lot of fun, too. It combines music and physical (6.) **active / activity**—we get as much exercise as the athletes do!

C Complete the sentences with the correct form of the expressions in the chart.

ask for believe in head out learn about ~~pay for~~ prepare for stay in warn about

1. How is Marjorie going to ~~pay for~~ her trip to Africa?
2. I need to some help with my plans.
3. What kind of hotel did you in India?
4. Greg doesn't taking too many risks in life.
5. We're the rainforest in class this week.
6. They need to on their hike at 10:30 tomorrow.
7. I usually a marathon by running five days a week.
8. Were you the current at the beach?

- D** Complete the paragraph with the words in the box.

open space development encourage force improve sprawl support waste

Mayor Jane Fernandez has just announced a plan to help fight (1.) sprawl outside the city. In order to (2.) _____ more responsible (3.) _____, the plan offers tax reductions to companies that don't build on (4.) _____. "There isn't much habitat left for wildlife, and it's important not to (5.) _____ any of it," the mayor said. The plan will also (6.) _____ traffic because it will (7.) _____ efforts to create bike paths to the center of the city. "We won't need to (8.) _____ changes on people if we offer them a better way to get around."

3 WRITING

- A** Write a paragraph (about ten sentences) answering the question, "What do you do to stay active?" Be sure to include this information:
- How often you do the activity.
 - When you started.
 - Why you got interested in it.
 - What you like about it.

4 RECOGNIZE PURPOSE

- A**  Purpose is the reason or reasons why someone writes something. Look at the chart and check the purpose for each kind of writing. Some can have more than one purpose. Then work with a partner to compare and explain your answers.

	Tell / explain	Convince	Entertain
A newspaper report			
An article from a gossip magazine			
A review of a restaurant			
A letter from a politician			
A humorous blog			
A mystery novel			
A nonfiction book about fishing			

- B**  Write two paragraphs (8–10 sentences) that represent one of the types of writing in **A**. Remember to think about these questions when you write:
1. What is the writer's purpose for this type of text?
 2. How can you accomplish this purpose?
 3. How do you want the reader to feel? Do you want to persuade them? Do you want them to feel happy, or sad? Do you want them to laugh?

Share your writing with the class.

10 MONEY GUCCI





Look at the photo. Answer the questions.

- 1 What store were the women shopping in?
- 2 How much do you think it costs to shop there?
- 3 Where do you like to spend money?

UNIT GOALS

- 1 Describe your saving and spending habits
- 2 Make and accept apologies
- 3 Express hopes and regrets using *wish*
- 4 Talk about things you do with money

Women in a shopping area in
Ho Chi Minh City, Vietnam

LESSON A SAVING AND SPENDING



If you saw someone in a city like this giving away an item for free, what would you do? Would you trust them?

1 VIDEO Take the Money... and Run?

- A Watch the first 45 seconds of the video. Fill in the blanks. Explain the experiment to a partner.

1. They set up a _____.
2. They are offering free _____.
3. People can _____ as much or as little as they want.
4. Hidden _____ are everywhere.
5. What will people do? Will they take any _____?

I think the people will take the money because...

- B What do you think the people in the experiment will do? Why do you think that? Tell a partner.

- C Now watch the full video. Right before each person makes a decision, make your prediction. Then watch and check your answer.

Will the person take the money? If your answer is yes, how much will he or she take (a little or a lot)?

- | | | | | |
|----------------------|-----------------------------|------------------------------|-----------------------------------|--------------------------------|
| 1. first young woman | <input type="checkbox"/> no | <input type="checkbox"/> yes | <input type="checkbox"/> a little | <input type="checkbox"/> a lot |
| 2. older man | <input type="checkbox"/> no | <input type="checkbox"/> yes | <input type="checkbox"/> a little | <input type="checkbox"/> a lot |
| 3. young man | <input type="checkbox"/> no | <input type="checkbox"/> yes | <input type="checkbox"/> a little | <input type="checkbox"/> a lot |

- D Watch the end of the video. What do you think happens when they remove the man from the booth? How will the results of the experiment change? Discuss in a small group.

2 VOCABULARY

A Read the money quiz and review the items in blue. Then take the quiz.

1. a. I **make a budget** and **stick to it**.
b. I don't **have a budget**, but I want to try to make one.
c. Budget? What budget?
2. a. I should **save** more **money**, but I never seem to do it.
b. I sometimes save a little, but then I always spend it.
c. Saving money is easy for me because I have a goal in mind.
3. a. I try not to **borrow money** because it's always hard to **pay it back**.
b. I sometimes borrow money even though I don't like to **go into debt**.
c. I borrow money when I need to.
4. a. When I **lend money**, I don't worry about people **owing** me.
b. People don't usually ask me for money.
c. I can't **afford** to lend anyone money. I'm too **broke**.
5. a. I can **get by** on very little money. I'm used to it.
b. When I'm **short on cash**, I don't go shopping or out to eat.
c. I need a certain amount of money to live well.

B  Share your answers with a partner. Ask and answer follow-up questions.

Saving money is easy for
me because I have a goal
in mind.

Really? What goal is that?

Word Bank

Things we do with money

stick to / make / have a budget

save ↔ **spend** money

borrow ↔ **lend** money



Many countries put images that are important to them on their money. South Africa's money has images of the country's famous wildlife.

3 LISTENING

- A**  **Use background knowledge.** We all have basic needs in our lives. Look at the pictures below. What basic needs are they? What other basic needs can you think of? Discuss with a partner.

BASIC NEEDS OF LIFE



One basic need is water. Everyone needs drinking water.



- B**  **Listen for details.** You are going to hear a short talk. First, listen to the introduction and fill in the missing words. **CD 2 Track 23**

Let me ask you a question: Can _____ buy _____? That is, if you have *more* _____, will you be _____? What do you think?

- C**  **Take notes.** Now listen to the full talk. Complete the outline with the missing words. **CD 2 Track 24**

1. The Smith family now
 - a. _____ children
 - b. barely _____ by
 - c. worry about _____ and _____
2. Basic needs—the things you need to survive
 - a. a _____ place to live
 - b. enough _____ to eat
 - c. a way to make _____
3. The Smith family after receiving money
 - a. they are _____ worried
 - b. they can pay their _____
 - c. they have less _____

Listening Strategy

Take Notes

Take notes on a short talk.

- D**  **Summarize.** With a partner, use the outline in C to summarize the talk you heard.

The speaker talks about the Smith family. They have four children...



Where are the happiest people in the world? Go online and find out. Were you surprised by the answer?

4 SPEAKING

- A** Listen to and read the conversation. Underline the two apologies. How do Eva and Mike respond to the apologies? Circle their responses. **CD 2 Track 25**

EVA: Thanks for picking up lunch, Mike.

MIKE: Sure.

EVA: How much do I owe you?

MIKE: Your total comes to \$10.20. You can just give me ten dollars.

EVA: OK. Oh, wait.... Sorry, I've only got a 20-dollar bill. I wish I had something smaller....

MIKE: Don't worry about it. Why don't we eat first and then you can pay me later?

EVA: Oh, OK. Thanks.

MIKE: No problem. OK, here you go: A hamburger and fries for me—and a turkey sandwich for you.

EVA: Um, where's my soda?

MIKE: Oh, no! I forgot your soda. Sorry... my mistake.

EVA: No problem. It happens. I'll just have water instead.

- B** Practice the conversation with a partner.

SPEAKING STRATEGY

- C** Look at each situation. What happened in each one?



- D** Imagine that you are one of the people in **C**. With a partner, use the Useful Expressions to apologize and accept the apology. Then switch roles and repeat with the other situation.

Useful Expressions: Apologizing

Small accident or mistake

I'm sorry. It was an accident.
Sorry. My mistake.
I can't believe I did that.

Serious accident or mistake

I'm really sorry that I forgot to...
I'm so sorry about damaging...
I want to apologize for what happened.

Useful Expressions: Accepting an apology

Don't worry about it.
Oh, that's OK.
No problem. It happens.
Apology accepted.

5 GRAMMAR

- A** Study the chart. Turn to page 212. Complete the exercises. Then do **B–E** below.

Wish Statements			
Present situation			Wish statement
He won't pay me back.	will	→ would	I wish (that) he would pay me back.
I can't lend you any money.	can	→ could	I wish (that) I could lend you some money.
I am not good at saving money.	am	→ were*	I wish (that) I were good at saving money.
She doesn't have a budget.	have	→ had	She wishes (that) she had a budget.

*Were is considered more correct than was in *wish* statements with *be*.

To express impossible or unlikely wishes about present situations, use a *wish* statement. The verb following *wish* is in the past.

- B** Read each situation. Then write a *wish* statement for each one.

1. I'm not famous. 4. I can't pay you back.

2. I'm broke. 5. I can't afford to pay my credit card bill.

3. I have to work on the weekend. 6. I have gone into debt.

- C**  Choose one of the situations in **B** and make a short conversation. Practice it with a partner.

Student A: You are upset about the situation.

Student B: Listen to Student A and try to help.

B: Hey, what's wrong?

A: I have to work this weekend.

B: Really? That's terrible.

A: I know. I wish I didn't have to.

B: Why do you have to work?

A: I have to make some money. I've been spending too much lately and...

- D**  Pick another situation from **B** and make another conversation. This time, switch roles when you practice it.

- E**  Choose one of your conversations and perform it for the class.



In many cultures, there are traditional ways to make a wish, like throwing a coin in a *wishing well*.

6 COMMUNICATION

- A**  Work with a partner. Read the information below. Look up any words you don't know in a dictionary.

APARTMENTS FOR RENT!

Come and spend your summer by the beach

Room with a view!	Fun in the sun!
<u>About this apartment</u> Ten years old 2 bedrooms, 1 bath Big balcony facing the beach No noise allowed after 10 PM 2 nights minimum stay 7 nights maximum stay \$200 per night for first three nights; \$150 for each additional night	<u>About this apartment</u> Brand-new apartment Fold-out sofa bed sleeps two Very close to the beach No air conditioner 1 week minimum stay 3 weeks maximum stay \$150 per night
<u>The local area</u> There are no restaurants, but there is a convenience store nearby. There is a washer and a dryer in the apartment.	<u>The local area</u> There are two restaurants nearby that serve dinner. There is a laundromat down the street.
<u>Transportation</u> 5-minute walk to the train station 1 hour to the city center by train	<u>Transportation</u> 20-minute bus ride to the train station 20 minutes to the city center by train

- B**  You and your partner are going to rent one of these apartments. Which one will you choose? Discuss what you like and don't like about each one. Then choose one.

Things to consider:

- You are both students, so you are on a budget. You don't want to spend too much money.
- On the other hand, money isn't everything! You also want to have fun.
- Your vacation is going to be from three to seven nights long.

I like the first one, but I wish it were closer to the city center.

- C**  Take a vote as a class. Which apartment was more popular? Why?



LESSON B STRIKING IT RICH



1 VOCABULARY

A Have you, or someone you know, ever won anything in the lottery? Tell a partner.

B Read the content of the boxes on the right. Write each item in **blue** next to its definition.

1. give to charity: _____
2. make a lot of money suddenly: _____
3. save: _____
4. money you've made: _____
5. waste: _____
6. use money to make more money: _____

C Answer the question in the gray box above. Explain your answer(s) to a partner.

I would set aside some of the money. It's always good to save money. Then I'd buy a car!

Imagine you **strike it rich** in the lottery. What would you do with the money?

- a. I'd **donate** some to a charity (an organization that helps others).
- b. I'd **invest** some in a house.
- c. I'd **set aside** some of the **earnings** for the future.
- d. I'd probably **squander** the money on things like expensive cars and vacations.

Word Bank

Word partnerships with **money**

donate

earn / make

invest

set aside / save ↔ spend

squander / waste

2 LISTENING

A  **Use background knowledge.** Name a famous millionaire. How did the person make his or her money? Discuss with a partner.

B **Make predictions.** Read the information below and then guess the answers to 1–3.

Two researchers studied wealthy people. They wrote about their findings in a book called *The Millionaire Next Door*. Here are some things they learned.

Most millionaires...

- | | | |
|--------------------------------|------|-------|
| 1. wear expensive clothes. | True | False |
| 2. drive expensive cars. | True | False |
| 3. donate some of their money. | True | False |

C  **Check predictions.** Listen to the interview and check your answers in **B**. Correct the false statements. **CD 2 Track 26**

D  **Listen for details.** What do you remember? Complete the sentences. Then listen and check your answers. **CD 2 Track 26**

Most millionaires...

1. don't squander their money on expensive _____ or _____
2. _____ their earnings in things like property.
3. make an annual _____ and don't _____ more money than they _____.
4. _____ some of their money for the future.

E  Answer the questions with a partner.

1. How did your idea of a typical millionaire in **B** compare to the speaker's?
2. Do you do any of the things in **D**? Which ones?

I thought most millionaires...,
but actually, they...



Word Bank

affordable = not expensive

millionaire = a person with at least a million dollars

wealthy = rich

 Notice how the man speaking uses *(but) actually* and *but in fact* to show the opposite of what people think.

Listening Strategy

Listen for Details

Listen for specific information.

3 READING CD 2 Track 27

A **Make predictions.** Look at the pictures and the title of the article. How do you think these two groups have made money? Tell a partner.

B **Read for details.** Read, then answer the questions on a piece of paper.

Student A: Read about the San.

Student B: Read about the monks.

1. Where do they live?
2. How do they make their money (or how will they in the future)?
3. How do they spend their money (or how will they in the future)?

C Ask your partner the questions in B about his or her people. Take notes. Then read the other profile to check your partner's answers.

D **Infer meaning.** Find the words in **bold** in the reading. Complete each sentence with the correct word(s).

1. If something is *worth money*, it *is / isn't* valuable.
2. You get *easy money* *by working hard / without working at all*.
3. If money *pours in*, it comes to you *quickly / slowly*.
4. If you *accept* something, you *take it from / give it to* someone.

E **Compare and evaluate.** Answer the questions with a partner. Use your notes to help you.

1. Are the San and the monks similar in any way?
2. Think about the ways the San and the monks are making money. Do you think it is good for them to earn money this way? Why or why not?

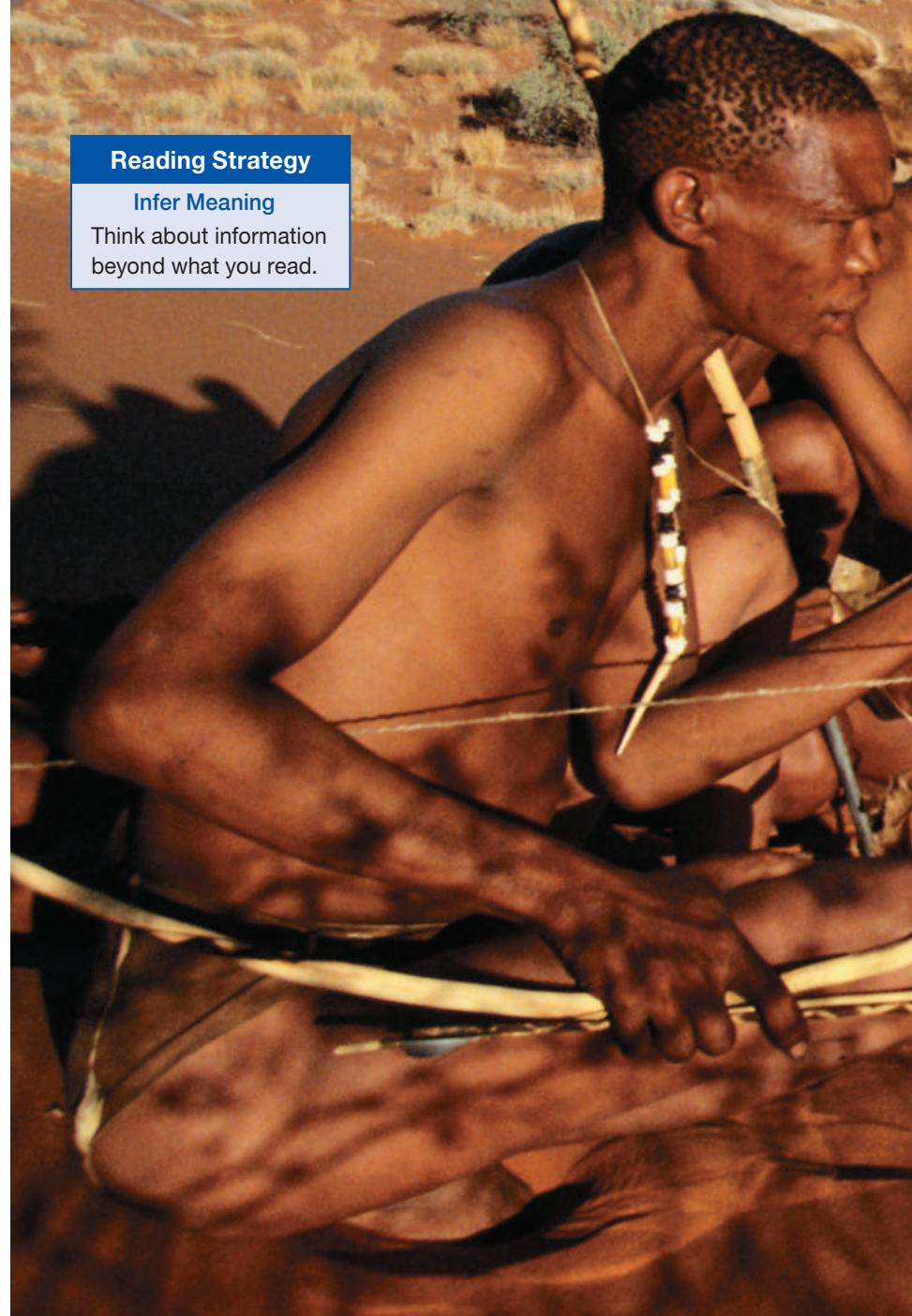
The San and the monks are similar in that they both...

MONEY FROM UNUSUAL SOURCES

Reading Strategy

Infer Meaning

Think about information beyond what you read.





Greek monks

When you think of a monk, you might think of a quiet man living in a place far away from others. The “free monks” of Greece do live far from others, but they are anything but quiet. In fact, they sing. They have been recording songs and selling many albums in Greece.

People of all ages love them. Their songs are recorded in

different styles (digital keyboard and rock, for example) and are not only religious. The monks also sing about problems like drugs and globalization.

The cash from music sales isn’t **pouring in**, but the monks are earning some money. A few people don’t like this; they think monks shouldn’t sing for money. But the monks happily **accept** the money. They set it aside for summer camps for teenagers. The monks also donate some of the money to social programs that help many people.



The San people have lived in Southern Africa for almost 40,000 years, hunting¹ animals and gathering plants. But recently, many San people lost their land. Some tried to move to large cities, but it was hard to get jobs. Broke, they returned home and watched as their culture and traditions began to die.

But all this may be changing. The San have struck it rich. They recently signed an agreement with a large drug company. The San have traditional knowledge about plants that is **worth** a lot of **money**. The drug company is especially interested in a particular plant and how the San use it.

In the past, the San went on long hunting trips. While away from home, they ate a special plant to slow their hunger. Using the San’s knowledge, the drug company wants to make a new medicine from this plant. For people around the world who have weight problems, this drug could really help.

The San are being careful with this **“easy money.”** They plan to use it to create jobs for their people. They also want to focus on education. Through education, they hope to save their culture and language for future generations.



Southern Africa’s San people

¹If you *hunt* an animal, you follow and kill it for food.

4 GRAMMAR

- A** Study the chart. Turn to page 213 and complete the exercises. Then do **B–D** below.

