

4

Speak NOW

COMMUNICATE *with* CONFIDENCE

WORKBOOK



- Vocabulary
- Reading and Writing
- Video-based Listening
- Grammar

OXFORD

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HELLOO TEACHER

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HELLOO TEACHER

Lesson 1: Vocabulary

PEOPLE

Part 1

Write the words from the box to complete each phrase.

get have the make the overcome take have make face

1. _____ a risk
2. _____ a change
3. _____ an obstacle
4. _____ into
5. _____ opportunity to
6. _____ a challenge
7. _____ decision to
8. _____ a setback

Part 2

Write the completed expressions from Part 1 to complete the conversations. Use each expression once. You may have to change the forms of the words. In class, practice the conversations with a partner.

1. A: I hear that Matteo overcame an obstacle last week.
B: Yeah. He has been wanting to _____ acting, but people told him he wasn't good-looking enough. Instead of letting that stop him, Matteo worked on his facial expressions, and the same people who told him he wasn't good-looking enough hired him!
2. A: Oh, that reminds me. Wendy tells me that you _____ during your vacation.
B: Yeah! I was on a cruise and I was really sick. I had a hard time enjoying my vacation!
3. A: Collin tells me that Steve _____ at work.
B: That's for sure. He didn't get the promotion he was expecting. He said it was one of the biggest challenges he's ever faced because he'd been working toward the new position for two years.
4. A: I hear you are _____. What are you going to do different?
B: Well, I'm going to move overseas. It's one of the most exciting things I've ever done.
5. A: Hi, Carlos. I hear that you _____ go back to college, and you graduated last week. I had no idea you were studying and working at the same time! Congratulations!
B: Thanks. In my company, we _____ get part of the tuition paid, so I decided to do it. It was hard, but it turned out to be the best thing I've ever done.
6. A: I hear that you _____ a few years ago, but it's really paying off now.
B: That's right. It was scary at the time, but it turned out to be worth the uncertainty.

Lesson 1: Reading & Writing

PEOPLE

Part 1

Read the article below.

A Big Break


Have you ever had a setback turn into a big break? That's what happened to Fred R. Conrad. Conrad is a photographer. One day, he had several work assignments. First, he had to take a portrait of a chef in Manhattan. And portraits require a lot of heavy equipment. Then he had to travel to Brooklyn to photograph a diner. Both places are in New York, so he got around by taking the subway. That's when he had some bad luck. The train he boarded didn't go to Brooklyn. He got as far as the tip of Manhattan before he realized his mistake. Then he had to go back to get on another train while lugging all of his heavy photographic equipment. As he sat in the

station waiting for the correct train, now late and frustrated, he saw a wonderful sight.

Across the platform from him, waiting for a train going in the other direction, sat a man completely surrounded by balloons. Conrad couldn't even see the man, only dozens of brightly colored balloons. Fortunately, he had everything he needed to take a great photo. So he did. The photo was so good that it was published in the *New York Times* the very next day. Then the *Times* covered the story of the picture. It turned out to be the best thing that ever happened to him. Of course, making the decision to take the picture had its downside—Conrad missed his train!

Mark the statements T (true) or F (false).

- _____ 1. Conrad is a chef.
- _____ 2. You need more equipment to make a photographic portrait than you do for other kinds of photos.
- _____ 3. Conrad had to travel from Brooklyn to Manhattan.
- _____ 4. He ended up on the wrong subway.
- _____ 5. He had to go back to another station.
- _____ 6. He saw a man delivering dozens of flowers.
- _____ 7. The picture he took was published in the *Washington Post*.
- _____ 8. He missed the train he was supposed to take.

 **PAIR WORK** Discuss the questions.

1. Do stories like this one often get in the news? Why or why not?

2. Do you think people make their own luck?

Have you ever been in the right place at the right time? What happened?

Part 2

Write an article about a story you know when someone had a big break.

Part 3

Exchange your article with a classmate. Are there any similarities?

Lesson 2: Vocabulary

PEOPLE

Part 1

Match the words on the left with their meanings on the right.

- | | |
|-------------|---|
| 1. injure | a. to change or be affected by something |
| 2. pass out | b. to give information to someone |
| 3. react | c. a person who sees something happen |
| 4. respond | d. to hurt something |
| 5. report | e. to do or say something because something else first happened |
| 6. witness | f. to not be awake so you don't know what is happening around you |

Part 2

Write the **bold** words from Part 1 to complete the dialogue. You may have to change the forms of the words. In class, practice the conversation with a partner.

A: Hey, did you hear about the man who was saved by a bear?

B: No. What happened?

A: He was out in the woods when a wolf attacked him. Before he could _____ the wolf bit **him**.
(1)

B: Oh, no! So what did he do?

A: Well, he doesn't really remember anything else. He must have _____.
(2)

B: Because he was _____.
(3)

A: Yeah, probably. I mean, the wolf attacked him!

B: Poor guy!

A: Anyway, a woman was hiking nearby. She _____ to the man's screams for help.
(4)

B: You mean she ran over to the man, even though the wolf was there?

A: Yeah. She said a big bear came up at the same time the wolf was biting the man. The bear scared the wolf away and then walked away, as if nothing had happened.

B: So the woman was a _____ to everything? That's amazing.
(5)

A: She's the one who _____ everything to the newspaper. She's almost as famous as the man after what happened.
(6)

Lesson 2: Reading & Writing

PEOPLE

Part 1

Read the article below.

The Bystander Effect


Did you ever hear the story of Kitty Genovese? It became famous overnight. She was a young woman who lived in a big city—New York City. One night she was attacked. According to the story, 38 people heard her screaming, but no one responded and no one reported it to the police.

This terrible incident led psychologists to study the “bystander effect.” Bystanders witness events, but they are not involved. They stand by while something happens. So why don't people help? Psychologists wanted to learn more about why people decide to help or why they just watch and do nothing. They have learned that there are a number of factors determining whether we will help or not.

First, is it an emergency? People are more likely to react in a helpful way when the situation is life threatening. Second, how many people are around? The more people there are, the less responsibility each person has. If a bystander is alone, he or she is more likely to help than if something happens in a crowded place. Third, where does it happen? People are less likely to help in cities and more likely to help in small towns where people probably know each other. And finally, a related factor: how connected or similar are the people involved? If witnesses feel that the person in danger is somehow like them, they are much more likely to take action.

Complete the sentences with words from the article.

1. Kitty Genovese was attacked in _____.
2. _____ people heard the attack.
3. Bystanders are people who _____ events but are not involved.
4. People are more likely to help when the situation is _____.
5. The more people who witness an incident, the less _____ each person has to do something.
6. Bystanders are more likely to help in _____ than in _____.
7. If a witness is similar to a person in trouble, then he or she is more likely to _____.

 **PAIR WORK** Discuss the questions.

1. What incidents do you know about where bystanders did not help?
2. What do you think are the most important reasons why people do not help?
3. What most influences you to take action to help someone else?

Part 2

Think about an event in the news or in your personal experience when someone did or did not get needed help. Write a description of what happened.

Part 3

Exchange your descriptions with a classmate. What parts of the story agree with the research? Was anything surprising?

Lesson 3: Vocabulary

PERIOD

Part 1

Match the words on the left with their definitions on the right.

- | | |
|--------------|--|
| 1. arrogant | a. to pretend like you don't see or hear someone or something |
| 2. chew | b. to put something in one place for a period of time |
| 3. etiquette | c. to start talking while someone else is talking |
| 4. ignore | d. not polite |
| 5. interrupt | e. the rules about what is good and bad behavior |
| 6. leave | f. to look at someone or something for a long time, often with your eyes wide open |
| 7. rude | g. believing you are better than other people |
| 8. stare | h. to make food smaller as you eat it |

Part 2

Use the **bold** words from Part 1 to complete each sentence. You may have to change the forms of the words.

1. I hate it when people _____ me when I'm speaking.
2. I can't stand it when people pretend like I'm not even there, just _____ me.
3. It bugs me when people _____ dirty dishes in the sink.
4. It gets on my nerves when people _____ with their mouths open.
5. It bugs me that he is always so _____. He doesn't seem to even know that he is **being impolite**.
6. I can't stand it when my sister just _____ at me blankly rather than answering my questions.
7. He is so _____. He always thinks he's right and everyone else is wrong. That really gets on my nerves!
8. Most people don't have good manners anymore. They all need to go to _____ school!

Part 3

What things bother you? Use the **bold** words from Part 1 to rank them from 1 (most annoying) to 8 (least annoying). In class, compare your ideas in small groups. Sympathize with your partners as they talk about what bothers them.

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

Lesson 3: Reading & Writing

PEOPLE

Part 1

Read the blog below.

Pete's Pet Peeves

Service these days

It seems that our economy is becoming one that is more information and service based. If that is the case, we should really be emphasizing good service when we train employees. Here are my suggestions:

1. **Remember the customer.** I can't stand it when I am in a store or a restaurant and the clerk or server ignores me. I can understand if the place is very busy, but if there are only a few customers, our needs come first. Save your conversations with co-workers until your break.
2. **Be courteous.** Another thing that gets on my nerves is poor etiquette. A customer service representative should not be eating, drinking, or chewing gum when talking to me. He or she should greet me respectfully, and thank me for my business. Some service professionals think it is okay to be rude.
3. **Know your stuff.** Even if you work in a coffee shop, you need to be informed. You should know what the business sells, whether it is coffee beans, sushi, cars, or shoes. It bugs me when I ask a server what is in a particular dish on the menu and he or she has no idea. I am not being arrogant when I tell you that I can tell the difference between Brazilian coffee and Kenyan coffee. Please do me the courtesy of answering my questions.

Write the number of the suggestion after each detail.

- | | |
|--|-----------------------------------|
| 1. the difference between coffee beans _____ | 5. say thank you _____ |
| 2. chewing gum _____ | 6. the customer comes first _____ |
| 3. be informed _____ | 7. answer questions _____ |
| 4. conversations with co-workers _____ | 8. poor etiquette _____ |

PAIR WORK DISCUSS THE QUESTIONS.

1. Which suggestion do you think is the most important? Why?
2. What can you tell about the writer from his suggestions?
3. What kind of problems have you had with people in the service industry? How do you think the problems can be avoided?

Part 2

Write about one of your pet peeves with service people. Give suggestions.

Part 3

Exchange your writing with a classmate. Did you write about the same problems? What is similar and what is different?

Lesson 4: Vocabulary

PEOPLE

Part 1

Unscramble the words below to match the correct words in the box.

awkward confront hang out with keeps pushy put up with resent

1. suyhp _____

2. fonroctn _____

3. epsek _____

4. utp pu ihtw _____

5. sernet _____

6. angh otu iwht _____

7. waradwk _____

Part 2

Write the words from Part 1 and your own advice to complete the conversations. You may have to change the forms of the words in Part 1. In class, practice the conversations with a partner.

1. A: My friend _____ lying about me. It never seems to stop.

B: Have you thought about _____ her? Maybe you could talk to her sometime when it's just the two of you.

A: Hm, I'm not really sure that would work. She's really _____ and likes to be in control.

B: Well, have you tried _____?

A: That's not a bad idea. Thanks.

2. A: I don't know what to do. I told my friend a big secret, but she told everyone.

B: It must have been really _____ the next time you saw her.

A: Yeah, it was. And after that I really _____ her for betraying me.

B: Did you ever tell her? You might want to think about talking to her about it.

A: I can't talk with her about it right now because she isn't _____ me these days.

B: Well, then you might want to consider _____.

A: That's worth thinking about. Thanks.

3. A: I don't know how you _____ your sister. She's so controlling.

B: I know, but I don't know what to do.

A: You might want to consider talking with her about it.

B: Do you really think that's a good idea? She might get even worse!

A: You're right. Well, another idea is _____.

B: That might work. I'll give it a try.

Lesson 4: Reading & Writing

PEOPLE

Part 1

Read the letters below.

Is this friendship toxic?

Dear Smartypants,

I have just about had it with one of my friends; let's call her Queen Bee. I have known Bee since we were little girls. When we got to high school, she began to change. She became very popular because she is pretty and outgoing. However, I am not as successful socially. I feel awkward in large groups of people. Because of this, Bee doesn't hang out with me as much as she used to. She spends most of her time with the other cool kids. She used to be really nice, but now she is unkind to the less popular kids, and that sometimes includes me. I'd like to talk to her about our friendship, but I don't want to be pushy. I'm starting to resent her.