Negative Modals	
Impossibility	You can't have the winning lottery ticket. I have it!
Ability	Sorry, but I can't lend you any money. I'm broke.
Necessity	You don't have to / don't need to be rich to travel.
Advice	You shouldn't waste money on expensive cars.
Strong advice	You'd better not lose this ring. It's very valuable.

- B**  **Pronunciation: Word final /t/ and /d/.** Listen and repeat. Pay attention to the final /t/ and /d/ sounds. **CD 2 Track 28**

1. can't You can't have the winning ticket.
2. don't You don't have to be rich.
3. shouldn't You shouldn't waste money.
4. You'd better not You'd better not lose this ring.

- C** Complete the sentences with the negative form of each modal.

1. Money (can) _____ buy happiness.
2. You (should) _____ borrow money from friends.
3. You (have to) _____ go to college to get a good job.
4. You (had better) _____ show your wallet on the subway. Someone might steal it.
5. You (need to) _____ work for a large company to earn good money.
6. You (should) _____ pay for most things with a credit card.
7. You (can) _____ get married until you have a good job.

- D**  Say each sentence in **C** aloud. Pay attention to your pronunciation. Do you agree or disagree with each statement? Why? Tell a partner.

You shouldn't pay for most things with a credit card.

I agree. It's easy to spend too much money and go broke.



5 WRITING

- A**  Read the question below and the reply on the right. What reason does the writer give for his opinion? Can you think of one more reason? Tell a partner.

A millionaire in your community plans to donate money to one group below. Which one should get the money and why? Give two reasons.

- A charity: It helps poor teenagers go to college.
- A museum: It needs the money or it will close.
- A hospital: It helps people with cancer.

In my opinion, the millionaire should donate money to the hospital for two important reasons.

For one thing, everyone needs a hospital. People don't have to go to museums, and they don't need to go to college. But a person with cancer has to go to a hospital. With the money, the hospital can help more people. **In addition**...

- B** What do you think? Outline your ideas and then write a paragraph. Think of two reasons one group should get the money and the others shouldn't. Explain each reason in a sentence or two as shown in the example.

In my opinion, the millionaire should donate money to the _____.

For one thing, _____.

In addition, _____.

For these reasons, I believe the millionaire should donate money to the _____.

- C**  Exchange your writing with a partner. Circle any mistakes. Then return the paper to your partner. Make corrections to your own paragraph.

6 COMMUNICATION

- A**  Work in a group of four. Students A, B, and C should think of two reasons he or she should get the money. Student D should think of questions to ask the others.

Student A: You work for the charity.

Student C: You work for the hospital.

Student B: You work for the museum.

Student D: You're the millionaire.

- B**  Have a debate. Students A, B, and C speak for one minute each. Student D asks questions, then decides who gets the money and explains why.

I work for the hospital. It does cancer research. We should get the money for two reasons. For one thing...

You said "teenagers don't have to go to college." But a person has to go to college to get a good job!

11 HONESTY





Look at the photo. Answer the questions.

- 1 How do these two people feel?
- 2 What do you think happened before the photo was taken?
- 3 Have you ever been *lied to*? How did you feel?

UNIT GOALS

- 1 Speculate about imagined events
- 2 Give strong advice
- 3 Introduce surprising or opposing information
- 4 Report what someone else has said

Two men turn their backs to each other in Lombardy, Italy.

LESSON A TELLING THE TRUTH



1 VIDEO Are You a Good Liar?

A You are going to do a simple test to see if you are a good liar or not. Follow the steps below.

1. Hold a small piece of paper to your forehead.
2. Take five seconds and write the capital letter Q on the paper.
3. Find a partner and compare your letters.

B Watch the video. Fill in the missing words.

Some people (1.) _____ the Q in a way that could be read by somebody (2.) _____ them, with the tail on the (3.) _____ side of their forehead. If you did that, then you tend to be aware of how other people (4.) _____ you. You are (5.) _____ being the center of attention and you are a (6.) _____ liar.

Other people (7.) _____ the Q so that they themselves can read it, with the tail on the (8.) _____ hand side of their forehead. If you did that, then you tend to be more of an introvert and (9.) _____ very good at lying.

C Discuss these questions with a partner.

1. What do you think of the results from the video? How did you draw your letter Q?
2. Do you think it's easy to spot a "good liar"? If so, how do you do it? If not, why not?

2 VOCABULARY

- A**  Look at the picture. Who are the people in it and what just happened? Do you think the boy is telling the truth? Why or why not? Tell a partner.



Word Bank

an honest person ↔ a liar
 (depend on the)
 circumstances
 exception
 hurt (someone's feelings)
 obvious
 reward someone ↔ punish
 someone (for their
 behavior)
 tell the truth ↔ tell a lie

- B** Read the statements below. Notice the words in **blue**. Look up any expressions you don't know. Then check (✓) the boxes that are true for you.

	Strongly agree	Agree	Disagree	Strongly disagree
1. Honesty is always best. There are no exceptions to this rule.				
2. You should never lie if it's against the law .				
3. You shouldn't tell the truth if it hurts someone's feelings .				
4. The truth isn't always so clear—it's not really obvious .				
5. Sometimes I tell the truth, and sometimes I don't. It depends on the circumstances .				
6. You shouldn't punish small children too severely if they tell a lie .				

- C**  Discuss your answers with a partner.

I strongly agree that honesty is always best. If you always tell the truth, you won't have any trouble.

I chose *disagree* for that one.
 I don't think you should *always* tell the truth.

3 LISTENING

- A** **Use background knowledge.** You are going to hear a conversation about a job résumé. When you prepare a résumé, what kind of information should be included? Make a list with a partner.
-
-
-



- B** **Listen for details.** Listen. Check (✓) True or False. Correct the false sentences to make them true. **CD 2 Track 29**

	True	False
1. Cindy quit her job. <i>/sɪndi/</i>	<input type="checkbox"/>	<input type="checkbox"/>
2. Denise was sick last week. <i>/də'niːs/</i>	<input type="checkbox"/>	<input type="checkbox"/>
3. There was a problem with Cindy's résumé.	<input type="checkbox"/>	<input type="checkbox"/>
4. She lied about her hours.	<input type="checkbox"/>	<input type="checkbox"/>
5. Denise is worried about the amount of work.	<input type="checkbox"/>	<input type="checkbox"/>
6. Interviewing is happening today.	<input type="checkbox"/>	<input type="checkbox"/>

Listening Strategy

Listen for Details

Listen for detailed information.

- C** Listen. Complete the expressions with the missing words. **CD 2 Track 30**

- Well, _____, I don't know the details.
- Uh-huh. She _____ her experience.
- I agree. I don't think her boss was very happy that she had _____ him.
- It's too bad but, _____, I'm worried.

- D** **Pronunciation: Repeating with rising intonation to show surprise.** Listen. Speaker B shows surprise by repeating what Speaker A says. Notice the rising intonation and stress. Then practice the conversations with a partner. **CD 2 Track 31**

Conversation 1

- A: Cindy was fired.
B: She was fired? Why?
A: Because she lied on her résumé.
B: I can't believe it!

Conversation 2

- A: Cindy got into trouble.
B: She got into trouble? How?
A: She dented her parents' car.
B: You're kidding!

- E** **Pronunciation: Repeating with rising intonation to show surprise.** Work with a partner. Use the situations below to make short conversations about Cindy like the ones in **D**. Remember to repeat with rising intonation to show surprise.

- fail her exam / cheat on it
- get a ticket / be caught speeding
- move out / have an argument with her roommate

4 SPEAKING

- A  Listen to and read the conversation. */wɔːd/*
Where are Mr. and Mrs. Ward? What's the problem? CD 2 Track 32

MR. WARD: So, how's the chicken?

MRS. WARD: Delicious. How about your steak?

MR. WARD: It's all right...

MRS. WARD: Are you being honest? You don't sound very happy with it.

MR. WARD: Well, it's not cooked right. I asked for medium rare. This is well done.

MRS. WARD: Why don't you send it back?

MR. WARD: Oh, I don't want to bother anyone. I can eat it, I guess.

MRS. WARD: But it's expensive. I don't think you should eat it. Let's call the waiter. You won't hurt his feelings!

MR. WARD: Yeah, but...

MRS. WARD: If you don't say something, you're not going to enjoy your meal. Excuse me, waiter!

- B  What would you say to the waiter? How would you complain? Write an ending to the conversation and practice it with a partner.

SPEAKING STRATEGY

- C  Read about the three situations below. Choose one and write a role play with a partner.

Student A: Play the role of one of the friends or the coworker.

Student B: Warn Student A about his or her actions. Use the Useful Expressions to give strong opinions.

Useful Expressions: Giving strong advice

If you don't leave a bigger tip, the waiter is going to be upset.

I don't think you should spend so much time playing games on your computer.

You have to do your homework by yourself.

Your friend, who is a student in the US, often doesn't leave a big enough tip in restaurants.

Your coworker wastes a lot of time playing games on her computer.

Your friend, who doesn't like to study, often copies another friend's homework.

- D  Perform your dialog for the class.



5 GRAMMAR

- A** Study the chart. Turn to page 214. Complete the exercises. Then do **B–C** below.

Present Unreal Conditionals	
If clause	Result clause
If you told the truth, If I didn't have a lot of homework, If I found a wallet,	(then) you would feel relieved. (then) I'd go to the movies. (then) I'd return it.
Result clause	If clause
You'd feel relieved	if you told the truth.

Present unreal conditionals are used to talk about imagined or unreal events.

The *if* clause presents an imagined condition. It is not true right now.

The result clause presents an imagined result. It can come first or second in the sentence with no change in meaning.

- B** Use the correct form of the verb in parentheses to make present unreal conditional sentences.

1. If I (graduate) graduated with honors, I (throw) would throw a big party.
2. If today (be) were a holiday, I (stay) would stay at home.
3. If I (have) had a lot of time off, I (go) would go to Colombia.
4. I (not / have) wouldn't have time to see my friends if I (get) got a part-time job.
5. If I (not / study) didn't study english English, I (study) would study German.
6. I (be) would be good at basketball if I (be) were taller.

- C**  Get into a group of four people. Follow the steps below. See how long you can go for. Then switch roles and start again.

Student A: Start a sentence chain. Choose one of the *if* clauses in **B** and finish the sentence with your own idea.

Student B: Add a sentence to Student A's sentence.

Students C & D: Continue the game with your own sentences.

If today were a holiday,
I'd go somewhere fun.

If I went somewhere fun, I'd buy a souvenir.

If I bought a souvenir,
I'd give it to...

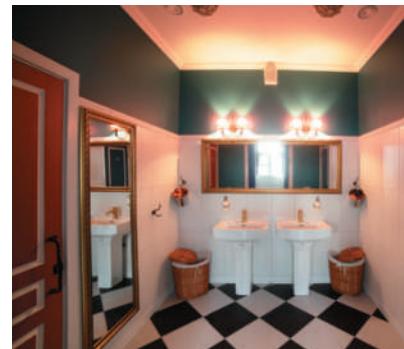
If you were in Istanbul, would
you buy a lamp as a souvenir?



6 COMMUNICATION

A Look at the situations. Would you ever do any of these things? Write yes, no, or maybe.

Would you ever...



1. eat a whole platter of food at a party? _____

2. keep a pair of sunglasses that you found on the ground? _____

3. use the restroom in a cafe without actually buying anything there? _____



4. stand and read an entire magazine in a store without buying it? _____

5. download music, TV shows, or movies from the Internet without paying? _____

6. take extra supplies from your office to use at home? _____

B Discuss your answers in **A** with a partner.

Would you ever keep a pair of sunglasses that you found on the street?

It depends on the circumstances. If they were expensive, I'd probably keep them!

If you answered yes, you can use *definitely* in your answer. If you answered maybe, you might want to use *probably* in your answer.

LESSON B WHO DO YOU TRUST?



When you need help, who do you count on?

1 VOCABULARY

- A Match items 1–6 with their definitions from the box. Two items have the same definition.

1. _____ I can't do it myself. I'm **counting on** you to help.
2. _____ He's a **trustworthy** employee. He's never been late to work.
3. _____ A **truthful** person doesn't lie on a résumé.
4. _____ I promised to help you, and I'm going to **keep my word**.
5. _____ I'm sure she'll get the job. I **have confidence** in her.
6. _____ I **trust** you. I know that you are telling the truth.

- | | |
|--------------------------------|---------------|
| a. dependable | d. relying on |
| b. honest | e. believe in |
| c. do what you say you will do | |

- B Take the quiz below.

1. Does a person have to be truthful to succeed?
 yes no
2. Do you typically trust strangers?
 yes no
3. Do you have confidence in yourself and your abilities?
 yes no
4. Do you always keep your word?
 yes no
5. Who do you usually count on to give good personal advice?

6. Who would you trust with a secret?

- C  Interview a partner using the questions in B. Discuss your ideas.

I think you have to be truthful to be successful.

I agree. You can lie sometimes, but you shouldn't all the time.

2 LISTENING

- A** What are some reasons that people lie? Make a list of ideas in your notebook with a partner.
- B** **Identify key details.** Listen to the first part of a lecture. What are reasons people lie? List the two reasons you hear. Are either of these reasons on your list from A? **CD 2 Track 33**

Reasons people lie

1. _____
2. _____

- C** **Infer meaning.** Read sentences 1–4. The speakers use the expressions in *italics* in the talk. Listen to the full lecture and choose the best answer.
CD 2 Track 34

Listening Strategy

Infer Meaning

Use context to figure out what the words and phrases mean.

1. If someone tells you a *white lie*, they tell a lie to _____.
a. hurt your feelings b. be polite c. make you laugh
2. If you *catch someone in a lie*, you _____.
a. discover a person is lying b. forgive a person for lying c. tell someone a big lie
3. If you *hesitate* when you are talking, you speak in a _____ way.
a. clear, direct b. careful, honest c. nervous, uncertain
4. A *dishonest* person _____ truthful.
a. is b. might be c. is not

- D** **Listen for gist.** Read the sentences. Then listen again. Circle T for *True* or F for *False*.

CD 2 Track 34

/djeɪgʊə/

- | | | |
|--|---|---|
| 1. Diego's sister probably knew he was lying. | T | F |
| 2. For most people, it's hard to lie well. | T | F |
| 3. If a person won't make eye contact with you, he's probably lying. | T | F |

- E** **Listen for details.** Answer the questions with a partner. Use information from the lecture to explain.

1. What white lie did Diego tell his sister? Was his lie believable? Why or why not?
2. Can you tell if someone is lying by looking at their eyes? Why or why not?



3 READING CD 2 Track 35

- A**  **Make connections.** Describe the photo to a partner. If you got lost in this place, what would you do?
- B**  **Make predictions.** Read the story through line 17. What do you think will happen next? Discuss your ideas with a partner. Then read the rest of the story.
- C** **Sequence events.** Put the events in the order that they happened.

- _____ A note was placed on the car.
- _____ The car stopped working.
/fɪlɪp/ /suofɪ/
- _____ Philippe and Sophie had tea and local food.
- _____ Philippe and Sophie went for a drive.
- _____ A strange man showed up.
- _____ The hired driver fixed the car.
- _____ The hired driver left.

- D** **Infer meaning.** Find these words in the reading.

1. Find a word in line 6 that means *sleep lightly*: _____
2. Find a word in line 6 that means *strange*: _____
3. Find a word in line 10 that means *far away*: _____
4. Find a word in line 16 that means *smile*: _____
5. Find a word in line 20 that means *excited; very pleased*: _____
6. Find a word in line 25 that means *friendliness to guests*: _____

- E**  Answer the questions with a partner.

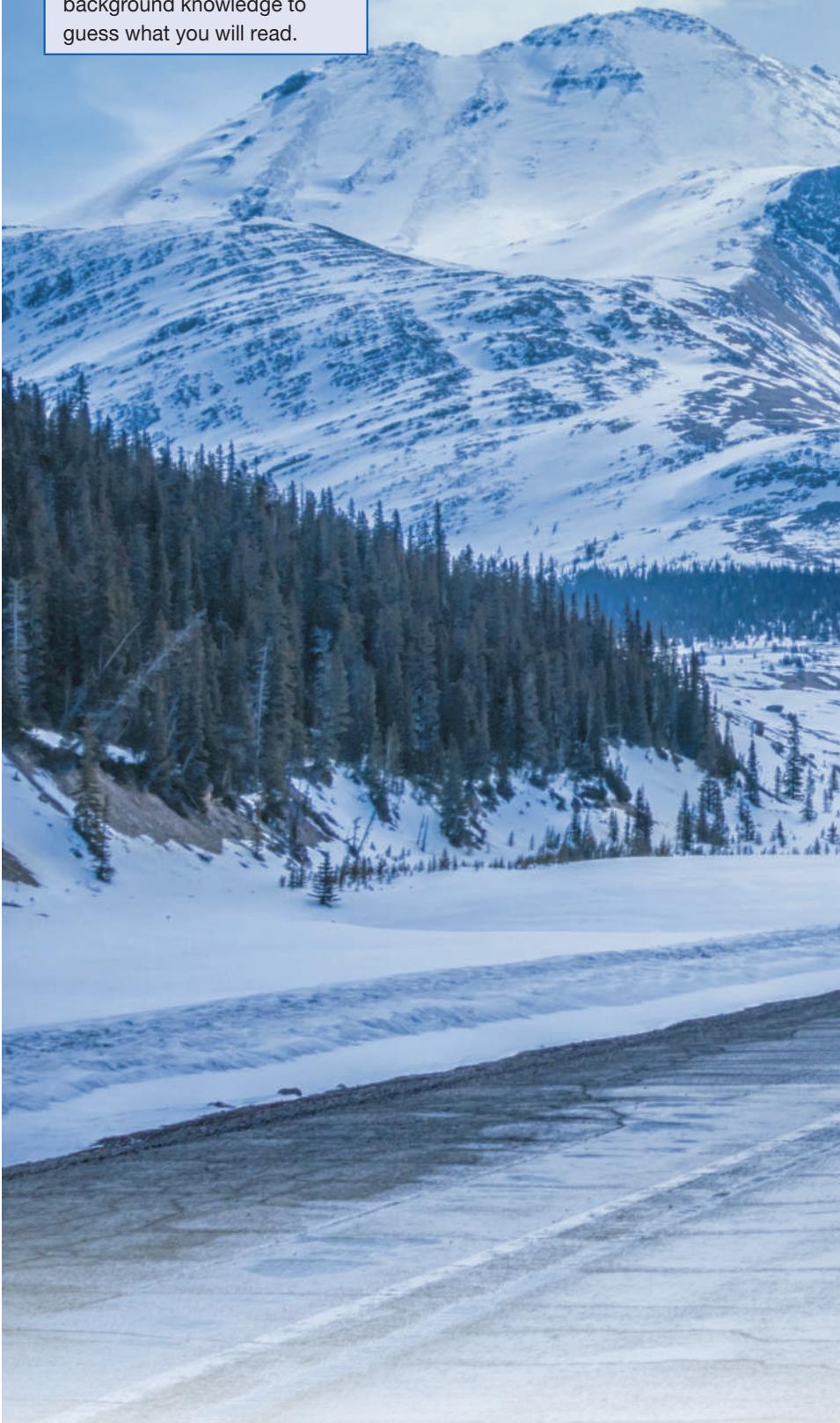
1. Would you have trusted the stranger?
2. Have you ever helped a stranger? If so, what happened?