Discouraged

Dear Discouraged,

Friendships can change over time. It is not uncommon for people to find new social circles when they move on to high school or college, or even when they are out in the professional world. For friendships to last, the people involved must work at it. You say you don't want to be pushy, but have you tried confronting Bee? You don't have to be angry or unkind, just tell her how you feel. Her reaction can show you a lot about what kind of friend she is. If she takes your concerns seriously and makes more of an effort, she may be a friend to keep. However, you don't have to put up with Bee just because you were friends long ago. If she reacts negatively, you might want to consider finding some better friends.

Smartypants

Answer the questions.

1. Who is Discouraged having a problem with? _____
2. How long have they known each other? _____
3. Why is Bee popular? _____
4. Who does Bee spend time with? _____
5. How has Bee changed? _____
6. What does Smartypants suggest? _____
7. What should Discouraged do if Bee reacts negatively? _____

 **PAIR WORK** Discuss the questions.

1. Do you think the writer describes a common problem? Why or why not?
2. Which girl would you rather be friends with? Why?
3. Have you ever had a similar problem with a friend? What happened?

Part 2

Write a letter about a problem you have had with a friend. Ask for suggestions.

Part 3

Exchange letters with a classmate. Write a response and make suggestions.

Lessons 1-4: Video Cloze

PEOPLE

Watch *The New Roommate* and fill in the blanks.

Maria: Hi...Kate, right? I'm Maria.

Kate: Nice to meet you in person.

Maria: Come on in...take a look around.

Kate: Wow, this place is really nice! Big, and light... and so neat!

Maria: Yeah, I'm kind of a neatnik.

Kate: Oh, I know what you mean. I'm totally the same way.

Maria: Really?

Kate: Yeah, I _____ when people _____⁽¹⁾ their stuff all over the place, or, you know, leave dirty dishes in the sink.⁽²⁾

Maria: That's great to hear! So, have a seat. Can I get you anything to drink?

Kate: Oh, no thanks. I stopped for coffee on the way here. So, how long have you been looking for a new roommate?

Maria: Oh, for a couple of weeks or so. I've talked to about five people, but no one has seemed quite right. So, in your profile you said you're new to the city, right?

Kate: Yeah, I lost my job a few months ago. I couldn't find another job near where I lived, so I

_____ in a different city. At first I was pretty upset about losing my job, but then I

_____ was one of the biggest challenges I've ever faced, but it turned out to be the best thing that ever happened to me.⁽⁴⁾ _____⁽⁵⁾

Maria: Well that's great! I'm still looking for a job. I'm not really sure what I want to do...

Kate: I'm sure you'll figure it out.

Maria: Yeah. I hope so. So, did you live with roommates before, or your parents, or...

Kate: Yeah, I lived with a couple of roommates. I got along great with one of them. But the other...well... she was basically a nice person, but we were just really different.

Maria: Oh? In what way?

Kate: Well, like I said, I'm really neat, and she was pretty messy. And she was noisy—you know, she was always watching TV and talking on the phone and having her friends over. She just

_____ Maria: Oh, no! I can't stand messy people. Did you hear about the woman who sued her roommate?⁽⁶⁾

Kate: No. What happened?

Maria: Apparently, the woman had asked her roommate to clean up. She never did. The house got so messy that the woman sued her roommate.

Kate: What a nightmare!

Maria: Yeah, I _____ I'm lucky... my old roommate was wonderful. The only thing that _____ about her was that she was always late.⁽⁷⁾⁽⁸⁾

Kate: Oh, I _____ when people are late! I always try to be on time. A lot of times I arrive at places early, actually.⁽⁹⁾

Maria: So, it sounds like we're the perfect match! When can you move in?

[Later that day...]

Maria: Okay, so Tom, _____⁽¹⁰⁾ ...

Tom: What happened?

Maria: Well I just got home, and Kate's not here, and...well, just take a look at this.

Tom: Wow. Oh, no.

Maria: Yeah! Kate said she was really neat! What am I going to do?

Tom: Well, uh, _____ the direct approach. You know, just _____ her about it when she gets home.⁽¹¹⁾⁽¹²⁾

Maria: I don't know... Do you _____ I mean, she just moved in. I'm not sure how she'd

_____ it could be pretty _____⁽¹³⁾⁽¹⁴⁾⁽¹⁵⁾

Present perfect

The **present perfect** is used with actions that happened sometime before now, at an unspecified time. The exact time when the action happened is not important.

I **have been** to Spain.

Jake **has heard** that story before.

Marta **has had** a tough time recently.

To make questions with the **present perfect**, we change the order of the subject and verb. Questions do not refer to a specific completed time.

Statement: You **have spoken** to her about the problem.

Question: **Have you spoken** to her about the problem?

Have you spoken to her **since** yesterday?

Since shows that the time is still ongoing (not complete).

The **present perfect** is also used to describe or ask about experiences. The experiences described are not specific in time.

You **have told** me this story before. (at some time in the past)

Part 1

Complete the sentences with the present perfect form of the verbs in parentheses.

- Greta isn't happy. In fact, she has complained to the manager a few times. (complain)
- A: Bernard has a new job. B: Yes, he _____ some big changes recently. (make)
- A: Do you speak Spanish? B: Yes. In fact, I _____ Spanish lessons. (take)
- A: Your friend keeps asking me for money! B: I _____ telling her to stop. (try)
- A: Where's Jamie? B: We don't know. We _____ him since yesterday. (not/see)
- I don't know that story. I _____ it before. (hear/never)

Part 2

Use the prompts to make present perfect questions.

- you / make a decision / about your roommate Have you made a decision about your roommate?
- Rachel / consider / texting her friend _____?
- James / speak / to the manager _____?
- Alisha / find / a new place to live _____?
- you / confront / your neighbors yet _____?
- you / try / telling Ana about the problem _____?

Adjective clauses

Adjective clauses are used to describe nouns. A **non-defining adjective clause** gives extra, not essential, information about a noun. It is separated from the main clause with commas.

Joe, **who is usually very quiet**, yelled at his neighbors yesterday.

Dani, **who normally loves to hang out with us**, canceled at the last minute.

Josh, **who is so shy**, decided he wanted to be on a reality TV show.

A **defining adjective clause** gives essential information about a noun. It is necessary to understand the sentence. A defining adjective clause is **NOT** separated from the main clause with commas.

The server **who ignored us** doesn't work here anymore.

The man **who fell onto a subway track** is going to be fine.

The neighbor **who I confronted** apologized.

Part 1

Write ND if the adjective clause is non-defining. Write D if the adjective clause is defining. Add commas if the sentence contains a non-defining adjective clause.

1. D The woman who fainted on the sidewalk is OK.
2. Jamie who has been single for years just got married.
3. The guy who is sitting behind me is kicking my chair.
4. The kids who are in the front row are making a lot of noise
5. Adam who has been out of work for weeks just got a new job.
6. My best friend who lives in Oakland found a diamond ring in her backyard!

Part 2

Use the words in parentheses to complete the sentences with a non-defining adjective clause or a defining adjective clause. Remember to use commas with non-defining clauses.

1. The guy who is always late is coming with us. (He is always late.)
2. Claire told us not to be late! (She is never on time.)
3. Alex wants to hang out with us tonight. (He never has anything to do.)
4. The woman disappeared. (She witnessed the accident.)
5. People get on my nerves! (They talk during a movie.)
6. Emma texted her friend during the movie. (She is usually very polite.)

Lesson 5: Vocabulary

SOCIALIZING

Part 1

Match the words on the left with their meanings on the right.

- | | |
|-----------------|--|
| 1. acquaintance | a. used to talk about someone who had a special relationship to you but doesn't any more |
| 2. buddy | b. used to talk about a relationship that hasn't become true yet |
| 3. ex- | c. used to talk about someone you've known a long time |
| 4. former | d. used to talk about someone who may have a relationship with you in the future, but you aren't certain |
| 5. future | e. an informal word for friend |
| 6. old | f. a person you know but who isn't really a friend |
| 7. prospective | g. of a time before now |

Part 2

How often do you talk to these people? Write the words below in the best column for you. In class, compare your answers with a partner.

an acquaintance an exercise buddy an ex-boyfriend or ex-girlfriend a former co-worker
a future sister-in-law an old neighbor a prospective employer

Almost every day	Less than once a day	Never

Part 3

Circle the correct words to complete the conversation. In class, practice the conversation with a partner.

A: I think we've met before.

B: Um, I doubt it. I just moved here. Emma and I are just (acquaintances / old friends). We met last week and she said this party would be a good way to meet new people. I'm Nancy, by the way.

A: Nice to meet you, Nancy. I'm Hiro. I used to live next door, but I moved to the other side of town last week.

B: A/an (ex- / former) neighbor, huh? Do you know most of the people here, then?

A: Yeah. Let's see. That guy in the pink shirt over there is Emma's (prospective / future) brother-in-law.

B: Oh. So she's getting married?

A: No, her sister's getting married next month—to Emma's (exercise buddy / old employer). Emma and her sister were at the gym, and that's how Marv and Shelly met.

Lesson 5: Reading & Writing

SOCIALIZING

Part 1

Read the movie review below.

The Hunger Games

The Hunger Games was a best-selling series of books, and it's been turned into a best-selling series of movies as well. The first movie follows the first book very closely. Katniss lives in a society much like the United States after a terrible war. The society is made up of districts, each of which is responsible for a certain industry. Her district is devoted to mining and is very poor. To feed her sister and mother, Katniss brings home animals she kills with her old hunting buddy, Gale. Every year, each district sends one boy and one girl to the capital to participate in a competition in which they fight to the death. When Katniss's sister Primrose is selected, Katniss volunteers to take her place. The selected boy is an acquaintance of Katniss named

Peeta. A former champion (Haymitch) from their district trains Katniss and Peeta. Katniss doesn't want to get to know Peeta too well because he is her prospective enemy in the games.

The Hunger Games really starts to take off when Katniss and Peeta get to the capital. There, a team of stylists helps package them so they will attract sponsors who can support them. Once the games begin, the movie is full of action sequences in which Katniss faces danger, and then uses her hunting skills and smarts to stay alive. What movie would be complete without a little romance? At the end of the movie, viewers are left to wonder who might be Katniss's future love interest—Gale or Peeta?

Match the person to the role.

- | | |
|-------------------|---|
| 1. Haymitch _____ | A. former champion, trainer |
| 2. Gale _____ | B. main character, female competitor |
| 3. Peeta _____ | C. sister |
| 4. Primrose _____ | D. hunting buddy |
| 5. Katniss _____ | E. former acquaintance, male competitor |

PAIR WORK DISCUSS THE QUESTIONS.

1. Do you think you would like this movie? Why or why not?
2. Why do you think this movie is very popular?
3. What kind of movies do you like?

Part 2

Write your own review of a movie, book, or television show. Describe the characters and the events. What are the relationships between the characters?

Part 3

Exchange papers with a classmate. Does the review make you want to see or read it? Why or why not?

Lesson 6: Vocabulary

SOCIALIZING

Part 1

Write the words from the box to complete the story.

catch swing by try out beat up for get a bite to eat in the mood

My friend called me the other day and asked me if I was _____⁽¹⁾ going to a movie. I told her that I was kind of _____⁽²⁾. I was really tired. I also had two tests the next day. She kept asking, but I kept saying no, that I wasn't _____⁽³⁾. Then she said, "Come on. Take a little nap and then let's go. It'll be fun to _____⁽⁴⁾ a movie together." I finally said OK and we decided to _____⁽⁵⁾ before the movie. I hadn't eaten anything all day so we agreed to _____⁽⁶⁾ the new pizza place next to the movie theater. She said she was going to _____⁽⁷⁾ at 7:00 to pick me up. I had fun at the movie, but I didn't get to study!

Part 2

Rewrite the sentences using the words in Part 1. In class, compare your answers with a partner.

1. I almost never want to go to the gym. I'm rarely in the mood to go to the gym.
2. My favorite place to have a snack is Joe's. _____
3. I like to go to restaurants that I've never been to. _____
4. I usually go to a movie on the weekends. _____
5. I never go to my friend's house without calling first. _____
6. I'm usually exhausted on Friday. _____
7. I'm almost always happy to eat out. _____

Part 3

Fill in the expressions from Part 1 to complete the conversation. You may have to change the forms of the words. In class, practice the conversation with a partner.