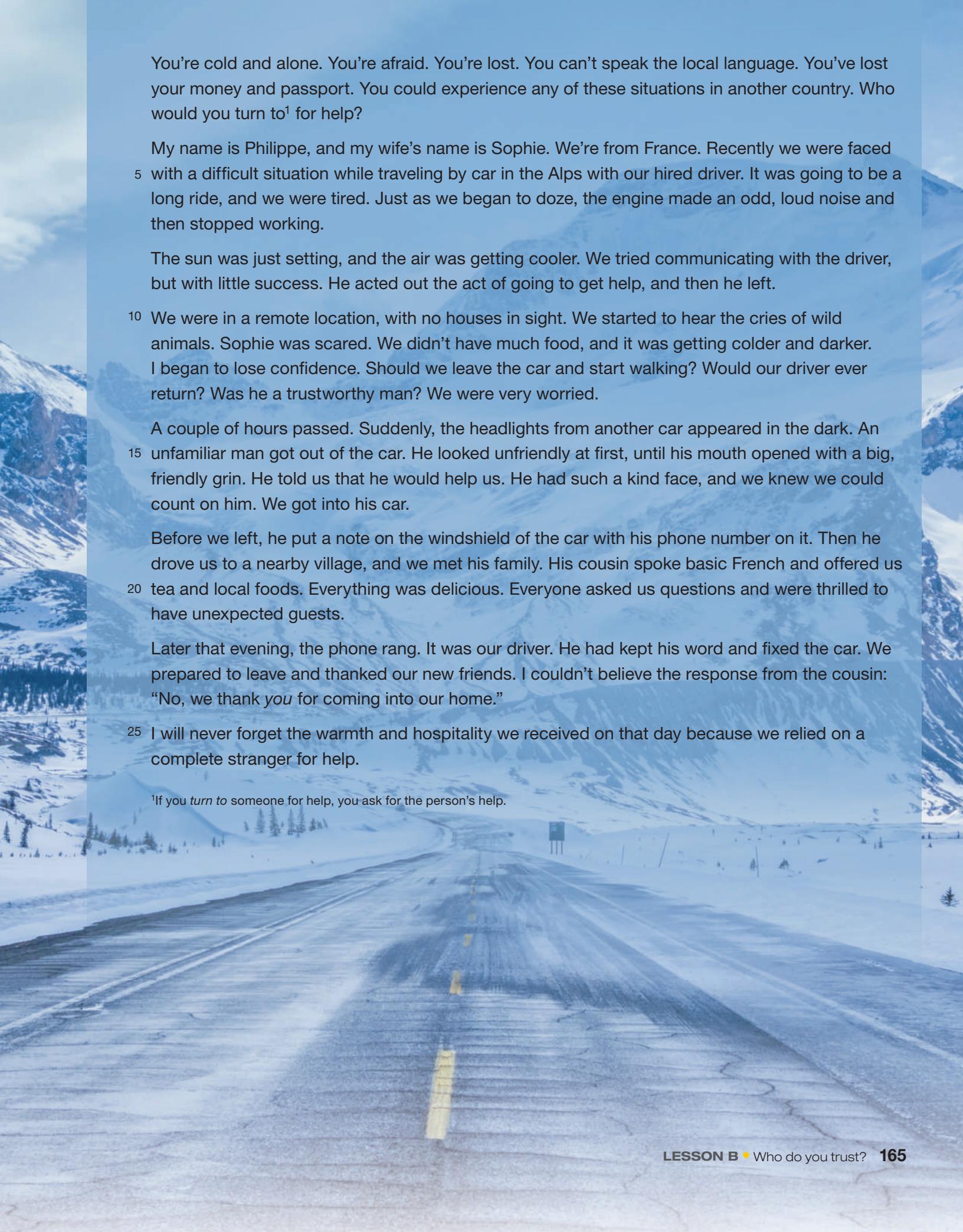
THE KINDNESS OF STRANGERS

Reading Strategy

Make Predictions

Use visual clues, titles, and background knowledge to guess what you will read.





You're cold and alone. You're afraid. You're lost. You can't speak the local language. You've lost your money and passport. You could experience any of these situations in another country. Who would you turn to¹ for help?

My name is Philippe, and my wife's name is Sophie. We're from France. Recently we were faced
5 with a difficult situation while traveling by car in the Alps with our hired driver. It was going to be a long ride, and we were tired. Just as we began to doze, the engine made an odd, loud noise and then stopped working.

The sun was just setting, and the air was getting cooler. We tried communicating with the driver, but with little success. He acted out the act of going to get help, and then he left.

10 We were in a remote location, with no houses in sight. We started to hear the cries of wild animals. Sophie was scared. We didn't have much food, and it was getting colder and darker. I began to lose confidence. Should we leave the car and start walking? Would our driver ever return? Was he a trustworthy man? We were very worried.

A couple of hours passed. Suddenly, the headlights from another car appeared in the dark. An
15 unfamiliar man got out of the car. He looked unfriendly at first, until his mouth opened with a big, friendly grin. He told us that he would help us. He had such a kind face, and we knew we could count on him. We got into his car.

Before we left, he put a note on the windshield of the car with his phone number on it. Then he drove us to a nearby village, and we met his family. His cousin spoke basic French and offered us
20 tea and local foods. Everything was delicious. Everyone asked us questions and were thrilled to have unexpected guests.

Later that evening, the phone rang. It was our driver. He had kept his word and fixed the car. We prepared to leave and thanked our new friends. I couldn't believe the response from the cousin: "No, we thank you for coming into our home."

25 I will never forget the warmth and hospitality we received on that day because we relied on a complete stranger for help.

¹If you *turn to* someone for help, you ask for the person's help.

4 GRAMMAR

A Study the chart. Turn to page 215. Complete the exercises. Then do **B** and **C** below.

Reported Statements with <i>say</i> and <i>tell</i>	
Quoted speech	Reported speech
"I am an honest person."	he was an honest person.
"I trust you."	he trusted me.
"I don't believe you."	he didn't believe me.
"I'm leaving ."	he was leaving .
"You lied to me."	I had lied to him.
"I'll call you tomorrow."	he would call me tomorrow.
"We've never met ."	we had never met .
"I may be late."	he might be late.
"You must work harder."	I had to work harder.
"You shouldn't talk to strangers."	I shouldn't talk to strangers.

B  Work with a partner. Follow the steps below.

/dɪlən/

1. Read the things Dylan told his friends and family members.
2. Take turns reporting what he said to each person. Use *say* or *tell*.
3. Use one of the expressions (*but in reality, in fact...*) to say what the truth is.

Dylan said to his...	But in reality... / in fact... / actually... / the truth is...
1. girlfriend, "I love you."	he wants to break up.
2. classmate Lena, "I'm single."	he's still dating someone.
3. ex-girlfriend, "I hope we can still be friends."	he can't stand his ex.
4. mom, "I'll be home by midnight."	he came home at 2:00 AM.
5. brother, "I didn't borrow and break your laptop."	he did both things.
6. dad, "I've finished my college applications."	he hasn't even started them.
7. friends, "I'm doing an internship at Toyota."	he's working at McDonald's.
8. classmate Sam, "I can't study with you because I'm sick."	he went to a party.

Dylan said he loved his girlfriend,
but in reality he wants to break up.

Dylan told his
classmate Lena that...

C  Answer the questions with a partner.

1. Has anyone ever lied to you? What did the person say? What was the truth?
2. Have you ever told someone a white lie? What did you say? What was the truth?

My friend made some cookies.
I said they were good, but
actually...

5 WRITING

- A**  Read the paragraph. Then, finish the story with a partner.
1. Why did the writer lie? What did she say?
 2. Did the other person find out the writer was lying? What happened?
- B** Think about a time you (or someone you know) lied about something. Answer the questions in **A**. Then use your notes and the example to help you write a paragraph of your own.
- C**  Exchange your writing with a partner. Read his or her paragraph.
1. Are there any mistakes? If yes, circle them.
 2. Answer the questions in **A** about your partner's writing.
 3. Return the paper to your partner. Make corrections to your own paragraph.

CAUGHT IN A LIE

Last year, I lied to a classmate of mine. He invited me to go to the movies, but I didn't want to go. I also didn't want to hurt his feelings, so I said that I couldn't go to the movies. Even though I was fine, I said that I was sick. Later that same day, I went shopping with a friend. While we were shopping, I unexpectedly...

6 COMMUNICATION

- A**  Work with a partner. Choose a situation about Dylan from the previous page. Create a role play, using reported speech.

Student A: You find out Dylan lied to you about something. Ask him to explain.

Student B: You're Dylan. Try to explain yourself.

GIRLFRIEND: So, Dylan, I was talking to Lena yesterday.

DYLAN: Yeah? What about?

GIRLFRIEND: She said that she had a party at her house.

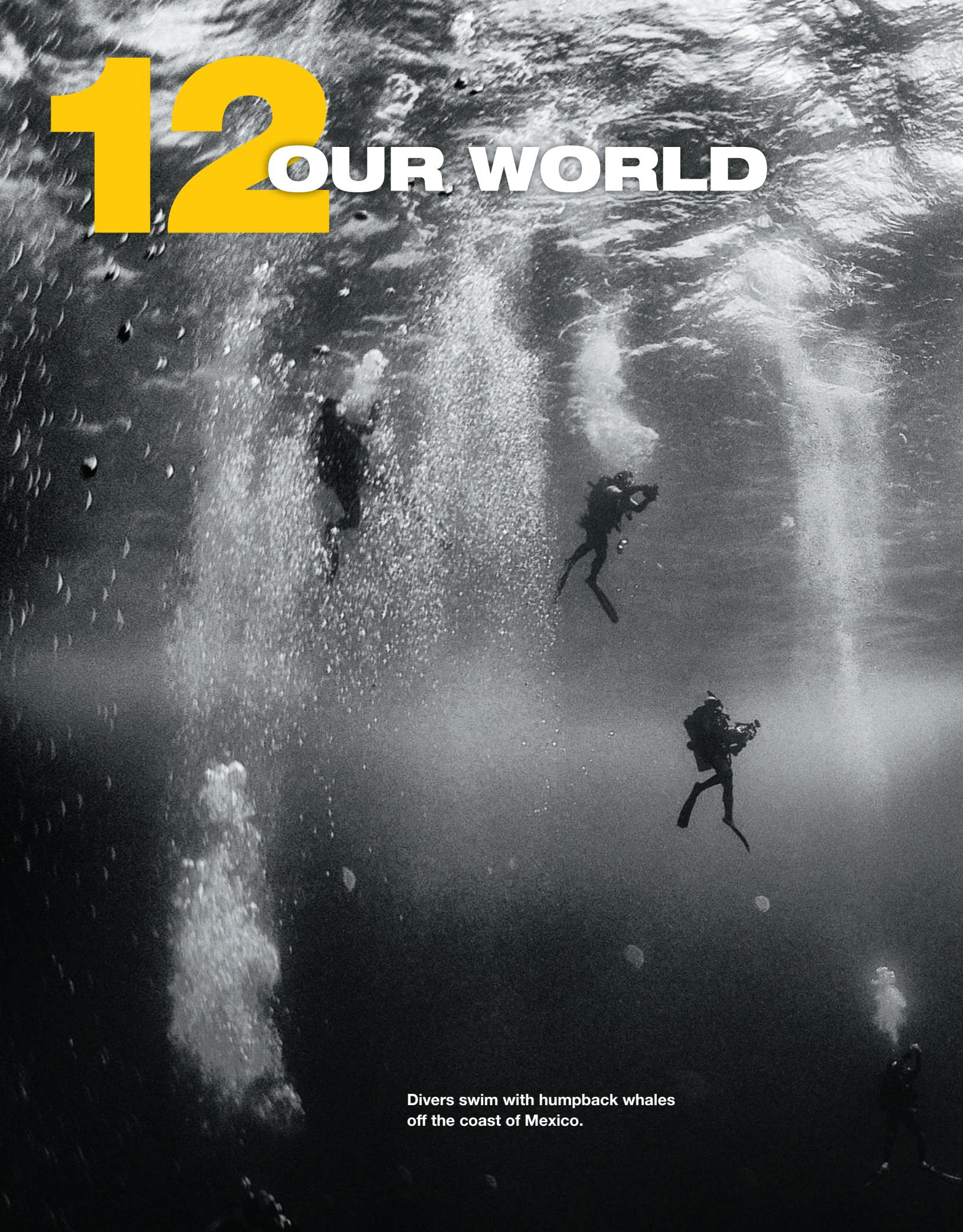
DYLAN: Oh, I didn't go.

GIRLFRIEND: Oh really? It's obvious that you're lying, because she said...

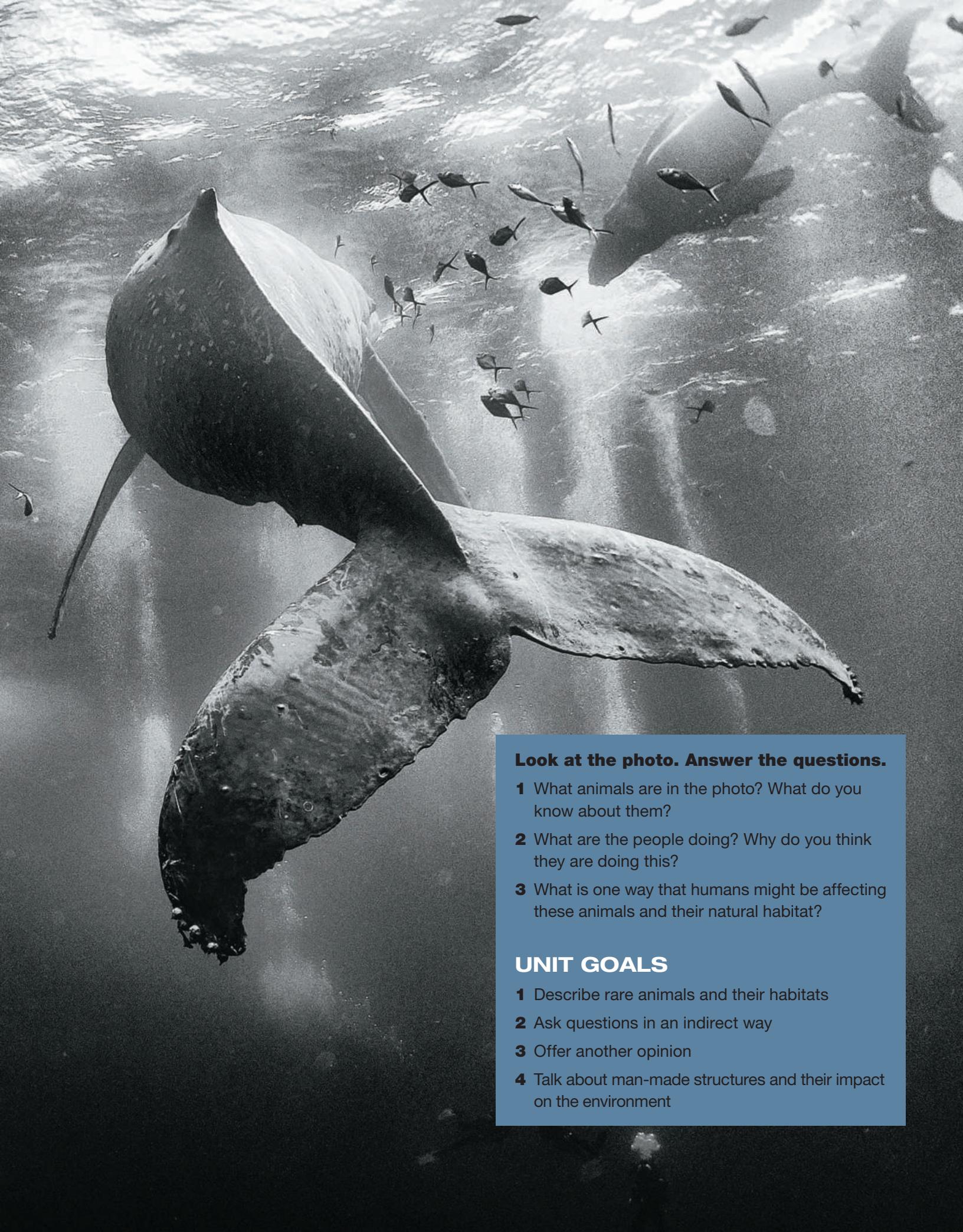


- B**  Perform your role play for another pair. After you listen to the other pair, answer this question: How did Dylan explain his behavior? What did he say?

12 OUR WORLD



Divers swim with humpback whales
off the coast of Mexico.



Look at the photo. Answer the questions.

- 1** What animals are in the photo? What do you know about them?
- 2** What are the people doing? Why do you think they are doing this?
- 3** What is one way that humans might be affecting these animals and their natural habitat?

UNIT GOALS

- 1** Describe rare animals and their habitats
- 2** Ask questions in an indirect way
- 3** Offer another opinion
- 4** Talk about man-made structures and their impact on the environment

LESSON A THE NATURAL WORLD



1 VIDEO The Steward of Ormond Beach

- A** Read the title. What is a *steward*? What do you think a steward of a beach does?
- B** Watch the video. Circle *True* or *False* for each item.
- | | | |
|---|------|-------|
| 1. Walter Fuller is the steward for Ormond Beach. | True | False |
| 2. His other title is “protector of sea life of Ormond.” | True | False |
| 3. For the past 15 years, Walter has been living at Ormond Beach. | True | False |
| 4. In the beginning, Walter visited the beach on his days off. | True | False |
| 5. There are many wetland areas on the Southern California coast. | True | False |
| 6. Walter used to be a volunteer. | True | False |
| 7. In high school, Walter studied the eagle family. | True | False |
| 8. The coastline is considered to be a beautiful part of the United States. | True | False |
| 9. Walter says that having a job motivates him. | True | False |
- C** Answer these questions. Share your answers with a partner.

1. What area do you know that needs a steward? _____
2. Why did you choose that area? _____

2 VOCABULARY

- A  Work with a partner. You are going to learn about two different animals. Follow the instructions below. Look up any words you don't know.

Student A: Read the information about **snow leopards**.

Student B: Read the information about **mountain gorillas**.



Snow leopards

We don't know exactly how many snow leopards there are, but we do know their numbers are **declining**. Today, there may be as few as 3,000 **in the wild**.

The secretive animals live in the countries of Central Asia, but people **rarely** see them.

They have thick fur that helps them survive the cold winters of their mountain **environment**.

The leopards like to eat sheep and goats, and for this reason, many are killed by shepherders.

Mountain gorillas

Mountain gorillas live in **dense** forests. They can climb trees, but spend most of their time on the ground.

They are found in Africa—in Rwanda and Congo.

The gorillas are **endangered** (currently only 900 **remain**) due to **illegal** hunting and loss of their **habitat**.

Even so, their numbers are slowly **increasing** because they are **protected**.

- B  Interview your partner about his or her animal. Ask questions to complete the information in the chart.

	Snow leopard	Mountain gorilla
Population		
Habitat		
Location		
Challenges		

How many snow leopards are there?

- C  The snow leopard and the mountain gorilla are **suffering**. Both animals are almost **extinct**. What would you do to **raise awareness** of their situations? What would you tell people? Discuss with a partner.

To raise awareness,
I would tell people...

3 LISTENING



A **Use background knowledge.** Look at the photo. What animal is this? What do you know about it? Discuss with a partner.

B **Listen for details.** Listen to four descriptions of animals that live in the rainforest. Circle the correct words to complete the definitions. **CD 2 Track 36**

Listening 1 *Rodent* means dog / ~~cat~~.

To exceed means to be ~~greater~~ / lesser than (an amount).

Listening 2 *Snout* means nose / legs.

Nocturnal means ~~active~~ / inactive at night.

Listening 3 *To camouflage* means to escape / to ~~hide~~.

To inhabit means to eat / to ~~live~~.

Listening 4 An acrobat does tricks on the ground / in the air.

To leap means to ~~jump~~ / to fall.

Listening Strategy

Listen for Details

Listen carefully for detailed information.