- A: Are you up for _____⁽¹⁾ karaoke tonight? My friends all said it's really fun to sing in front of everyone.
- B: I'm not sure I'm up for that. I'm really _____⁽²⁾. I had to write four reports this week.
- A: Well, do you feel like _____⁽³⁾? There's a new Thai place I've been wanting to try.
- B: Sure. That sounds fun.

Lesson 6: Reading & Writing

SOCIALIZING

Part 1

Read the e-mails below.

Weekend plans?

Subject: Weekend plans

Hey Grace,

I can't believe how busy I have been this summer. I've been working a lot of hours, and I've also taken a couple of house-sitting jobs. Usually by the time the weekend rolls around, I'm so beat that I'm just not up for anything fun. It takes too much energy. However, I decided that this weekend, I'm going to socialize. What are you up to? Would you like to catch a movie or get something to eat on Saturday? -Emily

Subject: Re: Weekend plans

Hi Em,


It's good to hear from you. I wondered what happened to you. I'd love to see you, but I'm not really in the mood to go out. I found out I did not get into the program I applied for. I'm really disappointed. I can apply again next semester, but right now I'm not feeling hopeful. All that to say that I'm not in a very social mood. However, I would like to see you. Do you want to swing by on Saturday afternoon? I could make us some dinner here or we could watch a DVD. How does that sound? -Grace

Subject: Re: Re: Weekend plans

That sounds nice. I'm so sorry to hear your news. I bet you'll get in next semester. And doing something fun might take your mind off it. Would you like to try the new Chinese restaurant? I could pick up some takeout on my way over. -Emily

Write **T** (true) or **F** (false) next to each statement.

- | | |
|---|---|
| _____ 1. Grace has been really busy with work. | _____ 4. Grace did not get into a program she applied to. |
| _____ 2. Emily has been house-sitting. | _____ 5. Grace suggested they watch a DVD. |
| _____ 3. Emily has had a lot of social activity recently. | _____ 6. Emily wants Chinese food. |

 **PAIR WORK** Discuss the questions.

1. What reasons do Emily and Grace give for not socializing?
2. Are there times when you don't feel like socializing? When?
3. What are you in the mood to do this weekend?

Part 2

Write an e-mail to a friend about the weekend. Suggest activities that you are in the mood for.

Part 3

Exchange your e-mails with a classmate. Do you want to do the same things?

Lesson 7: Vocabulary

SOCIALIZING

Part 1

Unscramble the words below to match the correct words in the box.

bubbly	conceited	extroverted	gregarious	insecure
introverted	sarcastic	standoffish	unapproachable	

1. blbybu _____
2. edetrvtio _____
3. ahacneaportlupb _____
4. trdexerevto _____
5. iacatscrs _____
6. ifhnosdsatf _____
7. onecectid _____
8. euaorigsrg _____
9. iuescenr _____

Part 2

Use the words from the box in Part 1 to complete each sentence. In class, take turns reading the sentences with a partner.

1. Whenever you have a party, your friend stands by herself. She is really smart, but she is shy. She is _____. On the other hand, you talk to everyone. You love meeting new people and talking. You are _____.
2. He has the highest grades in the class, and he always makes sure everyone knows it. He is really _____.
3. Lisa is _____. It's hard to go up and try to talk to her.
4. At first, people think Andrea is _____, but once they got to know her, they realize she's really kind and friendly.
5. It's so hard to know when he is telling the truth and when he is being _____.
6. If you want to be a movie star, you can't be _____. You have to believe in yourself.
7. Every time I see her, she's happy and cheerful. It makes me _____, too.
8. People who are outgoing are often with others. They are _____.

Part 3

Use the words from Part 1 to write the opposites. There may be more than one. In class, compare your answers with a partner.

1. extroverted: _____
2. approachable: _____
3. humble: _____
4. quiet: _____
5. confident: _____
6. friendly: _____

Part 1

Read the book excerpt below.


First Impressions

"You never have a second chance to make a first impression" is an old saying, and research suggests that it has some truth. The first impression we have of someone or something is very persistent or difficult to change. A recent study indicates that even when we get new information that contradicts our first impression, we are likely to discount it. We tend to think the new information is specific to the situation rather than proof that our first impression was wrong. For example, maybe you meet someone who is not very friendly to you. You think the person is standoffish. Then you see that same person in a different situation and she is bubbly and gregarious. Instead of thinking that you had the wrong impression, you might decide she had just heard some very good news.

How long does it take to make a first impression? It only takes a fraction of a second to form a first impression. In one study, participants who were shown a photograph for only 1/10 of a second, formed the same impression of the pictured person's characteristics as did participants who saw the photo for an unlimited amount of time. In another study, researchers found that participants could accurately judge nine out of ten personality traits if the photo showed a natural pose. These traits included how extroverted, likable, and secure a person was. It turns out that we are able to take in important information in a very short amount of time.

Complete the sentences with information from the text.

1. Our first impressions are often _____ or difficult to change.
2. When we get information that is very different from our first impressions, we usually think it is due to the _____ rather than an incorrect impression.
3. It only takes _____ to form a first impression.
4. In one study, participants could _____ judge most personality traits.
5. People can judge how likable, secure, and _____ others are from a photo.

 **PAIR WORK** Discuss the questions.

1. Does anything in the text surprise you? If so, what?
2. What characteristics do you think you can accurately judge in someone you first meet?
3. When has someone turned out to be quite different from what you originally thought?

Part 2

Write about a time when you had a first impression of someone that turned out to be incorrect. What did you think at first? How did your impression change?

Part 3

Exchange papers with a classmate. Did you write about similar situations? What is similar or different?

Lesson 8: Vocabulary

SOCIALIZING

Part 1

Use the words in the box to complete each phrase. You can use the words more than once. If a word is not needed, write an X.

to in up on

1. keep _____ with old friends
2. participate _____ social networking
3. post messages _____ walls
4. share links _____ videos
5. be connected _____ friends
6. upload _____ photos
7. tag people _____ photos

Part 2

How often do you do these activities? Write the completed phrases from Part 1 in the best column for you. In class, compare your answers with a partner.

Many times a day	Once a day	Less than once a day
		keep up with old friends

Part 3

Complete the conversation with the completed phrases from Part 1 and your own ideas. In class, practice the conversation with two classmates.

- A: I just don't see why everyone doesn't use Facebook. It's a great way to _____ (1)
- B: I'm sure it can be fun, but it's just not for me. It takes a lot of time. I'd rather _____ (2)
to keep in touch with old friends.
- C: But if you don't use Facebook, how do you see all your friends' pictures? And how do you _____ (3)
? That's how I hear about all the best videos.
- B: I guess it's just not really my thing.

Part 1

Read the notice below.

Facebook Addiction


Facebook is the most popular social networking site in the world. There are over a billion users. If it were a country, it would be the third most populous country in the world. Why is it so popular? People use it to keep up with friends and stay informed. They enjoy sharing links and uploading photos. Every day, 77% of users update their statuses. A quarter of users post comments on their friends' walls, and 22% comment on photos every day.

What used to be a way to check in with friends has become an addiction for some users. British researchers found that a lot of people get very anxious because of their Facebook use. The key factor is being able to find balance. If you just don't get why people like Facebook so much, you may have a very healthy attitude. If you think you might be an addict, answer the questions below. A lot of yes answers may indicate a problem.

1. Do you think about Facebook a lot?
2. Do you use Facebook to forget about personal problems?
3. Have you tried unsuccessfully to decrease the time you spend on Facebook?
4. Do you feel anxious if you can't use Facebook?
5. Do you use it so much that it has a negative effect on work or school?

Write T (true) or F (false) next to each statement.

- _____ 1. About ten million people use Facebook.
- _____ 2. Most people comment on other people's posts daily.
- _____ 3. Almost a quarter of users comment on photos every day.
- _____ 4. Facebook users have more anxiety than non-users.
- _____ 5. One sign of a Facebook problem is if you have difficulty cutting down on your use.

 **PAIR WORK** Discuss the questions.

1. Do you use social networks like Facebook? How?
2. What kinds of problems can people have when they use social networks? Are there more benefits or problems?
3. Why do you think people have more anxiety when they use social networks?

Part 2

Think about either the benefits or the problems associated with social networks. Write a paragraph describing them.

Part 3

Share your paragraph with a classmate. What things were similar? Which were different?

Lessons 5-8: Video Cloze

SOCIALIZING

Watch *Tom and Kate* and fill in the blanks.

Tom: Hey, Alex. My friend Anna just opened a cafe and is having a little get-together there. How about joining me?

Alex: Huh? Oh, I'm _____
_____ go out
(1)
tonight. I think I'll just stay in and read or something.

Tom: Are you sure? I _____
_____ why you'd
(2)
want to stay home all alone.

Alex: Come on, you know me... I'm kind of a

(3)

Tom: Give me a break, Alex. You're no homebody. It's Anna, _____? You don't
(4)
really like her, right?

Alex: Oh...well...she's smart, and creative, and everything...but she just seems kind of...I don't know...mean.

Tom: Oh, yeah, I used to think that too. But then I realized that she's just really

(5)
sometimes she can actually be kind of sweet.

Alex: Maybe I should get to know her better. But not tonight...I'm pretty _____
(6)

Tom: Okay. Well, _____, if you
(7)
change your mind.

[At the coffee shop...]

Kate: Excuse me, but _____

(8)
_____?

Tom: Uh, I'm not sure.

Kate: Well, how do you know Anna?

Tom: Oh, we're _____ We grew up
(10)
together. How about you?

Kate: Anna's my exercise _____ We
(11)
run together, and sometimes we play tennis.

So...maybe I know you from work...what do you do?

Tom: I work for an advertising firm.

Kate: Oh, really? That's so cool! _____
(12)

Tom: Well, I'd always loved watching commercials and looking at ads.

Kate: Really? Me too! I used to record all my favorite commercials!

Tom: No way...you know, I'm starving.
_____ getting a bite
(13)
to eat?

Kate: Sure, great idea. What kind of food are you

(14)

Tom: Uh...well...uh...we could go for shabu-shabu?

Kate: Oh, well, actually, I'm not really crazy about cooking my own food at a restaurant.

Tom: Oh, that's no problem, I'm up for anything... what kind of food do you like?

Kate: Well, this might seem kind of boring, but what I really love most is pasta.

Tom: You're kidding! Pasta is just about all I eat!

Kate: Wait a minute...now I know why you look familiar. Aren't you Eric Martino's old roommate? The one who eats nothing but pasta?

Tom: Yeah, I am. But how did you know that? Have we-

Kate: He's my brother's best friend. He's
_____ lots of pictures of
(15)
you on Facebook...and he always used to complain that all you ever cooked was pasta.

Tom: Wow, small world!

Kate: Hey, let's text him a picture of the two of us. That'll surprise him!

Adjective clauses II

An **adjective clause** has a subject and a verb. It can begin with one of these relative pronouns: **who, whose, that, and which.**

Non-defining adjective clauses:

Ana, **who I thought looked familiar**, was my classmate in college.

Leo, **whose appetite is huge**, ordered two pizzas.

The movie, **which was really funny**, was the best part of the evening.

Note: Always use *who* with people and *which* with things in non-defining adjective clauses.

Whose shows possession in non-defining adjective clauses.

Defining adjective clauses:

The neighbor **who always has barbecues** stopped by.

The movie **that had the robots** was cool.

The woman **who always wants to talk about her kids** is over there.

Note: You can use *who* or *that* for people in defining adjective clauses.

Use the underlined phrases to complete the sentences with non-defining adjective clauses or defining adjective clauses. Remember to use commas where necessary and the correct relative pronoun.

1. she seems shy: Ana, who seems shy, is actually very friendly.
2. I recognized her: The woman _____ is Jake's sister.
3. he is a great photographer: Rob _____ just uploaded some new photos.
4. his apartment is next to mine: Tom _____ is an old college buddy.
5. he looks familiar: The man _____ is a former co-worker.
6. it has great pizza: Bruno's Café _____ is closed tonight.
7. Aaron doesn't like this: The thing _____ is getting tagged in photos.
8. he is a very private person: Alex _____ doesn't like Facebook.
9. her brother is my ex-boyfriend: Lisa _____ is my new neighbor.
10. it is playing downtown: The movie _____ didn't get good reviews.
11. it was a lot of fun: The party _____ lasted until midnight.
12. he is sitting next to Julio: The guy _____ looks like my old boyfriend.

The **past perfect** is used to indicate two events in the past. The **past perfect** shows the event that happened first. The **simple past** often shows the second event.

I had **signed up** for Facebook, but I didn't really use it until I began traveling.

The **past perfect** is often used to show what people thought or believed.

She **had believed** she was popular, but nobody clicked “like” on her status.

We **hadn't realized** how much we misjudged them.

Complete the sentences with the correct forms of the verbs in parentheses.

1. Jack had assumed (assume) Claire was extroverted, but he eventually changed (change) his mind.
2. I _____ (believe) Zoe was insecure before I _____ (meet) her.
3. Rita _____ (keep up) with friends on Facebook until she _____ (start) using Twitter.
4. Josh _____ (meet) Katy before she _____ (start) college.
5. I _____ (think) Tom was rude, but he _____ (turn out) to be very polite.
6. Nina _____ (read) Marcus's post before she _____ (call) him.
7. Adam _____ (think) Facebook was a waste of time, but later on, he _____ (decide) it was fun.
8. Ana _____ (not pay) much attention to Facebook until people _____ (start) tagging her in photos.
9. We _____ (think) Max was standoffish until we _____ (get) to know him better.
10. I _____ (invite) Dexter to the movie before I _____ (realize) he was Jada's boyfriend.
11. After we _____ (buy) tickets for the play, Marta _____ (decide) not to come with us.
12. Michael _____ (not realize) how many friends he had until he _____ (sign up) for Facebook.
13. I _____ (think) Jamie looked familiar, and then I _____ (remember) who he was.
14. We _____ (want) to try out the new pizza place until Jun _____ (say) it wasn't very good.
15. David _____ (invite) me to the movie, but by the end of the day, I _____ (be) too tired!
16. Rob _____ (not realize) how popular his song was until he _____ (see) how many downloads it got.

Lesson 9: Vocabulary

LIFESTYLES

Part 1

Match the words on the left with their meanings on the right.

- | | |
|--------------------|---|
| 1. junk food | a. a person who doesn't eat meat, cheese, or milk products |
| 2. nutritious | b. food that is produced and eaten in the same area |
| 3. vegan | c. foods that have chemicals and other things to make them last a long time without going bad |
| 4. vegetarian | d. a person who tries to only eat food grown nearby |
| 5. organic | e. food that is good for you |
| 6. locally-sourced | f. food that is grown without chemicals |
| 7. locavore | g. food that isn't healthy |
| 8. processed foods | h. a person who only eats vegetables and indirect products of animals like milk |

Part 2

Are these words used to describe people, food, or both people and food? Write **P** (people), **F** (food), or **B** (both) for each. In class, compare your answers with a partner.

_____ junk food	_____ vegan	_____ organic	_____ locavore
_____ nutritious	_____ vegetarian	_____ locally-sourced	_____ processed foods

Part 3

Use the **bold** words in Part 1 to complete the letter from the editor of a monthly magazine. You may have to change the forms of the words. You won't use one word.

Dear Reader,

When I first became a _____, I found it very hard to go out to eat with friends. All my friends eat meat. Even though I ate eggs and dairy products, there weren't many choices on the menu. Luckily, things have changed. People have become more aware of the impact of a _____ diet on our health. While a lot of people haven't changed, my friends are eating less _____ and even less _____. Maybe I've been a good influence on them.

One thing that has helped me find more choices on the menu, is the move toward more _____ food, food with no or few chemicals. Another thing that has helped is the growing movement toward _____ food. Of course, you can have meat, chicken, and fish that are raised nearby, but more often than not, _____ are eating the fruits and vegetables that nearby farmers are growing. As that trend has continued, some restaurants have realized they can offer local foods and attract new customers that they might not otherwise have. Enjoy our special edition on eating out without giving up your food values!

Greg,
Editor-in-Chief

Lesson 9: Reading & Writing

Part 1

Read the travel and food blog.

Brazil: Moqueca and Other Regional Specialties

Brazilians like their food. You can find good restaurants and interesting dishes everywhere. Many restaurants are buffet style so you can get plenty to eat. Brazil is home to many fruits and vegetables, some of which are unique to that area of the world. Brazilians drink a lot of nutritious beverages made from fruit, so you will probably be offered some for breakfast or with meals. They also make sweets from fruits like guava and passion fruit. Custard desserts such as quindim, made with eggs, sugar, and ground coconut are also popular.


Each region has its own specialties, or variations on a typical dish. Ingredients can then be locally sourced. For example, moqueca, a kind of fish stew, varies from one region to another but is primarily found in the northeast. In some places, they add shrimp or manioc.

Although 5-10% of Brazilians are vegetarian, it can be hard to avoid meat in some restaurants. The national dish, feijoada, features black beans, but is also flavored with pork or beef and sausage. When in doubt, ask about ingredients. Organic food is not yet widely available, in part because it costs more than conventional food.

As a frequent traveler and food writer, I always encourage others to try the local food. A trip to Brazil just isn't complete without sampling moqueca, feijoada, pão de queijo (cheese rolls), coxinha (chicken croquettes), and yummy brigadeiros (like a chocolate truffle).

Match the food to the description.

- | | |
|------------------------|-----------------------|
| 1. moqueca _____ | A. chocolate dessert |
| 2. guava _____ | B. fruit |
| 3. feijoada _____ | C. cheese roll |
| 4. brigadeiro _____ | D. fish stew |
| 5. pão de queijo _____ | E. bean and meat dish |

 **PAIR WORK** Discuss the questions.

1. Do you think you would like the food in Brazil? Why or why not?
2. Do you think it is important to try a lot of different kinds of food when you travel? Why or why not?
3. What foods are typical in your country?

Part 2

Write about the food of a country you know well. Address the availability of food for different kinds of diets.

Part 3

Share your description with a classmate. Did you write about different countries? Which country sounds better for vegetarians? For people who want to eat only organic?

Lesson 10: Vocabulary

Part 1

Look at the words and the definitions below. Make a sentence using each word. In class, compare your answers with a partner.

WORD	DEFINITION	MY SENTENCE
at the last minute	done or decided just before something happens or just before it's too late	
clutter	things that are where they are not wanted or needed	
declutter	to put away things that aren't needed	
neat	with everything in the right place	
organize	to put things into a system or put them in order	
procrastinate	to put off doing something	
stick to it	to continue with something and not change or quit	
tidy up	to put everything in the right place	

Part 2

Use the words from Part 1 to write the opposites. There may be more than one answer. In class, compare your answers with a partner.

1. begin: _____
2. throw around: _____
3. give up: _____
4. mess up: _____
5. cluttered: _____
6. far in advance: _____

Lesson 10: Reading & Writing

LIFESTYLES

Part 1

Read the article below.

Professional Organizers Plus

It's no surprise that professional organizing is one of the fastest growing careers today. As people's lives get increasingly busy and complicated, they often need help organizing.

Some of the things we do:


- Help before and after a move. Professional movers can pack up your stuff and move it, but we can help you decide what to keep, what to donate, and what to pack. We can also help you unpack and get set up in your new space.
- Declutter pantries, closets, garages, and attics.
- Set up and maintain home offices. First, we can help you create a space that will serve your needs. Then we'll give you strategies to keep it neat and free of clutter.
- Create a workable plan. Sometimes, people can organize their physical space but have more difficulty with maintaining schedules and implementing plans. We help you stop procrastinating and stick with a schedule that you can actually follow.

Who we are:

- Abby is a former librarian. She excels at creating organizational systems for hard-copy and electronic files. Member of the National Association of Professional Organizers.
- Tom is a retired attorney. His expertise is in helping families deal with paperwork after a family member has died. NAPO member.
- Rosa has four grown children, and knows all there is to know about keeping a family organized. Her strengths lie in tidying up and throwing out unnecessary junk. NAPO member.

Answer the questions.

1. What is the name of the occupation these people have? _____
2. How are they different from professional movers? _____
3. What places do they declutter? _____
4. How can they help people keep their offices neat? _____
5. How do they help with schedules? _____
6. What was Abby's job? _____
7. What did Tom used to do? _____
8. What is Rosa good at? _____

 **PAIR WORK** Discuss the questions.

1. Why do you think this career is growing so quickly?
2. Would you ever use a professional organizer? Why or why not?
3. What skills or qualities do you think a good professional organizer has?

Part 2

Imagine that you are going to become a professional organizer. Write a paragraph about your experience and skills that would help you in this job.

Part 3

Exchange paragraphs with a classmate. What qualities or experience do you share? How are you different?

Lesson 11: Vocabulary

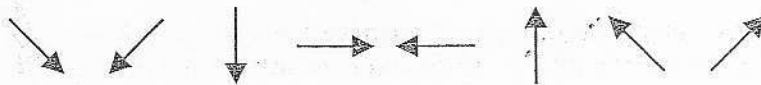
LIFESTYLES

Part 1

In the puzzle below, find the eight words from the box about online activities.

blog	video sharing site	live streams	apps
social networking site	podcast	video chat	message board

The words go:



B	W	H	A	T	D	S	P	H	T	O	H	E
B	L	H	H	T	S	O	A	D	C	A	B	T
G	B	O	A	O	D	C	R	G	H	O	G	I
N	U	C	G	C	O	I	E	U	E	D	D	S
I	P	M	A	G	Y	A	E	J	E	N	I	G
O	N	S	B	E	R	L	Y	E	K	E	L	N
D	T	L	M	D	A	N	N	L	E	G	B	I
M	E	Y	V	I	D	E	O	C	H	A	T	R
T	W	I	G	U	Y	T	Y	N	S	T	S	A
S	H	Y	O	U	T	W	M	G	D	P	C	H
C	S	Y	A	S	I	O	P	O	E	H	I	S
O	M	P	M	S	M	R	H	N	A	V	B	O
E	V	E	P	R	E	K	D	H	Z	X	W	E
Q	D	L	W	A	O	I	M	D	C	O	K	D
W	A	T	C	H	I	N	G	C	O	U	C	I
D	R	A	O	B	E	G	A	S	S	E	M	V
Q	U	S	O	O	S	S	W	O	P	S	I	L
K	F	D	T	P	T	I	M	E	O	L	I	K
G	L	I	V	E	S	T	R	E	A	M	S	D
H	T	I	M	I	L	E	V	E	L	Y	J	I

Part 2

What other words can you find in the puzzle in Part 1? Write them down. In class, use them in sentences as you compare answers with a partner.

Lesson 11: Reading & Writing

LIFESTYLES

Part 1

Read the discussion board below.

English Learners Tips Exchange

How can I use the Internet to improve my English?

What a great question! There are actually many things you can do. For example, many people write blogs about English Language Learning. Just search for "blog" and "ELL" or "ESL" or "EFL" and you will probably find a number of sites. -Manuel

I agree with Manuel. There are a lot of blogs out there. However, I have found that video sharing sites can be really helpful. Some videos are actual lectures on a particular language topic. For example, you could search for videos on the simple past and I'm sure you would find a lesson. Also, you can search for a video on a topic that interests you in English. -Reiko

In addition to finding videos that people have uploaded to video sharing sites, you can often find live streams of lectures. Colleges and universities are a good source of live streams on interesting topics. You can also find podcasts on all kinds of subjects. Podcasts can really help your listening comprehension. -Katia

I like using phone apps. Then I can improve my English anywhere. You can find interesting apps by going to the app store. -Aziz

Obviously, discussion boards like this one or social networking sites can be a good place to practice informal English. You can see how speakers of English actually use the language. Only one problem—I spend way too much time on the computer! -Juliana

Match the speaker to the recommendation.

- | | |
|------------------|----------------------------|
| 1. Juliana _____ | A. podcasts |
| 2. Katia _____ | B. social networking sites |
| 3. Reiko _____ | C. video sharing sites |
| 4. Aziz _____ | D. blogs |
| 5. Manuel _____ | E. phone apps |

 **PAIR WORK** Discuss the questions.

1. Do you agree with the suggestions above? Why or why not?
2. Which ones have you tried?
3. Which do you use most often during the course of the day? What do you use them for?

Part 2

Choose one of the online activities mentioned in the text above. Write a paragraph about how you use it and why.

Part 3

Share your paragraph with a group of classmates. What similarities do you find in your online use? What differences? Did you get any new ideas for learning English?

Lesson 12: Vocabulary

LIFESTYLES

Part 1

How often do you think about these things? Rank them from 1 (the most often) to 9 (the least often). Then write one example of each. In class, compare your answers with a partner.