C **Listen for numbers.** Listen again. Complete the sentences with the numbers in the box. Three numbers are extra. **CD 2 Track 36**

1	1.12	1.2	5	12	66	68	135	138	180
---	------	-----	---	----	----	----	-----	-----	-----

Capybara 1. can hold its breath underwater for up to 5 minute(s)

2. can weigh up to 60 kilo(s)

3. can be more than 1 meter(s) long

Tapir 4. weighs between 135 and 180 kilo(s)

Sloth 5. comes down to the ground once time(s) a week

Spider monkey 6. can jump over 12 meter(s)



Choose one of the animals. Go online and learn one more fact about it. Share the fact with the class.

D Look at the photo in **A** again. What animal is it? How do you know?

4 SPEAKING

- A**  Gustav and Carolina are telling Bart about their summer job. Listen to and read their conversation. Where did they work and what did they do? Why can't Bart apply for the job?
CD 2 Track 37

BART: So, what exactly did you do over the summer? *i wish she*

GUSTAV: We worked as volunteers at Glacier National Park.

BART: I've never been there. What's it like?

CAROLINA: It's beautiful. There are mountains and lakes... and, of course, glaciers!

BART: How was the job?

GUSTAV: We had to do a lot of physical work. It was kind of hard.

CAROLINA: That's true, but it was exciting, too! We actually saw bears!

BART: Wow! That does sound exciting. Maybe I should apply. I'll need a job next summer.

CAROLINA: Sorry, Bart, but you can't apply to that program. It's a special program for international students.



- B**  Practice the conversation in groups of three.

SPEAKING STRATEGY

- C**  You and your partner are looking for a place to live together as roommates. Write down some of the important things to consider.

cost,

Useful Expressions

Offering another opinion

That's true, but...
Yes, but on the other hand,...
Even so,...
But then again,...

- D**  Read about these two possible places to live. Add three more ideas to each list. With a partner, discuss the positive and negative aspects of each place. Use the Useful Expressions to help you.

City apartment	Suburban home
expensive	big backyard
near public transportation	need a car
small bedrooms	quiet neighborhood
big balcony with a great view	nothing to do on weekends
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

An apartment in the city would be expensive.

Yes, but on the other hand, living in the city is exciting. There's so much to do!

- E**  With your partner, have a discussion and then choose one of the places to live in **D**. Tell the class which location you chose and why.

5 GRAMMAR

- A** Study the chart. Turn to page 216. Complete the exercises. Then do **B–D** below.

Embedded Questions	
What is a tapir?	Do you know what a tapir is? I'd like to know what a tapir is.
Asking for information	Saying you don't know something
Can / Could you tell me... Do you know... Do you remember... Do you have any idea...	I don't know / I'd like to know... I'm not sure... I can't remember... I wonder...

- B** Find and correct the error in each sentence.

1. Could you tell me what is the answer? could you tell me what the answer is ?
2. Can you remember me how to get there? can you remember me how to get there
3. I'm not sure how to do it?
4. What's your opinion? I like to know what you think.
5. I'm not sure where is the exit.

- C** Turn each question on the left into an embedded question on the right.

1. Where do they live? I'd like to konw where they live.
2. What is their habitat? Can you tell me me What their habitat is?
3. What challenges do they face? Do you any what?
4. How much does a capybara weigh? I'm not sure how much CApybaRA WIGHT.
5. How do sloths sleep? I wonder HOW SLOTHS SLEEPS.
6. Where do tapirs spend their time? I don't know whre tapirs spend their time.
7. Why are monkeys called "acrobats"? Do you know why the monkeys called acrobats are?
8. What is the name of that animal? I can't remeber what the name of the anbimal is?

- D**  Think of an animal. Take turns asking a partner about his or her animal.

Can you tell me where red pandas live?
They're from China.
What is their habitat?
I'm not sure what their habitat is. Maybe they live in the mountains.



6 COMMUNICATION

- A Work alone. Take the quiz. Look up any words you don't know.



A *harbor* is a sheltered area of water where boats are protected from storms.

What / Where is the world's...

1. busiest harbor?
 - a. Singapore
 - b. Pusan (South Korea)
 - c. Hong Kong (China)
2. largest island?
 - a. Great Britain
 - b. Greenland (Denmark)
 - c. Honshu (Japan)
3. highest waterfall?
 - a. Tugela Falls (South Africa)
 - b. Angel Falls (Venezuela)
 - c. Sutherland Falls (New Zealand)
4. oldest active volcano?
 - a. Kilauea (US)
 - b. Yasur (Vanuatu)
 - c. Etna (Italy)
5. longest mountain range?
 - a. the Austrian Alps (Europe)
 - b. the Andes (South America)
 - c. the Urals (Europe)
6. longest cave?
 - a. Mammoth Cave (US)
 - b. Holloch Cave (Switzerland)
 - c. Sistema Ox Bel Ha (Mexico)
7. deepest lake?
 - a. Lake Superior (US / Canada)
 - b. Lake Nyasa (Africa)
 - c. Lake Baikal (Russia)
8. largest desert?
 - a. the Sahara (North Africa)
 - b. the Australian (Australia)
 - c. the North American (Mexico / US)
9. longest coastline?
 - a. Australia
 - b. Canada
 - c. Chile

- B Get into a group of four people. Imagine that you are on a quiz show. Follow the steps below.

Student A: quiz show announcer

Students B-D: quiz show contestants

1. **Student A:** Read a question from the quiz in **A**.
2. **Students B-D:** Write down your answer on a piece of paper.
3. **Student A:** Ask each contestant for his or her answer. Then check page 218 and give each contestant one point for a correct answer. Continue asking questions.
4. **Students B-D:** The person with the most points at the end of the game wins.

Maria, do you know what the largest island in the world is?

I'm not sure what the answer is, but I chose Great Britain. Is that correct?

LESSON B THE MAN-MADE WORLD

The Burj Khalifa, Dubai, United Arab Emirates

- This skyscraper is the tallest building in the world at 829.8 meters (2,722 feet).
- Architects **proposed** ideas for the building in 2003 and **construction** was finished in 2010.
- Architects faced many **obstacles** in building a skyscraper this big. The building needed to be very strong to **withstand** its own weight! The extreme heat of Dubai also had to be **considered**.
- Another issue was how to safely and quickly **transport** people and **goods** around the building. The builders found an **efficient** solution to **get around** this problem. The building has 57 high-speed elevators. Each can travel 600 meters a minute and **accommodate** 10–12 people.
- The building has many **sustainable** features as well. For example, it collects and reuses water from the air conditioners, saving 15 million gallons of water a year!



1 VOCABULARY

A What do you know about the famous building in this photo? Tell a partner. Then take turns reading about it aloud.

B Complete the sentences using the words in **blue** from above. Work with a partner.

1. Engineers need to make sure the skyscraper can withstand earthquakes before they start get around.
2. There are other obstacles to think about, too. For example, where will people park?
3. To answer this question, the architect proposed an idea: build an underground parking lot. It will be able to acomodate 1,500 cars.
4. From the parking lot, an elevator will TRASNPORT people and goods to the top floor in 15 seconds.
5. The team considered the architect's idea and agreed with his suggestion.
6. There should also be a(n) sustainable way of heating and cooling the building.
7. With solar panels, the building will have plenty of energy and also be EFFICIENT.

C Discuss the questions with a partner.

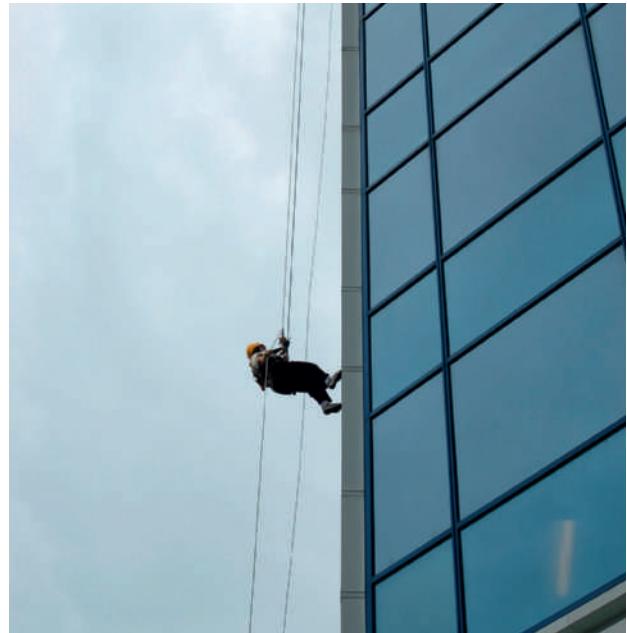
1. Why is the Burj Khalifa special?
2. What were some of the obstacles that architects faced when they designed it?
3. What's special about the building's elevators?
4. How is the building good for the environment?

2 LISTENING

- A Which words in the box do you know? With a partner, look up any unfamiliar words in your dictionary.

architect	edge	investigate
blueprint	get access (to a place)	leaky

- B Listen for gist. Which photo shows what the woman does in her job? Listen and circle the correct one. CD 2 Track 38



Listening Strategy

Listen for Gist

Listen for the general idea.

- C Listen for details. Listen. Complete the sentences about Jamie's job. CD 2 Track 38

1. Jamie works with finished buildings.
2. She checks problems so that they don't repeat mistakes.
3. Rappelling is a way to get access to hard to reach places.
4. After you hook up to the top of the building, you lower yourself over the edge.
5. Rappelling is scary, but you can get used to it.

- D Pronunciation: Negative questions to confirm information. Complete the negative questions. Then listen and check your answers. CD 2 Track 39

1. (be / you / an engineer) Aren't you an engineer? That's correct. I'm a civil engineer.
2. (work / you / on the second floor) Dont you work on the second floor? No, actually I work on the third floor.
3. (be / the Burj Khalifa / in the UAE) Isnt the burj kalifa in the UAE Yes, in Dubai.
4. (be / the Eiffel Tower / built in 1900) wasnt the effiel tower buit in 1900? No. It was finished in 1889.

- E Practice asking and answering questions 1–4 in D with a partner. Pay attention to intonation.

3 READING CD 2 Track 40

- A** **Use background knowledge; Make predictions.** Look at the title and the names of the two countries in the article. Do you know anything about these countries? What do you think is happening in these countries?
- B** **Take notes on key details.** Read the article. As you read, think about questions 1 and 2. Underline the information in the passage that answers the questions.
1. How are rising sea levels affecting the Seychelles and the Netherlands specifically?
 2. What is each country doing about these problems?
- C** **Infer meaning.** Match the words in bold in the reading with their definitions.
- | | |
|----------------------|---|
| <u>snapshot</u> | a short description |
| <u>projects</u> | planned pieces of work |
| <u>enroded</u> | to damage land or rock so it disappears |
| <u>low lying</u> | close to the height of the ocean |
| <u>dam and dikes</u> | walls built across bodies of water to hold the water back |
- D**  **Summarize; Give opinions.** Answer the questions with a partner.

1. Look again at the questions in **B**. Explain your answers to a partner in your own words.
2. Has global warming affected the area where you live? What do you think can be done to help?

Where I live, global warming is...

WHEN THE SEAS RISE



Reading Strategy

Summarize

Explain what you have read in your own words.

Reading Strategy

Give Opinions

Express what you think about an issue based on the reading.

A solar-powered floating house in Rotterdam, the Netherlands.



When most people think of global warming¹, they think of something that will happen in the future, something that doesn't affect their daily life. But for many people around the world, the future is now. Research shows that sea levels worldwide have been rising at a rate of 0.14 inches (3.5 millimeters) per year since the early 1990s. The trend, linked to global warming, is putting thousands of coastal cities at risk of being destroyed over time. The two countries below offer a **snapshot** of what climate change might look like for all of us.

Seychelles

This chain of islands in the Indian Ocean has been called one of the most beautiful places on Earth. There is a problem, though. Many of the country's most populated regions were constructed in **low-lying** areas, near the water. As sea levels rise, many people will lose their homes.

Already, the island's tourism industry is being hurt. Seychelles's famous beaches are being **eroded** by the rising water, as well as by storms that grow more powerful each year. In addition, the country's coral reefs (a popular tourist attraction) are suffering because of warmer water.

To fight these problems, the government of the Seychelles has been trying to relocate people living in low-lying coastal areas to higher ground. Unfortunately, there isn't enough land to accommodate many of these people. The country's citizens are also trying to bring as much attention as possible to global warming and the danger it poses. They point out that if these things happen to the Seychelles, they can happen to big countries like the United States, China, or Brazil next.

The Netherlands

For the people of the Netherlands, rising waters have been an obstacle for years. The country is close to 30 percent under sea level! A series of **dams and dikes** has protected the country from mass flooding for many years, but as sea levels continue to rise, more extreme solutions are being considered. One of them is a large increase in "floating houses." These houses are built on water or in areas that flood, and each structure is able to rise and fall with the water. Sustainable and efficient apartment buildings that can float are also being planned.

Engineers in the Netherlands are also continuing the country's tradition of doing large construction **projects** to help hold the water back. Larger dams have been built in recent years, and rivers have been rerouted so they are not as close to cities. Today, engineers from many countries visit the Netherlands to learn more about these projects. They fear that in the future, as the Earth warms and sea levels continue to rise, Dutch building techniques will have to be used all over the world.

¹Global warming is an increase in the Earth's temperature, caused in part by humans' use of fossil fuels (oil, gas). As the Earth warms, ice melts, causing sea levels to rise.

4 GRAMMAR

A Study the chart. Turn to page 217. Complete the exercises. Then do **B** below.

The Passive with Various Tenses		
	Active	Passive
Simple present	Engineers <u>build</u> skyscrapers with a steel frame structure.	Most skyscrapers are built with a steel frame structure.
Simple past	The Woolworth Company <u>built</u> a skyscraper in 1913.	One of the first skyscrapers was built in 1913.
Present perfect	Engineers <u>have built</u> the world's tallest building in Dubai.	The world's tallest building has been built in Dubai.
Present continuous	Engineers <u>are building</u> a lot of tall buildings in Shanghai.	A lot of tall buildings are being built in Shanghai.
Simple future	Someday they <u>will build</u> a skyscraper without concrete.	Someday a skyscraper without concrete will be built .

B  Work with a partner. Read the information below. Look up the underlined words. Choose a role (Student A or B). Debate the issue with your partner. Try to agree about what to do. Share your plan with another pair.

A large construction company wants to tear down traditional buildings in a neighborhood in your city. The buildings are beautiful, but they were built 100 years ago and aren't in good condition.

Student A: You work for the construction company. Here is your plan:

- The old buildings will be torn down, and new office and apartment buildings will be built.
- The new buildings will be safer and will be able to accommodate more people.
- Former tenants will be allowed to move back into a new apartment, but it will take three years for the project to be finished. For now, those people must find other housing.

Student B: You live in one of the old buildings now. You have this opinion:

- A lot of modern buildings have been built in our city. Older structures should be preserved.
- Many people in the buildings are elderly. They shouldn't be forced to leave their homes.

The old buildings should be preserved. They connect us with our past.

Yes, but on the other hand, these old buildings may not withstand...



5 WRITING

- A What do you think about the issue in Grammar B? In five minutes, outline your ideas below. Then, in 20 minutes, write a paragraph in your notebook. Explain each reason with an extra sentence or two.

In my opinion, the old buildings **should / shouldn't** be torn down for two reasons.

For one thing, _____.

In addition, _____.

For these reasons, I believe the old buildings **should / shouldn't** be torn down.

- B  Exchange your writing with a partner. Circle any mistakes in your partner's writing. Do you agree with your partner's opinion? Why or why not? Return the paper to your partner. Make corrections to your own paragraph.

6 COMMUNICATION

- A  Read about Diamond City's problems. What projects have been proposed to solve these problems? Use your own words to explain each situation with a partner.

Problem 1: The dam was built 30 years ago, and it is weak.

Project: Repair the dam. This will take three years.

Notes: The city has been hit by a huge flood every 100 years. The last flood was 20 years ago, and the downtown area was destroyed.

Problem 3: The traffic is terrible, and businesses are leaving the city because of it.

Project: Build a new subway line to transport people. It will take three years to finish.

Notes: Construction will be difficult and expensive, but a new subway system is needed to transport people.

Problem 2: The baseball stadium is old.

Project: Repair the stadium. It will take two years.

Notes: The Diamond City Miners baseball team is a big moneymaker for the city. But if the stadium isn't fixed soon, the team may move to another city.

Problem 4: There isn't enough office space in Diamond City.

Project: Build a new skyscraper to keep businesses in the city. It will take two years to finish.

Notes: The land around the skyscraper is polluted and must be cleaned up first. This will take a year or more. Then construction can begin.

- B  With your partner, rank the projects in the order you would do them. Give reasons for your order. Note: A new project can be started only after the previous one has been finished.

- C  Explain your plan from B to another pair. Are your ideas similar? If not, whose plan is better? Why?

We think that they should start with the subway project, because...

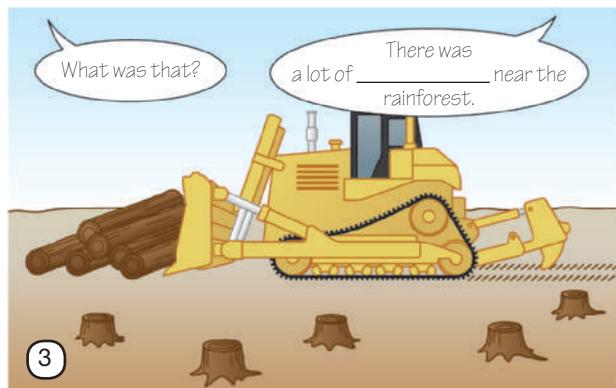
Really? We think that the dam project should be done first....

REVIEW UNITS 10–12

1 STORYBOARD

A */lɪsə/* */ana/*

- Lisa is asking Ana about her recent vacation. Look at the pictures and complete the conversation. More than one answer may be possible for each blank.



- B Practice the conversation with a partner. Then change roles and repeat.

- C What do you think of Ana's idea? What would you do to raise awareness? Tell a partner.

2 SEE IT AND SAY IT

- A  Study the picture for ten seconds and then close your book. With a partner, take turns describing the scene in as much detail as you can.
- B  Look at the picture again. Answer the questions with a partner.
1. Who are these people? Where are they?
 2. Where are they going or what are they looking for? What time of day is it?
 3. What do you think the leader is thinking?



- C  What would you do if you were the leader of the group? Make suggestions and explain your answers with a partner.

It's getting late. They should stop. If I were the leader, I'd suggest we sleep in the cave.

That's one idea. But then again, I think the cave would be too cold. I'd suggest...

3 SARA AND SANDRA

- A Read the story about Sara and Sandra. Fill in the missing words.

Sara and Sandra are sisters. They both _____ it rich by
_____ the lottery.

Sara decided she could _____ by on very little money. She made a very tight budget for herself. She took 50 percent of the money and _____ it to charities. She also _____ aside the _____ amount in a bank _____.

Sandra, on the other hand, did something different. She _____ her money on jewelry, vacations, and presents for herself. She spent way _____ much money and didn't _____ anything. In one year, she had _____ into debt and _____ afford to pay _____ all the money she had borrowed.

- B With a partner, compare your answers in A.

- C Imagine your friend has won the lottery. Give him or her some financial advice. Use the negative modals in the box.

don't have to had better not shouldn't

Well, for one thing, you don't have to tell everyone right away.

4 LISTENING

- A Listen to each response. Then choose the question that came before the response. **CD 2 Track 41**

1. a. What does she look like?
b. What's she like?
2. a. Why did you buy a new car?
b. Why do you want a new car?
3. a. What would you do if you won the contest?
b. What will you do when you win the contest?
4. a. Did you like the painting?
b. How long did it take you to paint it?
5. a. When did they complete the bridge?
b. When will they complete the bridge?
6. a. What do you usually do on Friday night?
b. What do you want to do on Friday night?