- _____ energy-efficient appliances computers that turn off when they aren't being used
- _____ global warming _____
- _____ greenhouse gases _____
- _____ recycling _____
- _____ reducing wasted energy _____
- _____ taking public transportation _____
- _____ hybrid cars _____
- _____ reducing landfill trash _____
- _____ reducing your carbon footprint _____

Part 2

Circle the correct word to complete A's dialogue. Use your own ideas to complete B's dialogue. In class, practice the conversations with a partner.

1. A: Don't you think we should use more (*hybrid cars* / *recycling*)?

B: I guess, but _____.

2. A: Isn't it important to reduce (*recycling* / *greenhouses gases*)?

B: That may be true, but on the other hand, _____.

3. A: If everyone (*energy-efficient appliances* / *took public transportation*), then we could reduce our carbon footprint.

B: I see what you mean, but _____.

4. A: If everyone reduced their (*wasted energy* / *trash*), the landfills would last longer.

B: You have a point, but _____.

Lesson 12: Reading & Writing

LIFESTYLES

Part 1

Read the article below.

Green Cities

Reykjavik, Iceland.

This tiny city only has 115,000 people, but it is doing impressive things regarding the environment. It already gets all of its energy for heat, hot water, and electricity from renewable resources. These produce no greenhouse gases. Some vehicles even run on hydrogen, including three city buses. One planned community, Masdar, will have a zero carbon footprint.

Copenhagen, Denmark.

Copenhagen is one of the greenest cities in Europe. Its citizens take public transportation or ride bicycles to get to and from work. They are also known for their clean waterways and windmills. Windmills produce about 10% of Denmark's electricity.

Curitiba, Brazil.


Curitiba has increased its parks and urban forests fifty-fold in the last 30 years by planting trees and creating lakes. They save energy by using sheep to trim the grass in the parks. In 1991, they began a program to get people to recycle waste and so earn bus tickets and food. Seventy percent of waste is now recycled.

Vancouver, Canada.

Vancouver leads the world in hydroelectric energy. Hydroelectric energy is the use of water to produce electricity. Ninety percent of the city is powered with this form of energy. They also use new technology to solve old problems. For example, they have solar powered trash compactors that can handle five times as much trash.

Write the name to complete the description.

- _____ leads the world in hydroelectric energy.
- _____ has windmills that produce about ten percent of its energy.
- _____ gets all of its energy from renewable sources.
- _____ has solar powered trash compactors.
- _____ has a planned community with no carbon footprint.
- _____ provides bus tickets and food in exchange for recycled trash.

 **PAIR WORK** Discuss the questions.

- Which green practices do you think are the most important? Why?
- What do you personally do that helps the environment?
- What other cities do you know about that are doing something to improve the environment?

Part 2

Write a paragraph about a city you know that is doing something to help the environment. What is it doing? How is it helping?

Part 3

Exchange paragraphs with a classmate. What things are both places trying? What are they doing differently?

Lessons 9-12: Video Cloze

LIFESTYLES

Watch *Roommate Trouble* and fill in the blanks.

Maria: Good morning, Kate.

Kate: Good *afternoon*, you mean. You slept past noon!

Maria: I did? Wow. Well, I was _____
(1) _____. I've been really worried about climate change, so I decided to _____
(2) _____. And I was reading all these blogs by people who have changed their lifestyles. I guess I _____
(3) _____, huh?

Kate: Yeah, probably. So... carbon footprint... I should know this, but I don't really _____
(4) _____.

Maria: Oh, well, it means... I guess... the impact that everything you do has on climate change. You know, _____
(5) _____.

Kate: Oh, right. Well, _____
(6) _____.

Maria: Like for example, we use way too much electricity. We don't really need to have the lights on during the day. _____
(7) _____ use candles instead of lights at night?

Kate: Oh, _____
(8) _____, but wouldn't that be bad for our eyes?

Maria: Oh, no, I don't think so. Not if we have enough candles. I think we have some... yeah, here they are. I mean, _____
(9) _____, it would make a huge difference! See! It's like turning on the lights.

Kate: Uh... right...

Maria: And we really could do a better job of _____
(10) _____. You know, paperboard can be recycled.

Kate: Oh. Paperboard... _____
(11) _____ paperboard?

Maria: This is paperboard.

Kate: Um... I think there was some cereal left in that.

Maria: What have *you* been up to all morning?

Kate: Me? Oh, well, I've _____
(12) _____ because I've been feeling pretty stressed out lately... So now I'm getting lots of stuff done! I'm _____
(13) _____ all my papers... I'm listening to music... I'm chatting online... I'm doing laundry... I'm learning Portuguese... and now talking to you... all at once!

Maria: Great... good for you.

[Later that day...]

Tom: So, how are things going with your *new* roommate?

Maria: Oh, nothing's really changed. Kate's *not* a bad person, but she's just so messy! Her _____
(14) _____ is everywhere... I _____
(15) _____. And she makes so much noise!

Tom: That's a really tough situation.

Maria: Yeah. Anyway, how are things with you?

Tom: Really good, actually. I met this woman at Anna's cafe opening, and we really hit it off. I think we're going to get together this *weekend*.

Maria: Really? That's great! What's her name?

Tom: Kate.

Maria: Another Kate? I guess that's a really popular name these days, huh?

Quantifiers

Uncountable nouns use **much**. Countable nouns use **many**. We often use **a lot of** in place of **much** or **many**. Using **too** before **much** or **many** shows a negative view of the amount.

Negative: Sara spends **too much** time on Facebook. (She should be studying instead.)

Positive: Jared spends **a lot of** time on Facebook. (He works for Facebook.)

Negative: Ellen buys **too many** books. (She buys them and doesn't read them.)

Positive: Zach buys **a lot of** books. (Reading is his hobby.)

When using **a lot of**, we DON'T use **too**.

Sara spends **too a lot of time** on Facebook.

Uncountable nouns use **little**. Countable nouns use **few**. Using **too** before **few** or **little** shows a negative view of the amount. Using **a** before **few** or **little** shows a positive view of the amount.

Negative: David spends **too little** time studying. (He's not a good student.)

Positive: Marta spends **a little** time studying. (She's a good student.)

Negative: Mike spent **too few** hours organizing his desk. (He's messy.)

Positive: Zoe spent **a few** hours organizing her desk. (She's neat.)

Part 1

Circle the correct quantifiers to complete the sentences.

1. Leo has bad eating habits. He eats **too many** too much fast food.
2. Remy has a good diet. He eats **a lot of** **too many** vegetables.
3. This frozen pizza doesn't look good. It has **too a lot of** **many** artificial ingredients.
4. Rachel is very neat. She spent **too much** **a lot of** time tidying her office.
5. David is a great writer. He spends **a lot of** **too many** hours writing his blog.
6. Your closet is a mess. You have **too many** **a lot of** clothes!

Part 2

Complete the sentences with **too little**, **a little**, **too few**, or **a few**.

1. Andy wants to become a famous writer, but he spends too little time writing his blog.
2. Claire, you have a test tomorrow! You should spend _____ time studying tonight.
3. Bill is happy. He just signed up for Facebook and he already has _____ friends.
4. Dan, you're not using your smartphone enough. You have _____ apps.
5. I'm tired today. I got _____ sleep last night.
6. Sean doesn't care about the environment. He does _____ things to save energy.

Second conditional I

The **second conditional** uses the form: *If + past simple, ... would/could + infinitive*. The condition described is impossible or very unlikely.

If Megan **cleaned** her room more often, she **wouldn't lose** things.
If everyone **drove** their car less, we **could slow** global warming.

When using *be* with *I, he, she, and it*: *was* → *is* common in speaking, *were* → *is* common in writing

Jim said: "If the world **was** perfect, everybody **would** recycle."
Jim wrote: "If the world **were** perfect, everybody **would** recycle."

The **second conditional** is often used with *would* to give advice: *If I were you, I would ...*

If I **were** you, I **would not eat** that.
If I **were** you, I **would buy** the organic one.
If I **were** you, I **would not spend** so much time online.

Note: *Be* becomes *were* when giving advice, both in speaking and in writing.

Part 1

Complete the sentences using the second conditional. Use *would* and the verbs in parentheses.

- If Jen had (have) a nutritious diet, she would feel (feel) better.
- If Andrew exercised (exercise) regularly, he would be (be) in better shape.
- If we ate (eat) more vegetables, we would save (save) money.
- If Mike updated (update) his blog regularly, more people would read (read) it.
- If Dave spent (spend) less time on the computer, he would get (get) more work done.

Part 2

Read the situations and give advice using the cues and the second conditional.

Daisy wants to protect the environment.

- get a hybrid car: If I were you, I would get a hybrid car
- take public transportation: _____
- eat more vegetables: _____
- avoid junk food: _____
- buy organic produce: _____

Lesson 13: Vocabulary

CAREERS

Part 1

Look at the words and the definitions below. Make a sentence using each word. In class, compare your answers with a partner.

WORD	DEFINITION	MY SENTENCE
career path	the jobs that you have over your lifetime; jobs that lead to better positions; the plan for your working life	
dream job	the perfect job for you	
entry-level job	a job at the lowest level in a company; a job when you are just starting your career in a field	
long-term	of or for a long period of time	
position	a job	
promotion	a more important job than your previous one	
raise	to get more money from other people or more salary	
short-term	of or for a short period of time	

Part 2

Write the words from Part 1 to complete the dialogue. You may have to change the forms of the words. In class, practice the conversation with a partner.

A: What kind of _____⁽¹⁾ do you think you will get after you graduate? I mean, what kind of job would you like to have?

B: Well, my _____⁽²⁾ goal is to get a job and work in a hospital. If I can get a good _____⁽³⁾ now, I can learn a lot about how hospitals work. I hope I can get some _____⁽⁴⁾ so I have more and more responsibility over the years. But my _____⁽⁵⁾ goal is to become a doctor. That will take at least another 15 years, though.

A: Wow! Good luck!

Part 1

Read the advice about careers.

Finding Your Dream Job

A generation or two ago, people entered a job and stayed in it their whole career. If all went well, they were promoted a few times, increasing their salaries and their retirement funds. But that way of life may have disappeared. Now people are likely to change jobs or fields at least several times over the course of their working lives. Workers nowadays may have to find more than one dream job. If you are exploring your first or your fifth career path, keep these tips in mind.

1. Assess your skills and interests. It is worth your time to find out what you are good at and what you are interested in. Are you bilingual? Do you like working with people or alone? Would you rather have a lot of variety or a position with clear expectations? It doesn't


matter if the job pays well and offers advancement if you don't like it.

2. Set long-term goals. Once you have identified a job or jobs you think you'd like, you can set some long-term goals (e.g., In five years, I would like to have my own website design business).

3. Set short-term goals. When you know your long-term goal, you can start planning specific steps and strategies that will help you get there. For example, if you want to have your own website design business, what will help you achieve that goal? Do you need to take classes in website design? Can you find an entry-level job working for someone else in the field? What kind of investment will you need and how can you get it?

Circle the correct word or phrase to complete the sentence.

1. Most people in today's workforce will *change careers* / *stay in the same job*.
2. First, you should *ignore* / *evaluate* your skills and interests.
3. Being bilingual is a *skill* / *position*.
4. An example of a *short-term* / *long-term* goal is taking a class in your area of interest.
5. According to the article, you should really set long-term goals *before* / *after* short-term goals.

 **PAIR WORK** Discuss the questions.

1. Do you agree with the writer's advice? Why or why not?
2. What other advice can you give about finding a dream job?
3. What is your dream job? Why?

Part 2

Write about your dream job. What skills or interests do you have that make it a good job for you? What is your long-term goal? What are some short-term goals?

Part 3

Share your description with a classmate. Are there any similarities? Can you give your classmate any additional advice or help in finding their dream job?

Lesson 14: Vocabulary

CAREERS

Part 1

Unscramble the words below to match the correct words in the box.

detail oriented	efficient	organized	hard worker	self-starter
perfectionist	team player	professional	motivated	

1. refecoisitntp _____
2. efitfneci _____
3. etma aleyrp _____
4. speosfarlnoi _____
5. esfl-aetrtrts _____
6. ahdr kwrero _____
7. vdoetatmi _____
8. edatli enirdeot _____
9. zridoenag _____

Part 2

Are the words in Part 1 positive, negative, or both (depending on the situation)? Write them in the chart. In class, talk about your ideas with a partner. Give reasons for your answers.

Positive	Negative	Depends on the situation

Part 3

Use the words from Part 1 to complete the conversation. You won't use all of the words. In class, practice the conversation with a partner.

A: Thank you for coming in for an interview. What would you bring to our organization?

B: Well, I'm very _____, and because of that, my work isn't sloppy. I'm also very _____⁽¹⁾. I guess you could say I use my time well to get as much done as I can in a short amount of time.⁽²⁾

A: That's great. And what is your biggest weakness?

B: Well, sometimes I'm too much of a _____⁽³⁾. I want to have everything exactly the way it should be, but I realize that isn't always possible.

A: I see. Are you a _____⁽⁴⁾? Can you work well with people?

B: Absolutely. But I am also a _____⁽⁵⁾ so I think of new ways to do things.

Lesson 14: Reading & Writing

CAREERS

Part 1

Read the two evaluations below.

Tina Martin

Ms. Martin is an excellent office assistant. She is always on time in the morning and never leaves until her work is finished at the end of the day. She is very detail-oriented and well organized. However, she is something of a perfectionist, and this can sometimes cause her to spend too much time on each task. Although she is a very hard worker, she does best with clear directions and occasional supervision. Her manner is always professional, and she is polite and friendly to both clients and other employees. She is a good team player.

Carl Castillo

Carl is a very good office assistant. He understands his job well and completes tasks without supervision. He is a self-starter—if he sees a better way of doing something, he does it right away. Carl is better at the big picture than with details. Sometimes he forgets to follow procedures exactly. He is responsible and professional in his approach to his job. He is highly motivated, and wants to learn more about the business and the field. He is taking a class at the community college that has helped him to understand his position better. He has good ideas and is not afraid to bring them up with his supervisor or others in the office. In general, he works well with a group although he is sometimes too passionate about his own ideas.

Check the person or persons the quality describes.

	Tina	Carl
1. professional	<input type="checkbox"/>	<input type="checkbox"/>
2. self-starter	<input type="checkbox"/>	<input type="checkbox"/>
3. detail-oriented	<input type="checkbox"/>	<input type="checkbox"/>
4. perfectionist	<input type="checkbox"/>	<input type="checkbox"/>
5. motivated	<input type="checkbox"/>	<input type="checkbox"/>
6. responsible	<input type="checkbox"/>	<input type="checkbox"/>

 **PAIR WORK** Discuss the questions.

1. Which person do you think you would rather work with? Why?
2. Which person do you think should be promoted to office manager? Why?
3. What are the strengths and weaknesses of each employee?

Part 2

Write a paragraph about your own strengths and weaknesses as a worker or student.

Part 3

Exchange paragraphs with a classmate. In what ways are you similar?

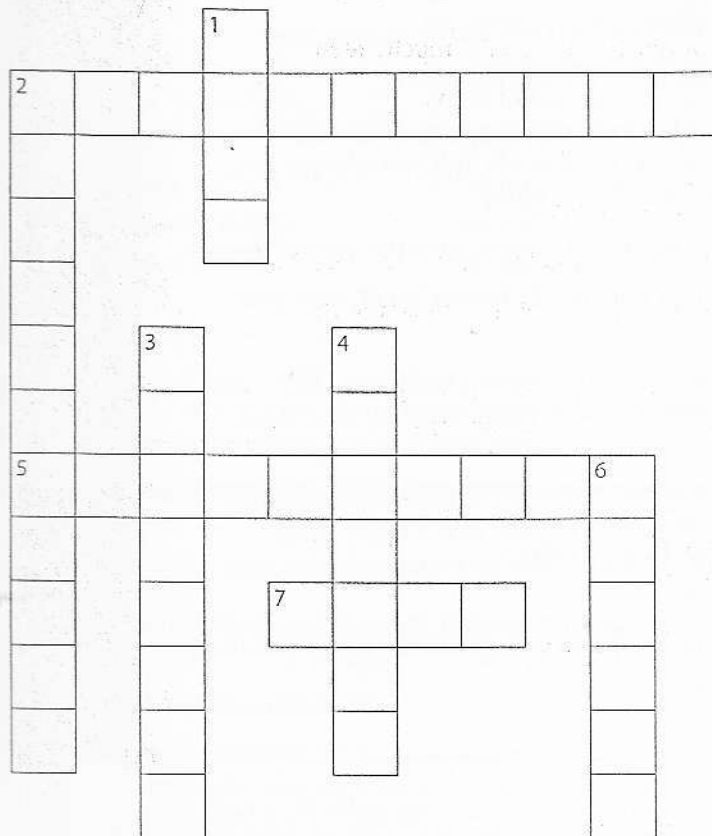
Lesson 15: Vocabulary

CAREERS

Part 1

Read the hints and put the words into the correct place in the puzzle.

bar code	cash drawer	code	discount
ring up	scan	touchscreen	transaction



Across

- the flat, square part of a cash register; you use your finger to make choices on it
- the place where money is kept in a cash register
- a group of numbers or letters that stands for someone or something

Down

- to pass light over an image to get information
- a sale at a store
- money that someone takes away from the price to make the thing cheaper
- a pattern of lines printed on things that you buy; a computer can read the pattern
- to put a sale into a cash register so a customer can buy something

Part 1


Read the instructions for the server in a coffee shop.

Server/Barista Procedures:

- When you come in for your shift, first enter your employee ID code on the touchscreen.
- Choose the clock-in screen, and follow the instructions to clock in for the shift.
- Ring up each transaction using the electronic register. You may need to re-enter your employee code. Then choose the type of transaction (e.g., *hot drink*). This will take you to a new screen where you can enter the specific order (e.g., *large coffee*).
- If you need to get into the cash drawer between transactions, simply press the "no sale" button.
- If merchandise does not scan properly, you can enter the price by hitting "retail" then "enter price" and then the specific price (e.g., 3.50).
- You need to enter special orders. For example, if the customer orders a large decaf latte with soy milk and hazelnut syrup, you must choose "large latte" and "decaf" and "soy" and "flavor shot—hazelnut".
- Discounts on merchandise are taken automatically when the item is scanned. The electronic reader will read the bar code and the amount is taken off at the end of the order. Other discounts (employee, trivia question, personal cup) can be entered by pressing the discount key and then choosing the correct type of discount.
- The first refill on brewed coffee is free with a personal cup or a store mug (not a paper cup).
- Ask if customer wants a receipt before you press "Done."

You have just arrived to work your shift and a customer immediately places an order for a large cappuccino with an extra shot of espresso. Number the following steps in order. The customer has her own cup.

- | | |
|---------------------------------|---|
| _____ Enter "large cappuccino." | _____ Clock in. |
| _____ Enter your employee code. | _____ Press "Done." |
| _____ Enter "extra shot." | _____ Press "discount" and then "personal cup." |
| _____ Enter "hot drink." | _____ Ask if customer wants a receipt. |

 **PAIR WORK** Discuss the questions.

1. Are these instructions easy to follow? Why or why not?
2. Have you ever had a job like this one?
3. What kind of procedures have you had to follow at school or at work?

Part 2

Write a set of instructions to complete a task at work or at school.

Part 3

Exchange instructions with a classmate. Are their instructions easy to follow? Are they in the correct order?

Lesson 16: Vocabulary

CAREERS

Part 1

Match the words on the left with their definitions on the right.

- | | |
|-------------------------|---|
| 1. rehearse | a. to talk about your company or co-workers' bad points |
| 2. research | b. a paper that lists all of your job experiences |
| 3. prepare | c. to wear appropriate clothes (for example, to not wear jeans and a t-shirt) |
| 4. résumé | d. practice before something |
| 5. be punctual | e. to look directly at the person |
| 6. dress professionally | f. to not be too worried or excited |
| 7. eye contact | g. a short letter to tell someone you appreciate something |
| 8. stay calm | h. to find out information, for example, by using the internet |
| 9. say negative things | i. to not be late |
| 10. thank you note | j. to get ready for something |

Part 2

Use the bold words from Part 1 to complete the magazine advice column. You may have to change the forms of the expressions. You won't use one expression.

Getting the Perfect Job

Experts tell us there are some important things we can do to increase our chances of getting a job. Use this checklist and you can't fail. Good luck!

Before the interview

1. Make sure your _____⁽¹⁾ doesn't have any typos or misspelled words. If your documents are sloppy, you probably won't get an interview.
2. You can't send the same letter to each company. _____⁽²⁾ the company so that you can match your experiences to their needs.
3. After the company asks you to come in for an interview, start _____⁽³⁾ the interview with a friend or family member. Think of all the questions they might ask you, and have good answers for each one.

The day of the interview

1. _____⁽⁴⁾. You won't make a good first impression if you don't get there on time.
2. _____⁽⁵⁾. No jeans, tennis shoes, or T-shirts.
3. Maintain _____⁽⁶⁾ as you shake the interviewer's hand. Looking down suggests you lack the confidence to do the job.
4. Don't _____⁽⁷⁾ about your previous company or co-workers. No one wants to work with someone who complains all the time, and the person interviewing you may wonder if you are a team player.
5. _____⁽⁸⁾. The interviewer wants to know you can handle stress on the job. Prove you can!
6. After the interview, don't forget to send a short _____⁽⁹⁾. Emphasize how you can meet the company's needs. Finish by saying you look forward to hearing from them in the near future.

Part 1

Read the website below.

Common Interview Questions

So you've decided on a professional outfit to wear, you've set your alarm clock so you will be punctual, and you've researched the company. What have you forgotten? To rehearse answers to interview questions! Although every position is a little different, many interview questions are fairly similar.

Tell us about your past experience.

Potential employers want to hear what you have done that will help you in this position. Keep your answer focused on skills and experience that will contribute to their company. They're not interested in how well you played soccer in high school.

What personal qualities or strengths will help you in this job?

Most employers value workers who are responsible, work hard, and can work on a team. You should mention strengths that will help you in this specific position, e.g., ability to meet deadlines, attention to detail, problem-solving, or people skills.

What is your greatest weakness?


You should acknowledge a weakness, but also explain how you are overcoming it. For example, you might say you are sometimes so focused on meeting deadlines that you occasionally feel too much stress. One way you are dealing with that is to make a more thorough schedule so you can delegate responsibility or get things done well ahead of time.

Why did you leave your last job?

You want to stay positive in answering this question. It's never held against you if you left your last job because you had to move to a new city. If you didn't like the last job, try to explain in a positive way (e.g., I wanted more responsibility, I needed more challenge).

Complete the sentences.

1. You should look *punctual* / *professional* at your interview.
2. You should *research* / *rehearse* answers to interview questions.
3. Potential employers want to hear about your *skills* / *sports*.
4. If you are applying for a job in education, you should mention your *people skills* / *fashion sense*.
5. When you talk about a weakness, explain *that it's not important* / *how you are working on it*.

 **PAIR WORK** Discuss the questions.

1. Do you think this is good advice? Why or why not?
2. What other questions do you think are frequently asked?
3. Which question is hardest for you?

Part 2

Think of your dream job. Write answers to each of the questions above to prepare for an interview for that job.

Part 3

Ask and answer the questions with a classmate. Do you think he or she has good answers?

Lessons 13-16: Video Cloze

CAREERS

Watch *Alex's Presentation* and fill in the blanks.

Maria: Hey, Tom. How's it going?

Tom: Oh, things are great... really great. Come on in.

Maria: So, playing a game, Alex?

Alex: No, actually I'm _____ for a presentation I have to give at work tomorrow. I'm really nervous about it.

Maria: Oh, why's that?

Alex: Well, first of all, I can't stand public speaking. I've never presented to such a large group before. And to make it worse, my boss is going to be there.

Maria: So... what's wrong with that?

Alex: Oh, haven't I told you about my new boss? Well, _____ ... she's a really difficult person... she's really controlling and critical.

Maria: Well, at least you *have* a boss.

Alex: Huh? What do you mean?

Maria: Oh, I still haven't found a job.

Alex: Really? That's too bad. _____ ?

Maria: Well, _____, I hope to have a management job... I'm _____ motivating people, _____ just to get an _____ so I can get some experience. Anyway, enough about me. Do you want some help with your presentation, Alex?

Alex: Sure, that would be great... maybe I can _____ it and you can give me some feedback?

Tom: Sounds good. Go ahead.

Alex: Ok, just a minute. So, here goes: Hello, everyone. Um... _____ our, um, new software. First, um, I want to talk about the exciting features of the software. Next, we'll, um, explore the ways in which our product is better than the competition. Proposing a worldwide sales and _____ strategy. So,

um, our product has some really, um, terrific features. For example, um-

Tom: Wait a second, Alex, can I interrupt?