5 WHILE YOU WERE OUT

- A  Imagine that, while your boss was out, you took several messages. Work with a partner. Using reported speech, give the messages to your boss. Then switch roles and repeat.

Student A: Give these messages to your boss.

- /meəri/
1. Mary: "The meeting is scheduled for 2:00."
/tɒm/
2. Tom: "I won't be in the office next week. I'll be in China on business."
3. Copy company: "We're running behind schedule on your job."

Student B: Give these messages to your boss.

- /sə'lin/
1. Celine: "I can't make the deadline."
2. Dry cleaners: "Your suits are ready."
/mæriou/
3. Mario: "I don't understand your memo. I have questions about it."



Were there any messages while
I was out?

Yes. There were three. Mary
called. She said that...

6 MAKING PLANS

- A  With a partner, choose a situation and create a conversation of eight to ten sentences.

Situation 1

Student A: There's a Broadway show in town, and your partner wants to see it. You think the show is too expensive.

Student B: There's a Broadway show in town, and you really want to see it. Persuade your partner to go.

Situation 2

Student A: There's a popular art exhibit at the museum. Your partner wants to see it. You think it will be very crowded and hard to see the paintings.

Student B: There's an exhibition at the museum in town, and you really want to see it. Persuade your partner to go.

B: I really want to see the Broadway show that's in town.

A: Yes, but it's too expensive.

B: That's true, but...

- B  Practice your conversation. Then perform it for another pair.

UNIT 10 CONSOLIDATION

International Exam Preparation and Communication Practice

1 ACCURACY PRACTICE

- A Write wishes for the statements below. Be sure to use the correct past tenses or past modals.

1. I don't have enough money for those shoes. I wish (that) I had enough money for those shoes.
2. My sister won't lend me any money. i wish
3. We have to work tonight. _____
4. Henry can't afford to go to the restaurant with us. _____
5. They have gone into debt to buy a new house. _____

2 QUESTION FORMULATION

- A Make questions by unscrambling the words in the box. You may need to add a few words.

- | | |
|------------------------------------|--------------------------------------|
| 1. charity / donate / to / money ✓ | 4. happiness / money / buy |
| 2. lend / ever / people / money ✓ | 5. give / people / charity / money ✓ |
| 3. money / spend / vacation ✓ | 6. most important / life / thing ✓ |

1. Do you donate money to charity ?
2. Do you ever lend people money ?
3. How much money do you spend on vacation ?
4. Can the money buy happiness ?
5. Why do people give money to charity ?
6. What is the most important thing in your life ?

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

3 SPEAKING

- A  Work with a partner. Imagine that you moved to a new country because your work relocated. Unfortunately, your life is not the way it was in your old country. Take turns telling your partner how you wish your life were different.

I live in a big house in the mountains.
It is very pretty, but I wish (that)
I lived closer to my work.

4 WRITING

- A Write a paragraph (8–10 sentences) about your three biggest wishes. Use the correct past tenses and modals. Answer these questions:

- What are you wishing for?
- Is it possible that one or all of your wishes will come true?
- What do you need to make your wishes reality?

I wish I were rich.

5 EXAM PREPARATION: LISTENING

A  Listen to the audio. You will hear a conversation and a question after it. Circle the appropriate answer for each question. **ICPNA Track 15**

1. Which statement is true?
 - a. The woman can afford one skirt.
 - b. The skirts cost way too much.
 - c.** The woman can afford two skirts.
 - d. The woman is broke.
2. Why doesn't the woman want to go away?
 - a. Because she's busy then.
 - b.** Because she doesn't have money.
 - c. Because she doesn't feel well.
 - d. Because the man isn't her friend.
3. Who did the millionaire give his money to?
 - a.** His family.
 - b. A business.
 - c. Poor students.
 - d. Sick people.
4. When does the man use his credit card?
 - a. When he wants to buy something.
 - b.** When he goes on a trip.
 - c. To buy a bicycle.
 - d. When he has a problem.
5. What does the woman ask her son?
 - a. When he's going to pay her back.
 - b. Why he wants the money.
 - c.** When he's getting his salary.
 - d. If he's going to have fun.
6. What does the woman want to do for dinner?
 - a. Get takeout.
 - b.** Go to a Chinese restaurant.
 - c. Cook something.
 - d. Go to the grocery store.

B  Listen to the audio. You will hear a conversation and three questions after it. Circle the appropriate answer for each question. **ICPNA Track 16**

1. Which of the following things do savers do?
 - a.** Set aside money for the future.
 - b. Buy things when they aren't on sale.
 - c. Take big money risks.
 - d. Go to fancy dinners often.
2. What does the speaker think spenders should do?
 - a. Spend more money on food.
 - b. Think more about the future.
 - c.** Enjoy life more.
 - d. Buy trendy clothes.
3. Which of the following statements would the speaker agree with?
 - a. Savers are better than spenders.
 - b. Spenders spend more money because they need to.
 - c. Savers should not worry as much.
 - d. Spenders care too much about the future.
4. What would the man like to be able to do?
 - a.** Go to the gym.
 - b. Save money.
 - c. Travel with the woman.
 - d. Go on vacation.
5. How did the woman pay for her trip?
 - a. She saved money for a year.
 - b. She won a prize.
 - c.** She used her credit cards.
 - d. She got money from her family.
6. What does she recommend to the man?
 - a. He should buy more lottery tickets.
 - b. He should get a credit card.
 - c.** He should save his money.
 - d. He should borrow money.

UNIT 11 CONSOLIDATION

International Exam Preparation and Communication Practice

1 ACCURACY PRACTICE

- A Write present unreal conditional sentences for the situations below. You can put the *if* clause at the beginning or the end of the sentence. Use correct punctuation.

1. I don't speak English fluently. (need / study) _____ *If I spoke English fluently, I wouldn't need to study it.*
2. Silvio has a lot of time to see his friends. (not / have / job) _____ *If Silvio had a lot of free time he would see his friends.*
3. Today isn't a holiday. (go / someplace / fun) _____ *If today were a HOLIDAY I would go to someplace fun.*
4. Julia isn't graduating with honors. (get / a scholarship) _____
5. He lives with his parents. (share / apartment / roommate) _____ *Escriba el texto aquí*
6. I study hard. (get / good / grades) _____

IF I DIDN'T STUDY HARD I WOULDN'T GET GOOD GRADES

2 QUESTION FORMULATION

- A Unscramble the words to make questions.

1. would / you / found / wallet / what / do / if / a / you _____ *What would you do if you found a wallet?*
2. tell / lie / friend / would / a / you / to / when / a _____ *When would you tell a lie to a friend?*
3. trust / who / with / secret / would / you / a _____ *Who would you trust with a secret?*
4. biggest / lie / what / the / is / told / you / have _____ *What do you have the biggest lie told you?*
5. feel / if / friend / how / would / lied / you / to / a / you _____ *Would you feel how if your friend lied to you?*
6. read / someone's / would / private / you / emails _____ *Would you read private emails of someone's?*

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

What would you do if you found a wallet?

I would bring it to the police.

3 SPEAKING

- A Role-play one of these situations with your partner. Be sure not to hurt the other person's feelings.

- Tell someone he or she looks great when you don't really think the person does.
- Tell someone the food he or she made is delicious... when it's not!
- Compliment someone on their English when the person really doesn't speak English well.
- Tell someone you love a gift that person has given you... when you hate it!

Your hair looks great!

Thanks, I'm really happy with it.

Where did you get it done?

I did it myself.

- B Act out your conversation for a small group or the class.

4 WRITING

- A Think of a white lie* you told. Write a short note (8–10 sentences) to the person you lied to and apologize. Say why you thought you needed to lie, and include what you learned from the experience.

*white lie: a lie, usually about something unimportant, told to keep from hurting someone

5 EXAM PREPARATION: READING

- A Read the article and answer the questions.

Honesty might be the best policy, but we often abandon it when no one is watching. A team of researchers led by Dr. Melissa Bateson used an “honesty box” to collect payments for hot drinks, and found that people are better at paying what they owe when a pair of eyes is watching them. The researchers attached a poster to a cupboard of mugs above an honesty box alongside a kettle, with tea, coffee, and milk. Over ten weeks, they alternated between a photograph of a pair of eyes and a picture of flowers.

At the end of each week, the researchers counted the money in the honesty box and measured the amount of milk used—an indicator of the number of drinks consumed. The money went up every week the poster showed a pair of eyes.

Researchers said that even though the eyes were not real they still seemed to make people behave more honestly. The effect may arise from behavior that developed as early humans formed social groups that increased their chances of survival. For social groups to work, individuals had to cooperate for the good of the group, rather than act selfishly.

The scientists say companies and governments could use our evolved response to a person’s gaze to improve honesty. “It raises interesting questions about how we might improve systems to reduce antisocial behavior and things like making people pay for public transport. Signs that say ‘CCTV cameras in operation’ should, perhaps, show a pair of eyes instead of a picture of a camera. We haven’t evolved to pay much attention to cameras,” said Dr. Bateson.

1. What did the researchers want to find out?
 - a. If people always behave honestly.
 - b. If people will pay for tea and coffee.
 - c. How people have evolved over time.
 - d. If people prefer pictures of eyes or flowers.
2. How did they know how many drinks people consumed during the week?
 - a. They counted the dirty mugs.
 - b. They looked at the tea and coffee.
 - c. They measured the milk.
 - d. They counted the money.
3. What phrase could replace *cooperate for the good of the group* in the third sentence of paragraph 3?
 - a. “Decide to live in the same place.”
 - b. “Work together so that everyone lived well.”
 - c. “Share good things with each other.”
 - d. “Start families together.”
4. In the first sentence of paragraph 4, what does *gaze* mean?
 - a. A way of thinking.
 - b. An opinion.
 - c. A type of look.
 - d. An idea.
5. How can the results of this research be used?
 - a. They can increase graffiti in public places.
 - b. They can encourage people to buy CCTV cameras.
 - c. They can reduce dishonest behavior.
 - d. None of the above.
6. Who was this article written for?
 - a. Biology students.
 - b. The general public.
 - c. High school teachers.
 - d. People who drink tea or coffee.

UNIT 12 CONSOLIDATION

International Exam Preparation and Communication Practice

1 ACCURACY PRACTICE

A Turn the questions and cues into embedded questions.

1. Where do snow leopards live?
2. How do you get a job at the nature reserve?
3. What do red pandas eat?
4. How much do brown bears weigh?
5. Which animals live in the rain forest?

Do you know where snow leopards live?

Can you tell me _____?

I'd like to know _____.

Do you have any idea _____?

Do you know _____?

2 QUESTION FORMULATION

A Read the list below of the New Seven Wonders of the World. Do you know anything about these wonders? In your notebook, write at least one question about each. Use the passive voice.

Christ the Redeemer Statue, Brazil
The Great Wall of China
Taj Mahal, India
Roman Colosseum, Italy
Pyramid at Chichen Itza, Mexico
Petra, Jordan
Machu Picchu, Peru

Possible topics to ask about:

- Location
- Date built
- Purpose
- Person or civilization responsible for building
- Tourism status



Chichen Itza pyramid

B  Now walk around the class. Find students who know the answers to your questions. Write notes so you will remember them and can share with the class.

Are people allowed to visit the Taj Mahal?

Of course! Do you know when it was built?

3 SPEAKING

A  With a partner, think of a place in your city that can be made more beautiful. Prepare a presentation. Use the passive voice and opinion expressions learned in the unit.

design	build
plant	rebuild
clean	tear down
paint	fix
remove	repair

A new monument will be built in the center of the park.

Will more trees be planted there?

B  Present your city beautification project idea to the class. Whose idea do you like the best? Discuss.

4 WRITING

- A Write a letter to your mayor or another local politician about your beautification project. Include what the project is, why you think it should be done, and how you think your city should raise money to help pay for it. Use persuasive language.

5 EXAM PREPARATION: LISTENING

- A  Listen to the audio. You will hear a conversation and a question after it. Circle the appropriate answer for each question. **ICPNA Track 17**

1. What did the woman do on her vacation?
 - a. Studied.
 - c. Camped out.
 - b. Volunteered.
 - d. Worked.
2. How does the man feel about global warming?
 - a. He is very concerned.
 - b. He doesn't have an opinion about it.
 - c. It doesn't bother him very much.
 - d. He is a little worried.
3. What kind of meeting is the man probably speaking at?
 - a. A meeting for a political candidate.
 - b. A sales meeting for apartments.
 - c. A scientific research conference.
 - d. A city planning meeting.
4. What does the woman want to know about?
 - a. Greenland's climate.
 - b. The origin of Greenland's name.
 - c. The first humans to live in Greenland.
 - d. Ways of traveling to Greenland.
5. What is the woman probably going to do?
 - a. Get a job cleaning up the river.
 - b. Move to a city with a cleaner river.
 - c. Start an organization to take care of the river.
 - d. Go to the volunteer meeting.
6. What are the man and woman talking about?
 - a. A TV program about animals.
 - b. A science exam.
 - c. A nature reserve.
 - d. An unusual place.

- B  Listen to the audio. You will hear a conversation and three questions after it. Circle the appropriate answer for each question. **ICPNA Track 18**

1. Where would you probably hear this description?
 - a. In a biology class.
 - b. In an informal conversation.
 - c. In a project meeting.
 - d. In an advertisement.
2. What is a sloth's environment?
 - a. Central and South American countries.
 - b. Rainforests.
 - c. Tree canopies.
 - d. All of the above.
3. All of the following are true about sloths EXCEPT which statement?
 - a. They live in trees and eat leaves.
 - b. They do not use much energy to move.
 - c. They can swim when necessary.
 - d. They are never on the ground.
4. What is the woman's role in the group?
 - a. She is a member.
 - b. She is a leader.
 - c. She is an observer.
 - d. She is none of these.
5. How does the man feel about the project?
 - a. He is pessimistic.
 - b. He is neutral.
 - c. He is optimistic.
 - d. He is frustrated.
6. What is the goal of project that the man and woman are talking about?
 - a. Making streets safer for walkers.
 - b. Cleaning up city parks.
 - c. Building play areas for kids.
 - d. Encouraging people to exercise more.

EXAM PREPARATION: READING

A Read the article and answer the questions.

Yes, staying in a luxury hotel and relaxing on the beach is enjoyable, but what if you're looking for a trip that's more meaningful? New companies are offering volunteer travel opportunities in a variety of locations, which give travelers the chance to lend a hand on their next vacation.

An interest in volunteer travel has grown over the years: the idea was created in the 1990s, has continued to evolve, and is now a top travel trend. Companies have made it easier for travelers to find the right type of trip for them. Trips range from helping restore an ecosystem in a tropical location to caring for endangered or orphaned animals.

If you want to work with ecosystems in different environments, you can do so in many ways. For example, you could take a scuba diving research trip to the Seychelles, a group of small islands off the eastern coast of Africa. Volunteers conduct coral reef research, count sea animals, and observe animal behavior. Or you could go to the Arctic to study changes in the climate and ecosystem, measure glacier melting, and help collect data on global warming.

One of the most popular volunteer travel activities is working with endangered animals like sea turtles, lions, and monkeys. In South Africa, you could prepare meals for and feed lion cubs, take them for walks, and help rehabilitate injured animals. You could also travel to Greece and help protect and observe sea turtle nests from the time that eggs are laid until the young turtles hatch and emerge.

These volunteer activities are so life-changing that many travelers choose to return to the same project year after year.

1. What is the purpose of this article?
 - a. To explain why people volunteer.
 - b. To encourage taking a volunteer vacation.
 - c. To describe different kinds of research projects.
 - d. To advertise travel companies.
2. In the second sentence of paragraph 1, what could you replace *lend a hand* with?
 - a. Build.
 - b. Handle.
 - c. Help.
 - d. Hold.
3. How long have volunteer vacations existed?
 - a. A couple of years.
 - b. A couple of decades.
 - c. About 40 years.
 - d. Over 100 years.
4. What general category could you assign the activities described in paragraph 3?
 - a. Ecological investigation.
 - b. Tropical climate research.
 - c. Geological studies.
 - d. Zoological observation.
5. In the second sentence of paragraph 4, what does *them* refer to?
 - a. Volunteers.
 - b. Meals.
 - c. Animals.
 - d. Lion cubs.
6. What kind of person would probably be interested in the trips described in the article?
 - a. A person who wants to rest and relax somewhere comfortable.
 - b. A person who is concerned about contributing to the world.
 - c. A person who enjoys extreme, dangerous activities.
 - d. A person who prefers routines and predictable travel.

PROCESS WRITING

- A** You are going to write a narrative piece about honesty. *Narrative writing* tells a story. Match the elements of a story with their meaning.

- | | | |
|---------------------|---------------|---|
| <u><i>d</i></u> | 1. theme | a. the people in the story |
| <u><i> </i></u> | 2. setting | b. how the story ends |
| <u><i> </i></u> | 3. characters | c. the action, or what happens in the story |
| <u><i> </i></u> | 4. plot | d. the topic, or what the story is about |
| <u><i> </i></u> | 5. conclusion | e. the location of the story, or where it takes place |

- B**  The theme of your narrative is honesty. Read the list of ideas. With a partner, brainstorm three or four more ideas for your story, and write them in your notebook.

1. You discover that someone you love is behaving dishonestly.
2. A member of your family tells a lie they deeply regret.
3. Someone is telling the truth about something important, but no one believes them.
4. You have to choose between telling the truth and hurting someone's feelings, or lying.

TIP

Try to come up with ideas that are as interesting as possible. This will help to make your story more exciting to read.

- C** Choose the best idea from your list. Then use the chart to brainstorm the details of your story in your notebook.

CHARACTERS	SETTING
<i>Who is in the story?</i>	<i>Where does the story happen?</i>
PLOT	
<i>What happens in the story?</i>	

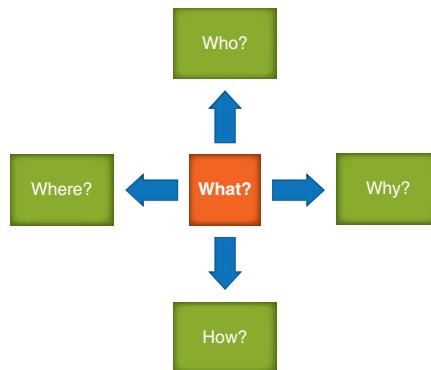
TIP

Don't introduce too many characters or make the plot too complicated, or the narrative will be difficult for the reader to follow.

- D**  Read the statements about how a narrative text is organized. Are they true or false? Work with a partner.

- | | | |
|---|---|---|
| 1. Narrative texts can be true or made up. | T | F |
| 2. All narrative texts begin by describing the setting. | T | F |
| 3. Narrative texts can be structured in different ways. | T | F |
| 4. Good narrative texts use very descriptive language. | T | F |
| 5. Narrative texts are never written in the first person. | T | F |
| 6. Narrative texts can be written in the present or past tense. | T | F |

- E** Plan and organize your ideas. In your notebook, use a mind map like this one to decide how you will structure your narrative. If you want to, change the headings around.



TIP

Don't forget to think about how your story will end. Will it have a happy ending? How will the honesty issue be resolved?

- F** Read the sample narrative. Label the underlined text with the letter of the items in the box. You will use some items more than once.