Alex: Uh, sure.

Tom: Well, that wasn't bad, but do you mind if I give you some tips?

Alex: Oh, please do.

Tom: So, _____ is take your time. We couldn't really understand most of what you were saying.

Maria: Yeah, Alex! You can totally do this. Don't rush your presentation.

Alex: I see. I _____, right?

Maria: Yes. And it's important _____ with your audience. You were looking at your computer the whole time.

Alex: Yeah, _____ . I need to look at the people I'm talking to.

Tom: Right. And try not to say "um" so much. And one other thing; _____ what you actually achieved? I mean, you want to impress people, right?

Alex: So, um, you're, um, saying I need, um, to focus, um, on our um, successes?

[Three hours later...]

Alex: We've been practicing for three hours...don't you think my presentation is good enough?

Maria: Well to be honest...it's not perfect, but you still have time to work on it, right?

Alex: Oh, good! Can I try again? You're really great at motivating people, Maria.

Maria: No, no, no. I'm not that great at it. And maybe management isn't for me after all.

Alex: Okay, guys, you're not going to believe this. I just got a text from my boss. She said she's decided to give the presentation herself!

Future tenses

We use **hope to** for expressing a realistic future activity. We also use **hope to** for expressing a desired outcome. We use the form: **hope to + present simple**

I **hope to find** a job in the medical field.

Emily **hopes to become** a lawyer.

Rick and Julia **hope to get** married next year.

We use **plan to/plan on** for expressing an intention that has already been decided on. We use the forms: **plan to + present simple, plan on + verb + -ing**

Mike **plans to change** jobs soon.

The twins **plan to apply** to university next fall.

Andrea **plans on starting** a business after college.

We **plan on finishing** the project this week.

Part 1

Complete the sentences with *hope to* and the verb in parentheses.

1. Raul hopes to get (get) an interview at a law firm soon.
2. Sandy and Jack _____ (work) in the medical field after college.
3. Jana _____ (run) a large international company someday.
4. Nick _____ (find) an entry-level position after he graduates.
5. We _____ (start) our own bakery after we finish cooking school.

Part 2

Circle the correct form of the verb to complete the sentences.

1. We plan to promoting (promote) you later on this year.
2. Henry plans on getting (get) a business degree online.
3. Mark and Lara plan on graduating (graduate) next spring.
4. I plan to hiring (hire) you for the project management position.
5. Dr. Green plans to interviewing (interview) six more people this week.
6. We plan to asking (ask) Doug to train the new employee.
7. Claudia plans on studying (study) entertainment law after she graduates.
8. Stuart plans on working (work) for a social media company.

Present perfect vs. Past tense

The **present perfect** is used when a period of time or action hasn't finished.
The **past tense** is used when a period of time or action has finished.

Compare:

Jeff **has worked** hard since he started. (He's still working)

Jeff **worked** hard when he started. (He doesn't work hard now.)

Megan **has been** at the company for three years. (She's still at the company.)

Megan **was** at the company for three years. (She's somewhere else now.)

The **present perfect** is used when the time is not specific. The **past tense** is used when the time is specific. The **past tense** is used instead of the **present perfect** when the speaker is thinking of a time.

I have **talked** to 20 customers about that laptop. (The time isn't specific.)

I **talked** to 20 customers this morning. ("This morning" is a specific time.)

I **talked** to 20 customers (last night). (The speaker is thinking of a specific time.)

Part 1

Circle the correct form of the verb to complete the sentences.

1. Katy **wanted/has wanted** to be a lawyer since she was little.
2. Eric **decided/has decided** to apply for the research assistant job yesterday.
3. Claire **worked/has worked** at a restaurant after she finished college.
4. David and Kelly **studied/have studied** Chinese since they were in high school.
5. I **learned/have learned** how to complete a sales transaction yesterday.
6. Sandra **was/has been** a good team player since her first day at the company.

Part 2

Complete the sentences with the present perfect or past tense form of the verb in parentheses.

1. Paul started (start) his own business last year.
2. I stayed up late last night! I _____ (work) really hard on that report!
3. A: Do you travel much? B: Yes, I do. For example, I _____ (visit) Brazil many times.
4. Michelle _____ (show) the new employee how to use the cash register this morning.
5. A: Do you have experience with public speaking? B: Yes, I _____ (give) many presentations.
6. Ana _____ (complete) many difficult projects since starting work.

Lesson 17: Vocabulary

FEELINGS

Part 1

Think about the people you know. Which fears do you think are the most common? Rank them from 1 (most common) to 7 (least common). Then compare your answers with a partner. Give reasons for your answers.

- | | |
|-------------------------------|-----------------------|
| _____ fear of heights | _____ fear of spiders |
| _____ fear of public speaking | _____ fear of snakes |
| _____ fear of flying | _____ claustrophobia |
| _____ fear of the dark | |

Part 2

Use the fears from Part 1 to complete the conversations. In class, practice the conversations with a partner.

1. A: What are you afraid of?

B: I am terrified of speaking in front of other people. I guess I have a _____.

2. A: What's your greatest fear?

B: I have _____. I don't like to go in elevators because I'm nervous about being in small and closed spaces.

3. A: Do you have a _____?

B: Yes, of hairy ones. They make me nervous—all of those legs!

4. A: Do you have a _____?

B: No, I love going on airplanes, but I am kind of uncomfortable in places without a lot of light.

A: You mean you have a _____? I never would have guessed that.

5. A: A lot of people have a _____. I guess they think they are scary.

B: Well, they don't have legs, and some of them are poisonous.

6. A: Does being on tall buildings scare you?

B: No, I don't have a _____ at all. In fact, I love to go up and look out over the city.

Lesson 17: Reading & Writing

FEELINGS

Part 1

Read the book excerpt below.

Fear or Phobia


Many people have fears of specific objects or situations. Such fears have helped people survive. A spider bite could be poisonous, for example, or if you fall from a significant height, you could receive terrible injuries or even die. Humans are wired so that something dangerous releases adrenalin. This in turn causes our hearts to beat faster and prepares us to either fight or take flight. So a certain amount of fear makes sense and protects us.

But how is a reasonable fear different from a phobia? A phobia is a strong and irrational fear of an object or a situation that poses little actual danger. For example, a person with a phobia of snakes might become terrified looking at a photo of a snake or even seeing a rope on the floor. A person who has a phobia about public spaces (agoraphobia) may go into a panic at the thought of leaving the house.

Perhaps ten percent of people experience phobias. Phobias can be severely disabling, and should be treated. Professionals treat phobias in a couple of different ways. One method is to expose the person very gradually to the thing that causes them fear. For example, if someone has a fear of public speaking, a therapist might help the person control his or her reactions by first speaking to one supportive person, then to a couple of people and so on.

Complete the sentences with a word or phrase from the reading.

1. A spider bite could be _____.
2. People can get terrible _____ from a fall.
3. Our bodies release _____ when we are afraid.
4. Our hearts beat _____ so we can run away or fight the danger.
5. A _____ is an irrational fear of something that is actually not dangerous.
6. A fear of going out to a public place is called _____.
7. One way to treat a person with such a fear is to expose him or her _____ to the source of the fear.

 **PAIR WORK** Discuss the questions.

1. Do you know anyone with a phobia? What is it? How does it affect him or her?
2. What kind of fears do you have?
3. How do you deal with your fears?

Part 2

Write about a fear that you have or someone you know has. What is it? How does it affect you (or the other person)? What can you do about it?

Part 3

Share your ideas with a group of classmates. Does anyone describe similar fears?

Lesson 18: Vocabulary

FEELINGS

Part 1

Unscramble the words below to match the correct words in the box.

stressed	relaxation techniques	deadlines	meditating	workload
drop	misunderstanding	pressure	talk through	overworked

1. aielstdend _____
2. seiridnnduatmns _____
3. aiteraxoln enhqiseuct _____
4. atkl rhguhoh _____
5. rlokawdo _____
6. rdpo _____
7. evrwerokod _____
8. timtadegin _____
9. srdestes _____
10. urespesr _____

Part 2

Fill in the causes of stress using the words from Part 1 in person A's dialogue and fill in your own advice in person B's dialogue. In class, practice the conversations with a partner.

1. A: I have too many _____. I don't know how I can get everything done.
B: _____ has always worked well for me.
2. A: I had a _____ with my friend, and now she won't talk to me.
B: I'm sorry to hear that. In my experience, _____.
3. A: I am _____. My boss keeps giving me more work. I have too much to do.
B: That's too bad. I've found that _____.
4. A: I'm under too much _____ at work. I can't sleep at night because of it.
B: That's horrible. I always feel better _____. It might work for you, too.
5. A: I am really _____ about my classes.
B: Many people say _____, but I haven't found that to really work. Why don't you _____?

Lesson 18: Reading & Writing

FEELINGS

Part 1

Read the blog discussion below.

Stress Relief Forum

Hi. I'm experiencing a lot of stress from both work and school. I'm under a lot of pressure and have too many deadlines. I feel overworked and run-down. Please help! -*Irma*

I think one of the most important things you can do is to slow down and breathe. Meditation can really help as it allows you to clear your mind. When you breathe slowly and mindfully, it helps your body get rid of stress-producing hormones such as cortisol. -*Wei*


I agree with Wei that meditation can be very helpful, but being more active can also help. When I feel stressed and overworked, I make sure to exercise. I always feel better and more relaxed after a hard workout. -*Valeria*

Wei and Valeria have given some good suggestions, but both of them focus on your reaction to stress. You could also try to address the sources of stress. In my experience, talking to your supervisor about your workload can really help. He or she might find someone to help you or figure out a way to get things done in less time. -*Fowzia*

I've found it's really helpful to make a list of everything I have to do. Then I decide which of those things I actually have to do, and which are things that I could give up or get someone else to do. -*Jack*

Check the person(s) who probably has each opinion.

Opinion	Wei	Valeria	Fowzia	Jack
1. Meditation helps with stress.				
2. Sometimes you need to take something out of your busy schedule.				
3. Exercise is a good way to deal with stress.				
4. Other people might be able to help you with your work.				
5. It's better to do less and do it well.				
6. Breathing slowly can help with stress.				

 **PAIR WORK** Discuss the questions.

1. Whose ideas do you agree with the most?
2. What are other ways to deal with stress?
3. How much stress do you have? What do you do about it?

Part 2

Write a post and suggest ways to deal with stress. Add at least one new idea.

Part 3

Share your ideas with a classmate. Are your ideas similar? Did you learn anything new?

Lesson 19: Vocabulary

FEELINGS

Part 1

Match the words on the left with their meanings on the right.

- | | |
|-------------------------|---|
| 1. create | a. to make things (like ideas, software, and buildings) bigger or clearer over time |
| 2. discover | b. to look at or study something carefully |
| 3. develop | c. to make something, especially art, for the first time |
| 4. establish | d. to make a story or machine for the first time |
| 5. explore | e. to change something so much that it's like something new |
| 6. revolutionize | f. to make something stable or more accepted |
| 7. invent | g. to find something for the first time |

Part 2

Circle the correct word to complete each sentence.

1. Michelangelo (*created* / *developed* / *invented*) the painting, *The Last Judgment*, between 1536 and 1541.
2. The first microwave oven was (*explored* / *revolutionized* / *invented*) in 1945.
3. The computer and the Internet (*created* / *revolutionized* / *explored*) the way we communicate with people.
4. There are still stars and planets that we have not (*created* / *discovered* / *revolutionized*).
5. Before the London Olympics, they (*developed* / *invented* / *established*) the Velodrome for the cycling event.
6. The first Olympics were (*discovered* / *established* / *developed*) in 776 BC.
7. Humans have only (*discovered* / *explored* / *established*) five percent of the world's oceans.

Part 3

Complete the sentences with the **bold** words from Part 1.

1. If I could _____ anything, I'd find a cure for cancer.
2. If I could go anywhere, I'd _____ some caves in China that have never been visited before.
3. If I could _____ a piece of art, I would make a statue.
4. If I could make a new laser, I could _____ the way scientists look for the ruins from ancient cultures.
5. I think it would be difficult to _____ a company that can compete in the smart phone market.
6. If I were a scientist, I'd try to _____ a time travel machine.
7. If I could _____ something, I'd make a more efficient machine for catching the power of the ocean.

Lesson 19: Reading & Writing

FEELINGS

Part 1

Read the opinion piece below.