A. characters B. conclusion C. descriptive language D. plot E. setting F. theme

I used to work in a beautiful (1.) bookstore called Kelly's Books (E). The owner, (2.) Mrs. Kelly (—), was (3.) an old lady with kind eyes (—). I got to know all the regular customers and the types of books they enjoyed. My favorite customer was (4.) Mr. Jones (—), a retired bus driver who liked mysteries and crime fiction. He and I used to joke about the detectives in the novels he read. He always made me laugh, but one day a terrible thing happened: (5.) I saw him stealing a book (—). I was horrified! At first, I wasn't going to say anything, but I knew I had to act. I told Mr. Jones I'd seen him putting a novel into his coat pocket. (6.) A dark look came over his face (—) and suddenly he became very angry. He said I was a liar. My voice was shaking, but I repeated what I'd seen. Just then, Mrs. Kelly came over and asked what was happening. When I told her, she put her hand on my arm and said that I must be mistaken. I began to protest but she just smiled and asked me to serve the next customer. Later, Mrs. Kelly said she knew that I'd been (7.) telling the truth (—). She said, "It was only a book. Remember, life is hard sometimes." (8.) I never met anyone else who believed that kindness was more important than honesty, and I never forgot Mrs. Kelly (—).

- G** Now that you have planned your story, organized your ideas, and thought about the language you will use, it's time to write your first draft. Write at least 100 words in your notebook. Remember to check your grammar and spelling!

TIP

If you wish, you can break your narrative into two or three paragraphs, or you can just use one paragraph like the sample narrative.

- H** Swap your narrative text with a partner's. Read each other's work. Use this checklist as you peer edit.

- ✓ Is honesty the theme of the narrative?
- ✓ Is it about 200 words long?
- ✓ Does the narrative provide a setting?
- ✓ Are the characters introduced?
- ✓ Is the plot clear and easy to follow?
- ✓ Does the writer use descriptive language?
- ✓ Does the narrative end with a conclusion?

TIP

Try to give your partner some additional feedback. For example, say which parts of the story you particularly liked, and why.

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

LANGUAGE SUMMARIES

UNIT 10 MONEY

LESSON A

Vocabulary

afford
broke
(make a / have a) budget
borrow ↔ lend (money)
get by
go into debt
owe
pay back
save ↔ spend (money)
short on cash
stick to it

Speaking Strategy

Apologizing

Small accident or mistake
I'm sorry. It was an accident.
Sorry. My mistake.
I can't believe I did that.

Serious accident or mistake
I'm really sorry that I forgot to...
I'm so sorry about damaging...
I want to apologize for what
happened.

Accepting an apology
Don't worry about it.
Oh, that's OK.
No problem. It happens.
Apology accepted.

LESSON B

Vocabulary

affordable
donate (money)
earn / make (money)
earnings
invest (money)
millionaire
set aside / save ↔ spend
(money)
squander / waste (money)
strike it rich
valuable
wealthy

UNIT 11 HONESTY

LESSON A

Vocabulary

against the law
an honest person ↔ a liar
(depend on the) circumstances
exception
hurt (someone's feelings)
obvious
reward someone ↔ punish someone (for their behavior)
tell the truth ↔ tell a lie

Speaking Strategy

Giving strong advice
If you don't leave a bigger tip,
the waiter is going to be upset.
I don't think you should spend
so much time playing games
on your computer.
You have to do your homework
by yourself.

LESSON B

Vocabulary

actually
catch someone
counting on
but in fact
have confidence in
in reality
keep my word
make excuses
trick people
the truth is
trust
trustworthy
truthful
turn to
white lie

UNIT **12** OUR WORLD

LESSON A

Vocabulary

dense
endangered
environment
extinct
habitat
illegal
increase ↔ decline
protected
raise awareness
rare / rarely
remain
suffer
(in the) **wild**
wilderness

Speaking Strategy

Offering another opinion
That's true, but...
Yes, but on the other hand,...
Even so,...
But then again,...

LESSON B

Vocabulary

accommodate
considered
construction
dam
dike
efficient
erode
force (someone to do something)
get around
goods
low-lying
obstacle
project
proposed
snapshot
sustainable
tear down (a building)
tenant
transport
withstand

GRAMMAR NOTES

UNIT 10 MONEY

LESSON A

Wish Statements

Currently I live in the suburbs. I wish I <u>lived</u> in the city.	Use the past tense with <i>wish</i> to talk about situations that are not true now.
I wish (that) I <u>could</u> lend you some money.	Use <i>could</i> + base form of the verb with <i>wish</i> . <i>That</i> is optional in these sentences.
I wish (that) I <u>were</u> richer.	Use <i>were</i> for all forms of <i>be</i> (<i>not was</i>).
I can't stick to a budget. I wish I could. I don't live in the city. I wish I did.	We often shorten <i>wish</i> statements in this way.

- A** Read this joke about Dumb Dave. Complete the sentences with *wish... could* and the verb in parentheses. Why is the character called Dumb Dave?

One day, a genie appeared to Dumb Dave and his three friends. The genie said, “I will give each of you one wish. Don’t waste it!”

The first friend said, “(1. fly) _____.” Her wish was granted, and she flew away. The second friend said, “(2. live) _____ in a big mansion.” He suddenly disappeared, too. The third friend said, “(3. be) _____ a famous actor starring in my own movie.” She, too, disappeared.

Dumb Dave looked around and saw that he was alone. Then he said, “I’m lonely. Where have my three friends gone? (4. have) _____ them back here with me now...”

- B** Imagine that a genie has given you three wishes. What will you wish for? Write three *wish* statements.

1. _____
2. _____
3. _____

LESSON B

Negative Modals		Meaning
Impossibility	You can't have the winning lottery ticket. I have it!	Use <i>can't</i> to say that something is <u>impossible</u> . It shows surprise or disbelief.
Ability	Sorry, but I can't lend you any money. I'm broke.	You can also use <i>can't</i> to say you <u>don't have the ability</u> to do something.
Necessity	You don't have to / don't need to be rich to travel.	<i>Don't have to</i> and <i>don't need to</i> mean something <u>isn't necessary</u> . You have a choice.
Advice	You shouldn't waste money on expensive cars.	Use <i>shouldn't</i> to give advice. It means <u>it's not a good idea</u> to do something.
Strong advice	You'd better not lose this ring. It's very valuable.	<i>Had better not</i> gives strong advice. It means "I'm <u>warning</u> you not to do something. If you do, there will be a problem."

A Choose the best modal for each sentence.

1. A: Is that John over there driving a Porsche?
B: It **shouldn't** / **can't** be. He doesn't have a driver's license.
2. You'd **better not** / **don't have to** lend money to Jack. He won't pay you back.
3. We **can't** / **don't have to** study for the test. The teacher canceled it.
4. You **shouldn't** / **can't** play the lottery. It's a waste of money.
5. If you've finished your exam, you'd **better not** / **don't need to** stay. You can leave.
6. Maria and Kim **can't** / **shouldn't** go to the concert. It costs \$20, and they only have \$10.

B Use the negative form of the modal and the word(s) given to answer speaker A.

1. A: I'm going to spend all my money on a new car.
B: (**had better** / **squander**) _____. Save some!
2. A: My friend Mary wants to borrow some money.
B: (**should** / **lend**) _____. She never pays it back.
3. A: Jane really wants the job, but she doesn't speak Japanese.
B: (**need to** / **speak**) _____ Japanese to get the job.
4. A: We're late for our business class.
B: (**can** / **be**) _____. Class doesn't start until 9:30.

UNIT 11 HONESTY

LESSON A

Present Unreal Conditionals	
If clause	Result clause
If you told the truth, If I didn't have a lot of homework, If I found a wallet, If I were a liar,	(then) you would feel relieved. (then) I'd go to the movies. (then) I'd return it. (then) I wouldn't have any friends.
Result clause	If clause
You'd feel relieved	if you told the truth.

Present unreal conditionals are used to talk about imagined or unreal events.

The *if* clause presents an imagined condition. It is not true right now.

The verb in the *if* clause is in the simple past.

With the verb *be*, use *were* for all subjects: *If I were rich, I'd buy a big house.*

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

The result clause presents an imagined result. It can come first or second in the sentence.

The verb in the result clause takes *would* + the base form of the verb.

You can also use *might (not)* (probability) or *could (not)* (ability) in the result clause:

If you told them the truth, you might not get into trouble.

If I did something against the law, I could go to jail.

- A** Match each situation in **A** to a conditional sentence in **B** and **C**. Use the correct form of the verbs in parentheses.

A	B	C
1. My bicycle is really old.	If I (be) sick, If I ever (lose) it,	I (improve / could) them. I (be / might) late.
2. It's faster to go by subway.	If I (have) a new one, If I (study) harder,	I (take / would) some medicine. I (ride / would) it everywhere.
3. I feel fine right now.		
4. I love my cell phone.	If I (go) by car,	I (buy / would) a new one right away.
5. My grades aren't very good.		

1. My bicycle is really old. If I had a new one, I'd ride it everywhere.

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

- B** Read the sentences. Circle the answers that are true for you.

- | | |
|--|--|
| 1. I'm / I'm not rich. | 5. I live / don't live with my parents. |
| 2. I'm / I'm not a teacher. | 6. I take / don't take a bus to school. |
| 3. I have / don't have to study English. | 7. I have / don't have a lot of free time. |
| 4. I speak / don't speak English fluently. | |

C Now rewrite the sentences in **B** as present unreal conditionals.

1. If I were rich,
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

LESSON B

Reported Statements with <i>say</i> and <i>tell</i>	
Quoted speech	Reported speech
"I am an honest person."	he was an honest person.
"I trust you."	he trusted me.
"I don't believe you."	he didn't believe me.
"I'm leaving ."	he was leaving .
"You lied to me."	I had lied to him.
"I'll call you tomorrow."	he would call me tomorrow.
"We've never met ."	we had never met.
"I may be late."	he might be late.
"You must work harder."	I had to work harder.
"You shouldn't talk to strangers."	I shouldn't talk to strangers.

Quoted speech uses a person's exact words: "I trust you," said Phil.

You can report what another person has said using *say* or *tell*.

In reported speech:

The verb tense typically shifts to a past form. Note: *should* usually does not change.

Pronouns change: "I trust you." → Phil said (that) he trusted me.

The word *that* is optional in the reported sentence.

A Find and correct the error in each sentence.

1. Linda said she will call today, but she didn't keep her word.
2. Denis told to me that he was rich, but that was a lie.
3. Aya says that she had a degree in computer science.
4. Last night, Tim told me he can meet today.
5. Leo said me he spoke French, but he doesn't.

B Gina read Harold's profile on a dating site. She contacted him, and they went on a date.

Look at the "real" Harold. Complete what Gina said about him using *say* or *tell*.

YOUNG AND HANDSOME GUY LOOKING FOR BEAUTIFUL GIRL

My interests: I work out at the gym every day.

My lifestyle: I don't smoke. I only eat healthy foods. I'm very clean. I drive a sports car.

My talents: I can speak five languages fluently, and I've traveled all over the world.

Let's have dinner and get to know each other; I'll pay for the meal!

1. (say) He said he was young and handsome, but he's actually middle-aged and unattractive.
2. (tell) _____, but in fact he rides a bicycle.
3. (say) _____, but actually his house was very messy.
4. (tell) _____, but the truth is he eats a lot of junk food.
5. (say) _____, but actually, he doesn't even have a passport.
6. (tell) _____, but in reality he smokes a lot.
7. (say) _____, but in fact he only speaks English.
8. (tell) _____, but I had to pay for dinner!



UNIT 12 OUR WORLD

LESSON A

Embedded Questions

To embed means to put (something) inside something else. Embedded questions are questions that are included within another question or statement.

What is a tapir?

Do you know **what a tapir is?**
I'd like to know **what a tapir is.**

Although we call them embedded questions, they take statement word order.

How many snow leopards are there?

I wonder **how many snow leopards there are.**

Where do mountain gorillas live?

Do you remember **where mountain gorillas live?**

What is the answer?

I'm not sure **what the answer is.**

These phrases are used to start embedded questions:

Asking for information

Saying you don't know something

Can / Could you tell me...

I don't know / I'd like to know...

Do you know...

I'm not sure...

Do you remember...

I can't remember...

Do you have any idea...

I wonder...

An embedded question can sound softer and less direct than a regular question.

Excuse me, what time is it?

Excuse me, do you know **what time it is?**

A Unscramble the embedded questions.

1. what / wonder / time / I / opens / it

2. are / zoo / animals / in / I / what / don't / the / know

3. I / remember / there / get / how / to / can't / exactly

4. any / animals / zoo / are / what / the / have / in / you / idea / do

5. time / it / sure / I'm / opens / what / not

6. to / do / zoo / you / get / know / to / the / how

B Now use the sentences in **A** to complete the conversation.

A: Excuse me, _____?

B: _____, but I think you take the #2 train.

A: _____.

B: _____, but it's probably open by now.

A: _____?

B: I'm sorry, but _____.

LESSON B

The Passive with Various Tenses		
	Active	Passive
Simple present	Engineers <u>build</u> skyscrapers with a steel frame structure.	Most skyscrapers are built with a steel frame structure.
Simple past	The Woolworth Company <u>built</u> a skyscraper in 1913.	One of the first skyscrapers was built in 1913.
Present perfect	Engineers <u>have built</u> the world's tallest building in Dubai.	The world's tallest building has been built in Dubai.
Present continuous	Engineers <u>are building</u> a lot of tall buildings in Shanghai.	A lot of tall buildings are being built in Shanghai.
Simple future	Someday they <u>will build</u> a skyscraper without concrete.	Someday a skyscraper without concrete will be built .

- A** Here are some facts about three important structures. Complete the sentences with the verb and tense in parentheses. Use the passive form of the tense provided.

Itaipu Dam

1. The dam (complete / simple past) _____ in 1991.
2. It (visit / present perfect) _____ by more than nine million people.

Akashi Kaikyo Bridge

3. The record for the longest suspension bridge (hold / simple present) _____ by the Akashi Kaikyo Bridge. **i wish sseh**
4. The bridge (design / simple past) _____ to be 12,825 feet, but it (make / simple past) _____ even longer after a big earthquake.

Chunnel

5. The first passengers on a Chunnel train were surprised when they (transport / simple past) _____ to the other side in only 20 minutes.
6. In the future, experts predict that even more passengers (carry / simple future) _____ through the Chunnel.
7. While repairs (do / present continuous) _____ to the tunnels, they remain open.

- B** Think of a famous building, structure, or monument in your city. Answer the questions about it using the passive.

1. Where is it located?

2. When was it built?

3. How many people have visited it?

4. Are any repairs (fixes) being done to it now?

5. What repairs will need to be done in the future?

Answers

Communication page 175, A

1. Singapore
2. Greenland
3. Angel Falls
4. Etna
5. the Andes
6. Mammoth Cave
7. Lake Baikal
8. the Sahara
9. Canada

10 MONEY

LESSON A SAVING AND SPENDING

1 VOCABULARY

A Complete the sentences. Use words in the box.

afford borrow budget get by owe short stick
back broke debt lend save spend

1. They have two children in college. How can they _____ to buy a new car?
2. If you're _____ on cash, I can loan you some.
3. You should _____ some money for the future.
4. When are you going to return the book I let you _____?
5. How does she _____ on such a low salary?
6. I loaned you \$10. When are you going to pay me _____?
7. I have no money at all. I'm completely _____.
8. How much do I _____ you?
9. Don't go into _____ to buy a computer! Just wait until you can save more money.
10. I have a monthly _____, and I have to _____ to it!
11. Can you _____ me money for the bus?
12. As soon as I get my paycheck, I _____ it on bills and rent.

B Answer these questions about yourself. Use the underlined word or words in your answer.

1. What big purchase would you go into debt for?

2. What do you do when you're short on cash?

3. Do you find it difficult to stick to a budget? Why or why not?

4. Have you ever borrowed money from a friend? Why?

2 CONVERSATION

A Match the sentence parts to apologize or accept an apology.

- | | |
|------------------------------------|----------------------|
| 1. I can't believe ____ | a. about it. |
| 2. Apology ____ | b. I did that. |
| 3. I'm sorry about ____ | c. bring money. |
| 4. I'm sorry that I forgot to ____ | d. that's OK. |
| 5. Don't worry ____ | e. accepted. |
| 6. Oh, ____ | f. losing your keys. |

B Put the sentences in order to make a conversation.

- ____ It really hurts.
____ Ouch. You stepped on my foot.
____ I'm sorry. It was an accident.
____ Apology accepted.
____ I can't believe I did that.

C Write conversations containing apologies. Use the situations in the pictures, or make up your own.

1. A: _____

B: _____

A: _____

B: _____

2. A: _____

B: _____

A: _____

B: _____

3. A: _____

B: _____

A: _____

B: _____



3 GRAMMAR

A Write wishes relating to these situations.

1. I don't have a lot of money. _____
2. I can't swim. _____
3. I have a headache. _____
4. I'm not good at math. _____
5. Tom doesn't have a girlfriend. _____
6. I have homework every night. _____
7. Elena can't find a good job. _____
8. Mrs. Kim isn't organized. _____
9. I'm not on vacation now. _____
10. My children won't clean their rooms. _____

B Carla wants to change her life. Write sentences about her wishes. Follow the example.



Example: She wishes she had a nice apartment.

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

C Write your wishes about your city or about the world.

Example: I wish we had more parks in our city. I wish we could keep the oceans clean.

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

LESSON B STRIKING IT RICH

1 VOCABULARY AND GRAMMAR

A Match the words with the definitions.

- | | |
|-------------------------|-------------------------------------|
| 1. donate _____ | a. spend money foolishly; waste |
| 2. earnings _____ | b. use money to make more money |
| 3. invest _____ | c. the money that you make |
| 4. set aside _____ | d. make a lot of money unexpectedly |
| 5. squander _____ | e. give money away |
| 6. strike it rich _____ | f. put money away; save |

B Complete the sentences with the correct word or phrase from **A**.

1. She's trying to _____ by investing in startup companies.
2. You shouldn't spend all of your _____ from that job at once.
3. You don't need to have a lot of money to _____ in the stock market.
4. I spend my money carefully. I never _____ it.
5. I often _____ money to help poor people.
6. Each week I _____ some money and put it in a savings account.

C Respond to the statements below. Use a negative modal such as *can't*, *don't have to*, *don't need to*, *shouldn't*, or *had better not*.

1. A: I don't worry about spending too much. I use my credit cards all the time.
B: _____

2. A: I never save money.
B: _____

3. A: I am going to open a savings account with this five-dollar bill.
B: _____

4. A: I'm going to save 90% of the money I earn.
B: _____

5. A: I'm going to spend my whole paycheck on clothes.
B: _____

6. A: This apartment is really expensive, but it's in a good location.
B: _____

2 READING AND WRITING

A Read the article.

Vacation Every Day

Mary Larson was 43 when she got divorced. It was a new life for her, and she started **considering** what was really important to her. She was working 60 hours a week as a banker to pay for a big house, expensive furniture, a new car, and all the other “important” things in life. But she had no time for what she really enjoyed: going out on her old houseboat.

One day, she realized she could live on the boat, and forget about the **mortgage** payments. She sold her house and all her furniture. For the last six years, she and her dog Buddy have lived on the boat, which is only a **fraction** of the size of her old house. Her “home” is a **marina** on the river, and the rent costs only \$400 a month, including water and electricity.

Inside the boat is one room, about five meters by four meters. It’s divided in two parts by a curtain. One part is Mary’s bedroom; the other is the living room and kitchen.



There’s also a small bathroom with a shower. “I used to spend every weekend cleaning and **maintaining** my house. Now, it takes me two or three hours a month,” Mary says.

“My friends think I’m crazy,” she says. “But I wake up in the morning and hear ducks and birds. I can go fishing from my living room.” Now, she works only part time. She uses all the extra hours for writing stories, bicycling, **volunteering**, and visiting with friends. On weekends, she goes along the river on her boat, exploring new places.

“Would I go back to my old life? Never,” she says. “It’s so peaceful here. It’s like being on vacation every day.”

B Check (✓) the statements that Mary Larson would agree with. Then check (✓) the statements you agree with.

	Mary	You
1. Work is the most important thing in life.		
2. Having a lot of free time is better than having a lot of money.		
3. City life is fun and exciting.		
4. A simple life is a happy life.		
5. I want to wear trendy clothes and drive an expensive car.		
6. Money can’t buy happiness.		
7. My friends’ opinions are very important to me.		
8. Buying new things is a lot of fun.		

- C** Find the bold word in the reading that fits each definition below.

1. working for no money to help people _____
2. a kind of parking lot for boats _____
3. a very small part _____
4. money you pay to buy a house _____
5. keeping something in good condition _____
6. thinking a lot about _____

- D** Add capital letters and punctuation to this paragraph.

When i was a university student i bought my first car it wasn't very expensive because it was really old it was a little white car i worked in a restaurant during summer vacation and in the fall i finally had enough money i bought the car from my friend's father i took all my friends driving around every weekend and we had so much fun a year later i had an accident i wasn't hurt but the car was destroyed i still miss my first car.



- E** Write about something that you bought that was important to you.

11 HONESTY

LESSON A TELLING THE TRUTH

1 VOCABULARY

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

against the law an exception hurt obvious rewarded
circumstances honest liar punish the truth

1. You shouldn't drive without a driver's license. It's _____.
2. I don't like Amy's new haircut, but I don't want to _____ her feelings.
3. To be _____, I don't really like Malcolm.
4. I feel bad when I have to _____ my children.
5. I would never lie. I always tell _____.
6. If you don't come to Marie's party, it will be _____ that you don't like her.
7. We were _____ for our hard work with a day off.
8. I don't usually lend money to friends, but I'll make _____ for you.
9. I sometimes tell small lies. It really depends on the _____.
10. I think that Brittany's a _____. She said she was sick, but I just saw her out shopping!

B Give your own examples of these things. Use the underlined words in your answers.

1. a time you were punished

2. a time you hurt someone's feelings

3. a time you told a lie

4. the most honest person you know

5. an exception you made

2 CONVERSATION

A Match the sentence parts to make statements that give strong advice.

- | | |
|---|---|
| 1. If you don't leave now, ____ | a. you won't have any for food. |
| 2. I don't think ____ | b. try to take the test without studying. |
| 3. Don't ____ | c. think before you open your mouth. |
| 4. If you spend all your money on clothes, ____ | d. you will miss the last bus home. |
| 5. You have to ____ | e. you should stay out all night. |

B Number the sentences in order to make conversations.

Conversation 1

- ____ I'm getting a dress that is much too expensive for me.
____ I love shopping for clothes.
____ I know you do. What are you going to buy today?
____ Maybe you're right.
____ I don't think you should buy it unless you can afford it.

Conversation 2

- ____ I should buy a suit for this interview, but I don't want to.
____ If you don't buy a suit, you may not get the job.
____ I don't want to spend the money.
____ That's true. I guess I should just spend the money.
____ Why not?

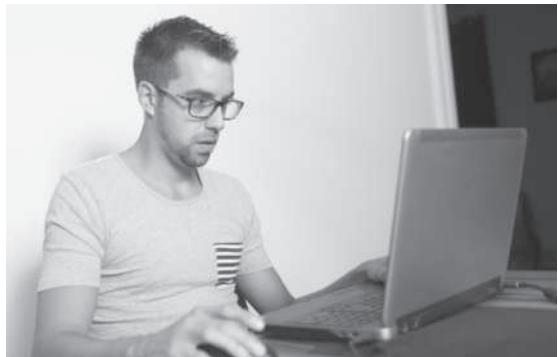
C Respond to these statements. Use expressions that show you are insisting on something.

1. I'm not going to study for the final exam.

2. Only fools save their money.

3. I play computer games a lot when I'm supposed to be working.

4. I never worry about being on time for class.



3 GRAMMAR

A Complete the statements with the correct form of the verb.

1. I would buy that book if it (be / not) _____ so expensive.
2. If I (speak) _____ English better, I would get a job in Australia.
3. I (tell) _____ the truth if I were you.
4. If I (have) _____ some money, I would lend it to you. But I don't have any.
5. Tom (feel) _____ better if he got some exercise and quit eating junk food.
6. If it weren't raining, we (can) _____ go to the park.

B Write sentences about yourself in these imaginary situations.

Example: have more time *If I had more time, I would exercise every day.*

1. win the lottery

2. be the president of this country

3. can choose any job

4. be a famous athlete

5. can speak English perfectly

6. be the instructor of this class

7. can travel anywhere in the world

8. (your own idea)

C Correct one mistake in each sentence.

1. I'd start looking for another job right away if I was you.
2. If someone give me a million dollars, I would use it to help poor people.
3. Ruth will travel more often if she didn't have to work so hard.
4. If I won the lottery, I could bought a new house.
5. If I were the president of this country, I will build better roads.

LESSON B WHO DO YOU TRUST?

1

VOCABULARY AND GRAMMAR

- A** Unscramble the words to make correct sentences.

1. confidence / have / in / banks / country's / my / I

2. always / word / my / I / keep

3. counting / us / boss / the / on / is / do / good / to / work

4. trust / brother / car / my / my / don't / I / with

- B** Write what each person said. Use reported speech.

Example: Young-Mi: "I have a terrible headache."

Young-Mi said she had a terrible headache.

1. Rosa: "I work in a big office."

2. Mohammed: "I don't like watching sports very much."

3. Cathy: "I'm studying computer science at the university."

4. The president: "I have many ideas for our country."

- C** Write what the actress said in the interview.

1. I can't talk about the story.

2. I will go to Mexico after the movie is finished.

3. I don't know what I'll do there.

4. I'm learning to speak Spanish.

2 READING AND WRITING

A Read the Internet message board.

The screenshot shows a web-based message board with the URL <http://www.worldofwork.net/discussions/95896a.htm>. The title of the thread is "Topic: What should I do?".

Message 1: I work in an office with three really nice women, and we've all become friends. One of my coworkers, Sally, is getting married and moving to another city, and she's looking for a job there. Sally has asked all of us to write letters about her work. She'll show them at job interviews. Here's the problem: she's made a list of things she wants in the letters, and some of them aren't true. It's not a big office, she's not our supervisor, and she didn't build our office's computer network—in fact, she doesn't know much about computers at all! I don't want to hurt her feelings, but I also don't want to lie. What would you do? Worried

Message 2: If I were you, I would just write the letter that she asked for. Think of it as a wedding present! Carrie

Message 3: You ought to explain to her why that's a bad idea. If she gets a job by being untruthful, she might have work that she can't really do. Ron

Message 4: Sally's moving to another city, so her new boss will never meet you anyway. Besides, a lot of people don't exactly tell the truth when they apply for jobs. I've sometimes done that, and I bet you have too. Melissa

Message 5: Have you talked about your feelings with Sally? Ask her if you can help her in another way. Akiko

Message 6: I think you and the other two women should get together and write a letter about the good things that Sally really has done in your office. That would be the most helpful thing to do. Kevin

B Read the message board again and fill in the names of the writers.

1. _____ thinks “Worried” should discuss the problem with Sally.
2. _____ thinks her coworkers should do something different to help Sally.
3. _____ thinks “Worried” should do exactly what Sally wants.
4. _____ thinks it’s OK to tell white lies to get a job.
5. _____ thinks “Worried” should persuade Sally to change her mind.

- C** Read the advice to “Worried” and fill in the correct form of the verb.

Message 7

If I (1. be) _____ you, I (2. tell) _____ your boss about this. Sally (3. be) _____ obviously a very deceitful person. She might be stealing from your company or lying about other things. If you (4. not say) _____ something about this, you (5. can) _____ get in trouble, too. And think about Sally’s new job. If you (6. be) _____ Sally’s new boss, how (7. you feel) _____ when you found out you were lied to?

Carmen

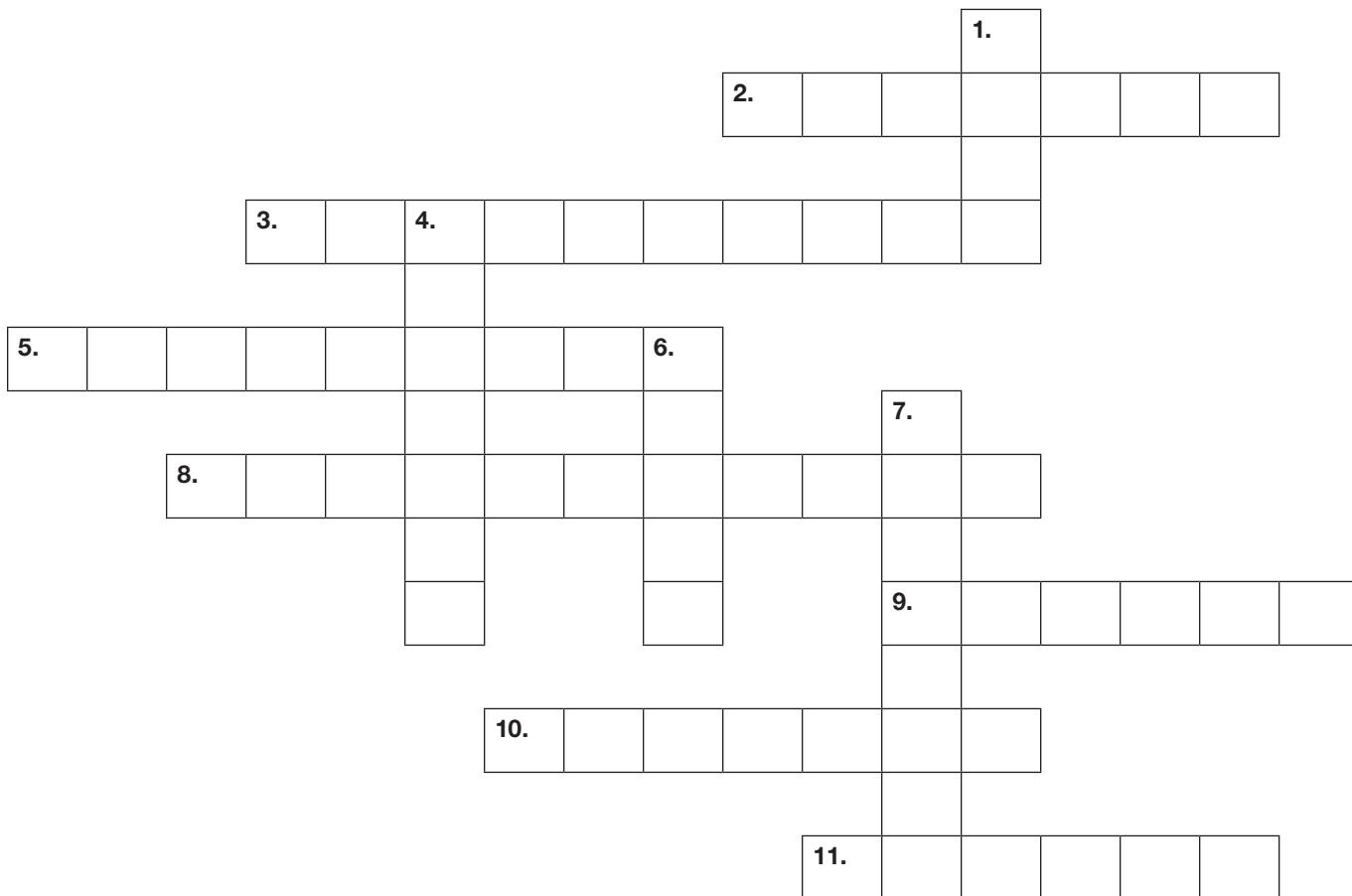
- D** Write a message to Sally. Explain what you think of what she has asked, and how you think her coworkers should respond.

12 OUR WORLD

LESSON A THE NATURAL WORLD

1 VOCABULARY

A Solve the crossword puzzle.



Across

- 2. the place where animals live
- 3. at risk
- 5. the opposite of *endangered*
- 8. the natural world
- 9. not happening often
- 10. against the law
- 11. is / are left

Down

- 1. not tamed
- 4. become less
- 6. very thick
- 7. become more

2 CONVERSATION

A Unscramble the opinions of people discussing vacation places. Add commas where necessary.

1. A: A beach vacation is really relaxing.
B: true / that's / mountains / relaxing / also / are / but / the
-

2. A: New York City is a great place for a vacation.
B: crowded / hand / other / but / yes / the / it's / on
-

3. A: Traveling makes me tired.
B: so / fun / it's / of / even / a lot
-

4. A: Switzerland is a beautiful country.
B: but / expensive / again / it's / then / really
-

B Complete the conversations. Use expressions from **A** for offering another opinion.

1. **Erin:** I think we should go to Hawaii for our vacation. The pictures are so beautiful!

Randy: _____

Erin: In Hawaii, we could go to the beach and relax.

Randy: _____

Erin: Honolulu sounds like a really interesting city.

Randy: _____

Erin: Let's get more information about both places, OK?



2. **Jack:** I think we should buy a bigger car. Big cars are safer.

Kayla: _____

Jack: They also look really cool.

Kayla: _____

Jack: And I think big cars are more fun to drive.

Kayla: _____

Jack: Let's get information about several different kinds of cars, OK?



3. **Your friend:** _____

You: _____

Your friend: _____

You: _____

Your friend: _____

You: _____

Your friend: _____

3 GRAMMAR

A Find the mistake in each embedded question or statement. Rewrite the sentences correctly.

1. Do you remember where is my backpack?

2. Can you tell me where Oaxaca is.

3. I'm not sure when the dodo bird becomes extinct.

4. I wonder what time is it.

5. I like to know when Jamaica became a country.

6. Do you have any ideas where aardvarks live?



B Write the questions. Use a form of *like* in your embedded questions. Answers will vary.

Example: Do you know what he looks like?

He's tall and thin with short, dark hair, and he wears glasses.

1. _____

My roommate's name is Laith.

2. _____

He's kind of serious, but friendly.

3. _____

I think his family's from Lebanon.

4. _____

I think he's studying in the library.

5. _____

I don't know. I think a young family lived here before us.

6. _____

I believe the rent was \$1000 a month.

LESSON B THE MAN-MADE WORLD

1

VOCABULARY AND GRAMMAR

A Mark these words *N* for noun, *V* for verb, or *A* for adjective.

- | | | | |
|-----------------------|---------------------|----------------------|---------------------|
| 1. accommodate _____ | 4. efficient _____ | 7. obstacle _____ | 10. transport _____ |
| 2. consider _____ | 5. get around _____ | 8. proposed _____ | 11. withstand _____ |
| 3. construction _____ | 6. goods _____ | 9. sustainable _____ | |

B Complete the sentences with a word from **A**.

1. The president has _____ a new tax on cigarettes.
2. Do you think this little house can _____ the storm?
3. They found an _____ way to construct the skyscraper. It will be built in less than a year!
4. The _____ of the new library will take six months.
5. The new hotel will _____ 500 people.
6. You should _____ the cost when you are planning your vacation.
7. Trucks are used to deliver most of the _____ to the supermarket.
8. I need a new way to _____ — my bike is broken.
9. Our current use of fossil fuels is not _____. Some day they will run out.
10. They _____ almost everything by truck these days, not train.
11. The snowstorm is an _____, but I still think we'll get the project done on time.

C Rewrite these sentences in passive form. Be sure to use the correct tense.

1. Two doctors wrote that health book.

2. The students have planned a class party.

3. The president didn't answer the reporter's questions.

4. The city police have arrested several dangerous criminals.

5. The school orchestra will play music.

6. The bad news didn't surprise me.

2 READING AND WRITING

- A Read the article on controversial buildings.

NEWS TODAY, AUGUST 6

Modern Buildings: We Love Them, We Hate Them

The world-famous Louvre Museum in Paris is over 200 years old, although the building has existed for many centuries. Because of this, it faced a very modern problem: there simply wasn't enough space for 6 million visitors each year. In 1989 Chinese-American architect I. M. Pei designed a striking glass pyramid in the building's center to be a visitor entrance and shopping arcade. But he also started an angry debate. Some people felt his glass buildings was a piece of art, like the one inside the museum. Others said it was just an ugly, modern mistake.

Kyoto, Japan is the country's ancient capital and the heart of its culture. Its railroad station was too small for its millions of visitors. In 1997, the city completed a new station in a huge shopping center, right in the oldest part of the city. Designed by Hiroshi Hara, the building also contains a hotel and department store. Before it was built, critics said that the high, wide, modern building would destroy the city's traditional look. On the other hand, supporters said it would bring new life into the city center.

The Millennium Dome, in London, was Britain's biggest and most expensive cultural building ever. The huge, round structure planned by Richard Rogers and



Mike Davies was used to celebrate the new millennium in 2000—for only one year. At the end of the year, the exhibits were removed, and the search began for new ways to use the building.

The Dome was renamed the O2 in 2005, and houses restaurants, a movie theater, clubs, and a concert venue. The government believed that the Dome was an important symbol of modern life, but many people said that over 1 billion dollars was too much to pay for a symbol.

- B Complete the chart with information from the article.

Place		Kyoto Station	Millennium Dome
City	Paris		
Date		1997	
Architect(s)	I. M. Pei		
Purpose			<i>to celebrate the new millennium</i>
Special element of design	<i>a glass pyramid</i>		
Positive aspects		<i>bring new life into the city center</i>	
Negative aspects			

- C** Fill in the verb in active or passive form.

My country (1. have) _____ two very famous buildings called the Petronas Towers. The buildings (2. make) _____ of glass, steel, and concrete. They (3. design) _____ by an American architect, but he (4. use) _____ a Malaysian style. They (5. finish) _____ in 1998 and until 2004 they (6. be) _____ the tallest buildings in the world. Each tower (7. have) _____ 88 floors and (8. be) _____ 452 meters high. I really (9. like) _____ the Petronas Towers. They (10. show) _____ both the modern and the traditional side of my country.



- D** Write about a modern building you love—or hate.

10 Good Morning World

Easy Money

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

1. Kim: “I *can / can't* wait to hear her advice.”
2. Darya: “It's the little things that make us *broke / rich*.”
3. Jay: “*You'd better / You'd better not* lose this.”
4. Darya: “You want it, Kim, but you *can't afford it / pay it back*.”
5. Kim: “And I am always *owing / short on* money.”
6. Darya: “You *should / shouldn't* squander your earnings like that.”
7. Kim: “I wish *I / you* were more careful with money.”
8. Darya: “You need to set aside money every week in a *savings / retirement* account.”
9. Darya: “You *have / don't have* to be richer.”
10. Jay: “I'd like to *open / close* my account.”

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

- ____ Jay says he wants to close his account so Kim gives him his money back.
- ____ Kim gives Jay ten dollars.
- 1 Kim introduces Darya Petrova.
- ____ Darya says that Jay is a savings account and has to pay back interest.
- ____ Darya asks Jay to take off his watch.
- ____ Jay gives Kim her ten dollars plus five dollars.
- ____ Jay gives his watch to Darya and says, “It's worth a lot of money.”
- ____ Kim gives Jay his watch back.

- C** In the video, Darya says, “You shouldn't squander your earnings like that.” In pairs, write a list of five things that you *should* and *shouldn't* do in order to save money.

you should / shouldn't . . .	broke	put away
you could / couldn't . . .	go into debt	open an account
you'd better (not) . . .	pay back	donate
you (don't) have to . . .	owe	squander

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

10 City Living

Mike's Uncle Max

- A**  What would you do if you suddenly became rich? Make a list. Then discuss your thoughts with a partner.

If I became rich . . .

- B**   What's the story? Watch the video and check (✓) the sentences that are true. Then correct the false sentences. Check your answers with a partner.

1. _____ Mike has received a letter from his Uncle Max.
2. _____ Uncle Max died and left some land to Mike.
3. _____ Uncle Max was very rich, but Mike never knew it.
4. _____ Uncle Max used to tell Mike, "All man needs is a lot of luck."
5. _____ Uncle Max always spent a lot of money.
6. _____ Uncle Max's "summer house" is on a farm in Minnesota.
7. _____ Uncle Max used to bring home salt and pepper packets from restaurants.
8. _____ Mike used to offer to give money to Uncle Max.
9. _____ Mike wants to take his friends out to a nice dinner.
10. _____ Mike is short of cash, so he has to borrow money from Tara.

- C**  What is Mike going to do with the money his Uncle Max left him? Write a short story. Then share it with the class. As a class, vote on whose story is the funniest and whose is the most interesting.

10 Global Viewpoints

I Wish... / Striking It Rich

- A** Watch the interviews about “I wish . . .” Match the correct information to make true sentences. Then check your answers with a partner.

1. Natalie wishes she could _____
a. a pop star.
2. Malinda wishes she had _____
b. a big house in a nice neighborhood.
3. Gian wishes she could have _____
c. funnier.
4. Kevin wishes he were _____
d. affect the world in a positive way.
5. Kumiko wishes she were _____
e. enough money to end world hunger.
6. Calum wishes he could _____
f. a horse.
7. Alyssa wishes _____
g. all wars would end.
8. Alejandra wishes she had _____
h. travel and meet people of different cultures.

- B** Now watch the interviews about “Striking it rich.” What would these people do if they struck it rich? Check (✓) the things each person mentions.

	1. Woo Sung	2. Calum	3. Natalie	4. Dave
buy a house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
buy a car or cars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
buy a university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
spend it as fast as possible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
invest money for the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
take a holiday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
give money to charity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- C** Brainstorm the advantages and disadvantages of striking it rich. Make lists below. Then share your group’s ideas with the class.

Advantages of striking it rich

Disadvantages of striking it rich

11 Good Morning World

To Be Honest

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

1. Kim: "No! I'm telling *the truth / a lie*."
2. Kim: "You're right. I was *being honest / lying*."
3. Jay: "If I knew you were *being honest / lying*, I'd learn to trust you more."
4. Jay: "You have to *tell the truth / be honest* all the time."
5. Kim: "If you did something against the law and then *told a half truth / lied about it . . .*"
6. Jay: "If you were completely *honest / truthful* with me, I wouldn't be upset."
7. Kim: "You have to keep your *trust / word*."
8. Rashid: "She said you *should / shouldn't* give it to anyone."
9. Jay: "I *said / didn't say* she made it!"
10. Kim: "If I were *you / Rashid*, I'd stop talking."

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

1. Kim was lying about liking _____.
a. Jay's mother's baba ghanoush b. Jay's mother
 2. Kim didn't want to hurt _____.
a. Jay's feelings b. Rashid's feelings
 3. Kim thinks that it's better to admit your mistake and tell _____.
a. a half truth b. the truth
 4. Kim thought the baba ghanoush tasted _____ and was not _____.
a. too spicy; salty enough b. too salty; spicy enough
 5. Kim says that Jay lies about _____.
a. his age b. his job
 6. Jay's mother said the baba ghanoush that Jay made was _____.
a. wonderful b. terrible
 7. Jay lied to Kim about _____.
a. making the baba ghanoush b. liking the baba ghanoush
- C** Summarize the video episode and tell it to a partner. Talk about what the people say, using words like "said," "told," and "asked." Write notes in the space below. Include as many details as you can remember.
-
-
-
-

11 City Living

Honesty is the Best Policy

- A**  Have you ever told a white lie? Why? Who did you tell it to? What happened? Write some notes. Tell the class.

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

1. Under what circumstances does Sun-hee think it's OK to tell a white lie?
 - a. to protect someone's feelings
 - b. to get something more quickly
 - c. to avoid getting into trouble
2. What white lie did Sun-hee tell when Tara asked her to go shopping?
 - a. She said she had to teach her class.
 - b. She said she had to prepare for her class.
 - c. She said she had to meet with a student.
3. Why did Sun-hee lie to Tara?
 - a. to make a polite excuse
 - b. to finish shopping more quickly
 - c. because she wanted to go shopping alone
4. Why doesn't Sun-hee like shopping with Tara?
 - a. Tara spends too much money on clothes.
 - b. Tara and Sun-hee don't like the same stores.
 - c. Tara makes Sun-hee crazy because she tries everything on.
5. In Claudia's opinion, what should Sun-hee have done?
 - a. told Tara a white lie
 - b. gone shopping with Tara
 - c. told Tara the truth
6. Why did Tara buy her new jacket?
 - a. It was on sale.
 - b. The saleslady said it looked great on her.
 - c. She loved the color.

- C**  At the end of the video Claudia says, "I suppose there are always exceptions to every rule." What does she mean? Circle Yes or No. Then compare and discuss your answers with a partner's.

- | | | |
|---|-----|----|
| 1. Claudia is talking about lying to Tara. | Yes | No |
| 2. Claudia understands why Sun-hee told a lie. | Yes | No |
| 3. Claudia really thinks honesty is always the best policy. | Yes | No |
| 4. Claudia has decided that little lies are OK sometimes. | Yes | No |
| 5. Claudia will probably tell lies more often. | Yes | No |

11 Global Viewpoints

Lies, Lies, Lies!

- A** Watch the interviews about “Lies, lies, lies!” and circle the words you hear. Then compare your answers with a partner’s.

1. Catherine: “My *parents / teachers* . . . stressed . . . to always tell the truth.”
2. Calum: “You’d want to lie to them so that you don’t get *hurt / in trouble*.”
3. Alejandra: “I *would / wouldn’t* always tell the truth even though...”
4. Kevin: “I *think / don’t think* lying in general is bad.”
5. Woo Sung: “It might be *bad / OK* to lie to save someone from being hurt.”
6. Natalie: “I felt *upset / mad* because she didn’t tell me the truth.”
7. Gian: “If you’re not *careful / honest*, then you can get caught up in a lot of lies.”
8. Dave: “I never lie, so I’ve never been *in trouble / caught*.”

- B** What do these people say about lying? Watch the video again and circle *True* or *False*. Correct the false sentences. Then check your answers with a partner.

- | | | | |
|--|------|------|-------|
| 1. Catherine says she has never been caught lying. | X | True | False |
| 2. In Calum’s opinion, honesty isn’t always the best policy. | True | True | False |
| 3. Alejandra will always lie to avoid hurting someone’s feelings. | True | True | False |
| 4. Kevin thinks lying is different from concealing the truth. | X | True | False |
| 5. Woo Sung thinks it’s never OK to lie. | True | True | False |
| 6. Natalie’s friend lied to her about not being able to go shopping. | True | True | False |
| 7. Gian says it is better to be honest all the time. | True | True | False |
| 8. Dave says he never lies, so he has never been caught lying. | X | True | False |

- C** Complete the questionnaire below. Check (✓) Yes or No. Then compare answers within your group. Ask and answer questions about each other’s opinions.

	Yes	No
1. Lying is always wrong.	<input type="checkbox"/>	<input type="checkbox"/>
2. If people lie, sooner or later other people will find out.	<input type="checkbox"/>	<input type="checkbox"/>
3. It’s difficult to tell a convincing lie.	<input type="checkbox"/>	<input type="checkbox"/>
4. It’s wrong to lie to friends, but it’s OK to lie to strangers.	<input type="checkbox"/>	<input type="checkbox"/>
5. It’s OK to lie to protect someone’s feelings.	<input type="checkbox"/>	<input type="checkbox"/>
6. It’s OK to lie on the job.	<input type="checkbox"/>	<input type="checkbox"/>
7. Most people are honest.	<input type="checkbox"/>	<input type="checkbox"/>
8. It’s wrong to lie to family members.	<input type="checkbox"/>	<input type="checkbox"/>

12 Good Morning World

Down to Earth

- A Who is speaking? Watch the video and check (✓) if the opinion belongs to *Madelyn* or *David*. Then compare your answers with a partner's.

	Madelyn	David
1. "Trees are destroyed. Water is polluted."	<input type="checkbox"/>	<input type="checkbox"/>
2. "We need to raise awareness and stop the destruction of the earth."	<input type="checkbox"/>	<input type="checkbox"/>
3. "I agree that we need to do more to protect the earth."	<input type="checkbox"/>	<input type="checkbox"/>
4. "Are more businesses needed? We should construct buildings."	<input type="checkbox"/>	<input type="checkbox"/>
5. "You propose more destruction!"	<input type="checkbox"/>	<input type="checkbox"/>
6. "I believe that we can accommodate development and protect the earth, like using recycled goods in construction."	<input type="checkbox"/>	<input type="checkbox"/>
7. "Even so, you are not considering the environment."	<input type="checkbox"/>	<input type="checkbox"/>
8. "I care about the earth just like you do!"	<input type="checkbox"/>	<input type="checkbox"/>
9. "I would like to see that illegal construction is stopped."	<input type="checkbox"/>	<input type="checkbox"/>
10. "But then again, you would like to make a gorilla your personal mascot."	<input type="checkbox"/>	<input type="checkbox"/>

- B Watch the video again and circle *True* or *False*. Correct the false sentences. Then check your answers with a partner.

1. Kim and Jay are inside the studio talking about the environment.	True	False
2. Madelyn and David are scientists.	True	False
3. Madelyn says that water is not polluted.	True	False
4. David thinks we should construct roads.	True	False
5. David says that Madelyn proposes obstacles to progress.	True	False
6. Madelyn would like to see all of the remaining trees on earth cut down.	True	False
7. Jay thinks that Madelyn and David argue like they are married.	True	False
8. Madelyn and David are not married.	True	False

- C In the video episode, Madelyn and David express their opinions about the environment. Work with a partner. Pick another topic and role-play a discussion about it. Use the phrases from the box.

I / You would like . . .	But then again . . .
I believe that . . .	But we should / shouldn't . . .
Is . . . needed? Are . . . needed?	Even so, . . .
We need to raise awareness about . . .	I / You believe that . . .
We need to . . .	I agree that . . .
	That's very nice, but . . .
	Yes, but on the other hand . . .

12 City Living

I Love Skyscrapers!

- A**  Do you or a person you know like to take photos? What are some interesting things to take photos of? Work with a partner to make a list. Share your list with the class.

- B**  Watch the video and match the correct information to make true sentences. Then check your answers with a partner's.

1. Roberto says he wonders about _____
 2. Roberto thinks that _____
 3. Takeshi loves skyscrapers because _____
 4. Takeshi wants to remember _____
 5. Takeshi starts taking photos because _____
 6. Roberto asks the construction worker _____
 7. The construction worker tells Roberto and Takeshi that _____
 8. Takeshi suggests that _____
- a. what the construction site looked like.
 - b. someone rich and famous may park there.
 - c. building underground is a good idea.
 - d. he thinks a famous building is being built there.
 - e. overcrowding in New York.
 - f. what is being built on the site.
 - g. it is going to be a parking garage.
 - h. they are incredible feats of engineering.

- C**  What's your opinion? For items 1–3, check (✓) I agree or I disagree. Compare and discuss your answers with a partner. Then answer questions 4 and 5. Share your opinions with the class.

I agree I disagree

1. Big, crowded cities should start “building down” more.
2. I wouldn’t mind living or working underground.
3. I would enjoy living or working in a skyscraper.
4. What is your favorite building? Why?

-
5. Where is it?
-

12 Global Viewpoints

Natural Wonders / Man-made Structures

- A**   Watch the interviews about “Natural wonders” and check (✓) the sentences that are true. Then correct the false sentences. Check your answers with a partner’s.

1. _____ Alejandra was impressed by the glaciers in the south of Argentina.
2. _____ The Matterhorn is a beautiful mountain in Germany.
3. _____ Nick and his dad climbed all the way to the top of the Matterhorn.
4. _____ Catherine once climbed up to the base camp at Mount Everest.
5. _____ Kumiko says that Mount Fuji is really beautiful close up.
6. _____ Kumiko says that when you climb Mt. Fuji, it’s just rocks and dirt.
7. _____ Natalie went to Niagara Falls for a family reunion.
8. _____ Natalie thinks that Niagara Falls is one of the most boring sites she has ever seen.

- B**   Watch the interviews about “Man-made structures” and circle the answers. Then compare your answers with a partner’s. Discuss any details you remember.

1. Kevin was *impressed / unimpressed* by the Great Wall of China.
2. Kevin says *hundreds / thousands* of people built the Great Wall of China.
3. Gian crossed the Golden Gate Bridge in San Francisco *on foot / by car*.
4. Gian thinks that the Golden Gate Bridge is an amazing *feat of engineering / natural wonder*.
5. Woo Sung was *impressed / unimpressed* by the Hoover Dam.
6. Woo Sung says the Hoover Dam is in the middle of the desert and is very *hot / beautiful*.

- C**  Play “Twenty Questions.” One student thinks of a famous natural wonder or man-made structure, but doesn’t say its name. The other students ask up to twenty “yes” or “no” questions to guess what it is. Take notes below.

Yes answers	No answers

Worksheet

10A: What do you wish?

- A. Write a wish for each verb. Use the correct form of the verb. Use your own word for the last one. Draw a picture of yourself with your dream come true.

(can)

(have)

(be)

(your idea: _____)

Worksheet

10B: Good news, bad news

- A. Complete the six sentences below with bad news or rules.



Bad News

1. _____ couldn't _____.
2. _____ have to _____.
3. _____ may not _____.
4. _____ shouldn't _____.
5. _____ had better not _____.
6. _____ can't _____.

- B. Exchange worksheets with a partner. Read your partner's sentences. Change their bad news into good news. Use the verbs in parentheses in your answer. You may or may not use "not" in your good news answer.



Good News

1. (could) _____.
2. (have to) _____.
3. (may) _____.
4. (should) _____.
5. (had better/not) _____.
6. (can/can't) _____.

Worksheet

11A: What would you do?

A. What would you do in the following situations? Write a short note under each situation in the space provided to help you talk about your answer later.

1. You are walking along the street and you find a lot of money rolled up in a bundle.

2. You are looking for work and are offered two jobs: one is high-paying but boring; the other is interesting, but the salary is low.

3. You are waiting for a bus at a crowded bus stop. Suddenly, the person next to you bursts out crying.

4. You are on vacation in Canada and have just bought some expensive jewelry as a present for your mother. You notice that your credit card has been charged \$50 instead of \$500.

5. You are out on a first date at a very nice restaurant. You've just ordered coffee and dessert when you realize you've left your wallet at home.

6. You find out that one of your friends cheated on an exam and got a really good grade. You studied really hard and got a lower grade.

7. Your friend has invited you to his or her parents' house for a special dinner. When the main course is brought out, you ask what it is, and your friend's mother says it's cat!

8. You see an ad for a computer programming job. You really want the job because you have been looking for work for several months. You are qualified, except that you only have one year of work experience instead of three. You left your previous job to go traveling around the world for two years. A friend suggests that you say you were working for a software company overseas for two years and that the company unfortunately no longer exists.

B. Discuss your answers with other members of the group. Try to use some of the expressions in the box to keep the conversation going.

What would you do in the first situation?

If it were me, I'd . . .

What would you do?

What if . . . ?

I think I'd probably . . .

Why would you do that?

I probably wouldn't . . .

If you did that, then . . .

It depends. If . . . , I'd . . . , but if . . . , I'd . . .

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Worksheet

11B: Party messages

Student A

A. You and your partner are planning a party. You contacted these seven guests. Using reported speech, answer your partner's questions about who is coming and report their messages.

Guest	Coming?	Message
Lily	Yes	She will bring a deck of cards.
Juan	No	His car is being repaired.
Kim	Yes	She will bring the dessert.
Lee	Yes	He will bring appetizers.
Mari	Maybe	She might go to her dance class.
Nick	No	He has a date and can't come.
Pia	Maybe	<i>Use your own idea.</i>

B. Now ask your partner for information to fill out this chart.

Guest	Coming?	Message
Aki		
Bob		
Carla		
Dustin		
Eve		
Felix		
Gina		

Student B

A. You and your partner are planning a party. Your partner contacted these seven guests. Ask your partner for information to fill out the chart.

Guest	Coming?	Message
Lily		
Juan		
Kim		
Lee		
Mari		
Nick		
Pia		

B. Now, using reported speech, answer your partner's questions about these seven guests you contacted.

Guest	Coming?	Message
Aki	Yes	She is planning to bring her guitar.
Bob	No	He has a headache.
Carla	Maybe	She wants to watch a movie on TV.
Dustin	Yes	He'll bring potato chips.
Eve	No	She's been working a lot and is tired.
Felix	No	His dog Rover died yesterday.
Gina	Yes	<i>Use your own idea.</i>

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Worksheet

12A: Do you know?

- A. Complete the questions with your own ideas. Then, rewrite the questions as embedded questions. The first one has been done as an example.

1.	What country is _____ Vienna in? <input type="checkbox"/> Do you know what country Vienna is in?
2.	Who sings the song _____? <input type="checkbox"/>
3.	When is the next _____? <input type="checkbox"/>
4.	Who wrote the book _____? <input type="checkbox"/>
5.	Where do _____ live? <input type="checkbox"/>
6.	When did _____ occur? <input type="checkbox"/>
7.	When did the movie _____ come out? <input type="checkbox"/>
8.	Who won the _____ award last year? <input type="checkbox"/>
9.	How many people live in _____? <input type="checkbox"/>
10.	Where did _____ originate (come from)? <input type="checkbox"/>
11.	What is a _____? <input type="checkbox"/>
12.	Who invented the _____? <input type="checkbox"/>

- B. Now ask someone in the class the embedded questions you wrote above.
Try to get answers to all of your questions.

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Worksheet

12B: Passive match

Student A

- A. Ask your partner the questions 1–6. Your partner will listen and respond appropriately.
1. **What do you think of** the new modern building downtown?
 2. **Why is** the bridge closed today?
 3. **Have you seen that new** sculpture in the park?
 4. **What's going to happen to** that old factory?
 5. **Are you looking forward to** the game tonight?
 6. **Whatever happened to** that great night club near here?
- B. Now listen to your partner ask some more questions. Choose and say the best response from g–l below.
- g. I think it's being repainted.
 - h. Yes, but I think it should be built in the city, not in the suburbs.
 - i. I think it's going to be taken apart, shipped to the United States, and rebuilt in the desert.
 - j. Yes, but that's because most of them were built over 30 years ago.
 - k. You're right. There was. But I think it was destroyed in a fire several years ago.
 - l. Yes, isn't it terrible? I think it should be used for housing instead.
- C. Look again at the questions in A. Make six new questions that begin with the words in bold. Ask your partner the new questions, and answer your partner's questions.

Student B

- A. Listen to your partner ask some questions. Choose and say the best response from a-f below.
- a. It's being checked for cracks.
 - b. Oh, it was closed down a few months ago.
 - c. I think it should really be knocked down. It's really ugly.
 - d. Haven't you heard? It's been canceled.
 - e. Yes, isn't it great? Did you know it's made entirely from recycled cans?
 - f. I think it's going to be turned into a shopping mall.
- B. Now ask your partner the questions 7–12. Your partner will listen and respond appropriately.
7. **Don't you think** the subway trains are really slow and noisy?
 8. **What's going to happen to** the old bridge?
 9. **Why** is the library closed today?
 10. **Do you think** we need a new soccer stadium?
 11. **Have you heard** they're going to turn that old building into a parking garage?
 12. **Wasn't there** a movie theater near here?
- C. Look again at the questions in B. Make six new questions that begin with the words in bold. Ask your partner the new questions, and answer your partner's questions.