Encouraging Creativity

Our current system of education is failing. Although test scores show students are mastering a body of knowledge, they do not reveal our main deficiency—students often lack the capacity for truly original thought. Major scientific and cultural achievements do not come from memorizing facts; they come from being able to think creatively. We should be encouraging our young people to create inspiring works of art, to invent robots or spaceships or a better way of producing energy. Our students should be able to discover new medicines or animal species or planets. They should be excited to explore hidden jungles, canyons on the ocean floor, or the outer reaches of space. They need to be able to develop new solutions to old

problems as well as find answers to brand-new problems.

The best way to encourage creative abilities is to provide models of how other people have been successful creatively. Our schools need to encourage students to research the way in which Louis Pasteur discovered penicillin, or how scientists map genes, or what makes the iPod more attractive than mp3 players. If we want to be a country of innovation, we need to raise innovators, inspiring them to identify needs, analyze possibilities, generate new ideas, and develop those ideas to achieve goals. It's not enough to teach about existing math and science and literature, we need to teach students how to think beyond those to the next big thing.

Check the points the writer makes.

- ☐ 1. Students often don't think in original ways.
- ☐ 2. Test scores don't show everything.
- ☐ 3. If you study enough facts, you will be able to create new ideas.
- ☐ 4. Part of being creative is problem-solving.
- ☐ 5. Students should research the creative process as well as the outcomes.
- ☐ 6. To create something new, you don't need to know about the past.

 **PAIR WORK** Discuss the questions.

1. Do you agree with the writer? Why or why not?
2. Does your education system focus more on knowledge or discovery?
3. How would you change the education system?

Part 2

Write paragraphs to express your opinion about the education system you know best. What does it do well? If you could change something, what would it be and why?

Part 3

Exchange paragraphs with a classmate. Do you agree with his/her opinion? Why or why not?

Lesson 20: Vocabulary

FEELINGS

Part 1

Are these things positive or negative, or can they be both (depending on the situation)? Write P (positive), N (negative), or B (both) for each. In class, compare your ideas with a partner.

_____ active social life	_____ give (someone) a hard time
_____ clique	_____ goof off
_____ fit in	_____ pick on
_____ get involved	_____ take (something) seriously

Part 2

Use the words from Part 1 and your own ideas to complete the conversation. You may have to change the forms of the words. In class, practice the conversation with two other students.

A: Our ten-year class reunion. It's hard to believe it's been ten years!

B: I know!

C: Do you ever think about our school days?

A: Once in a while. How about you?

C: Yeah, sometimes I wish I'd _____ with more student groups.

A: Really? Why?

C: Well, I didn't have a very _____ . I _____ school too _____ so I stayed home and studied by myself a lot.

B: But look at you now! You are a successful lawyer. Look at the students who were in _____ . They always looked like they _____ , like they were part of the "in" group. But I just heard some of them talking about how they felt uncomfortable a lot of the time.

C: Really?

B: Yeah. I guess everyone has regrets. I know we are friends now, but do you remember when we were little? I wasn't very nice to you. I regret _____ smart students like you _____ .

C: No way!

B: Yeah. I was hiding my jealousy, so I _____ you. I'm really sorry.

A: But why were you jealous? You always _____ in class. You were the class clown. Everyone thought you didn't care about school.

B: But I did. Since I had bad grades, I told jokes so no one would know.

Lesson 20: Reading & Writing

FEELINGS

Part 1

Read the letter below.

Letter to My Teenage Self

Dear Teen Me,


I'm probably the last person you want to hear from—your future, older self. Spoiler alert: I get married and work an office job. I am not a best-selling novelist, although I am a writer. I have some things to tell you though that you really should hear. If I could do it all over again, I'd follow this advice.

- Don't worry about being popular. Belonging to a high school clique does not help you in any way. In fact, it makes you care about the wrong things. In a few years, you will have lost touch with all of them. Work hard at being a good friend and you will have strong friendships.
- Go ahead and have an active social life, but work hard in school too. If I could change my attitude toward school back then, I would do it in a minute. I goofed off too much. After high school, I ended up working in a restaurant for a few years before I went to college. It was hard, very hard, and I think I'd be further along in my career if I had taken school more seriously.
- Be nicer to your parents. One day, you will have children and they will give you a hard time. You will wish you had been kinder and more understanding.
- Marry a good guy. Don't worry about how popular he is, or how good-looking. Find someone who will treat you well and help you follow your dreams.

Patricia Bell

Mark the statements T (true) or F (false).

- _____ 1. Patricia wrote this letter while she was in her teens.
- _____ 2. She is married and has children.
- _____ 3. She belonged to a clique in high school.
- _____ 4. She is still friends with those people.
- _____ 5. She worked hard in school.
- _____ 6. She gave her parents a hard time as a teenager.

 **PAIR WORK** Discuss the questions.

1. Were you like Patricia in high school?
2. Do you agree with her advice? Why or why not?
3. What advice would you give yourself at a younger age?

Part 2

Write a letter to yourself at a younger age. If you could do it over, what would you do differently?

Part 3

Exchange letters with a classmate. Are there any similarities in your regrets/advice?

Lessons 17-20: Video Cloze

FEELINGS

Watch *Maria's Big Break* and fill in the blanks.

Tom: Hi, Maria.

Alex: Hey, Maria.

Maria: Hi, guys.

Tom: Want to join us?

Maria: Yeah, sure, thanks. So, how's it going?

Alex: Oh, not bad. Of course I'm

_____, as usual.
(1)
I'm terrified of missing deadlines.

Maria: Your boss still getting on your nerves?

Alex: Yeah, and I _____
(2)
coming up.

Tom: Maybe you should try some relaxation techniques.

Alex: Relaxation techniques?

Tom: Yeah, I _____
(3)
after I do some deep breathing. We can try it right now. Ready? Okay, breathe in... breathe out... breathe in... breathe out... feel better?

Alex: Wow, I do! That really works! Thanks! So, how are things with you, Maria? How's the job search going?

Maria: Oh, I don't know. I have a feeling I'm never going to get a job. I had three interviews last week, and I haven't heard back from any of the companies.

Tom: Really? _____, do you think?
(4)

Maria: Well, it seems like I'm either overqualified or underqualified for all of the jobs. I mean, I either have too much experience or not enough.

Tom: Oh, that's too bad. So, _____
(5)
anyway?

Maria: If I could do anything? Well, this is kind of embarrassing, but... I'd _____
(6)
an actor. I've always dreamed of that.

Tom: Really? I never knew that! So why don't you do it?

Maria: Well, acting is hard to get into, you know. And I don't have much experience. I wish I'd been in some plays in high school, but I _____ school really
(7)
_____... I studied all the time.
(8)

Tom: Oh... so do you _____?
(9)

Maria: Well, not exactly, I guess... but I _____ gotten
(10)
involved in some other activities, too.

Alex: But it's never too late, right?

_____?
(11)
Maria: Uh... failure? And I'm _____ being broke.
(12)

Tom: But seriously, I think you'd be great! Why don't you start small... like try out for a play at a local theater?

Alex: I could never do that... I'm _____
(13)

Maria: I guess I could... but I wouldn't get paid.

Alex: But it would be a start, right?

Maria: Yeah... but I'd still need a day job.

Alex: Uh-huh. But at least if your day job were boring, you'd _____
(14)

Jenna: Excuse me, I'm _____
(15)

Maria: Oh, that's okay.

Jenna: But we're actually filming a commercial here in a little while. We need to ask you to leave the cafe... unless you'd like to be extras in the commercial, of course.

Alex: Extras?

Jenna: Yeah... the producer said they're looking for some people to just sit here and drink and talk. You'd even get paid for it!

Second conditional II

The **second conditional** is used to describe unreal or unlikely events in the present or in the future. A sentence with the second conditional has two clauses:

if + subject + past simple + object + subject + would + verb + object

If Ben **had** better grades, he **would study** medicine.

If the team **worked** harder, they **would finish** the project.

The **second conditional** is often used to ask and answer questions about hypothetical situations. A question with the second conditional has two clauses:

if + subject + could + verb / past simple + object + would + subject + verb + object

If Katy **could study** anything, what **would** she **study**?

If you **had** a million dollars, what **would** you buy?

Part 1

Complete the sentences with the correct forms of the verbs in parentheses.

1. If Emma weren't (not be) afraid of flying, she would travel (travel) more.
2. If Lara _____ (speak) more in public, she _____ (not be) nervous.
3. If Sam _____ (organize) his office, he _____ (feel) less stressed.
4. If we _____ (sign up) up for more classes, we _____ (have) less free time.
5. If I _____ (go) to acting school, I _____ (become) a famous actor.
6. If Sarah _____ (become) a scientist, she _____ (discover) cures for diseases.

Part 2

Use the cues to ask questions about hypothetical situations.

1. Heather / fly anywhere / where: _____ if Heather could fly anywhere, where would she fly _____?
2. Eric / buy anything / what: _____?
3. you / meet anyone famous / who: _____?
4. Jill and Rob / try anything / what: _____?
5. Melissa / be anyone / who: _____?
6. we / do anything / what: _____?

Expressing regret

The phrase **I wish I had** is used to show regret about an action in the past. The action referred to did NOT occur. We use the form: **wish + past perfect**

Dan **wishes** he **had taken** a public speaking class.

I **wish I had dropped** that math class.

Michelle **wishes** she **had apologized** to her co-worker.

The phrase **I wish I hadn't** is used to show regret about an action in the past. The action referred to did occur. We use the form: **wish + past perfect + not**

Richard **wishes** he **hadn't signed up** for so many classes.

The twins **wish** they **hadn't given** their parents a hard time.

We **wish** we **hadn't goofed off** so much in school.

Part 1

Express regret about actions that did NOT occur by completing the sentences with the correct form of *wish* and the verbs in parentheses.

1. Olivia wishes she had been (be) active in sports in school.
2. Bruno _____ he _____ (take) high school more seriously.
3. I _____ I _____ (listen) to my parents' advice.
4. Emily and Andrew _____ they _____ (buy) iPhones.
5. Alex _____ he _____ (go) to more school parties.
6. Mia _____ she _____ (talk) to her boss about the problem.
7. We _____ we _____ (keep) in touch with our high school friends.

Part 2

Use the cues to express regret about the actions that did occur in the past.

1. they went to the same school: Mason and Sophia wish they hadn't gone to the same school
2. he picked on other kids: Bret _____
3. I lost my passport: I _____
4. he missed the deadline: William _____
5. we took the easy classes in high school: We _____
6. she yelled at her boss: Emma _____

Lesson 21: Vocabulary

Part 1

What kinds of movies do you like? Rank them from 1 (favorite) to 10 (least favorite). Then compare your answers with a partner. Give reasons for your answers.

- | | |
|-------------------|--------------------|
| _____ suspenseful | _____ depressing |
| _____ slow | _____ heartwarming |
| _____ hilarious | _____ corny |
| _____ offensive | _____ tearjerker |
| _____ moving | _____ nail-biter |

Part 2

Use the kinds of movies from Part 1 to complete the conversations. In class, practice the conversations with a partner.

1. A: I don't really want to go to that movie. It looks kind of _____. I mean, it's about a guy who loses his job and then his home. When I go to a movie, I want to leave in a happier mood, not leave sad.
B: OK. I see what you mean. Well, then how about a movie that's _____? There's a new James Bond movie that I've been wanting to see.
2. A: Wow! That sure was disappointing. It started out _____, and the story never picked up.
B: I didn't think it was that bad. In fact, I thought it was _____ the way the father found his son after all those years.
3. A: Hey, welcome back. How was the movie?
B: It was _____. I couldn't stop laughing. You've got to see it. It's about this woman who wins \$20 million, and all the crazy things that happen to her after that.
4. A: You look upset. What's the matter?
B: I went to that movie I was telling you about. It started out fine, but then the "jokes" about poor people started. By the middle of the movie, I was so upset I had to leave. It was just so _____.
A: I'm sorry to hear that. Well, I can cross that one off my list.
5. A: This movie is amazing. I have no idea what's going to happen next.
B: Shh! It's a real _____, and we don't want to miss anything.

Lesson 21: Reading & Writing

POP CULTURE

Part 1

Read the discussion board below.

Movie Matters

Which recent release did you like the best?

I loved the new Spiderman. It was action-packed and the characters were developed well. The climax was a nail-biter. The actors were perfect in their roles. I really believed that Peter Parker had the abilities of a spider. The special effects were amazing. -Tony


I liked the re-release of the Titanic. Some people think it's corny, but I find it extremely moving. The love story between Jack and Rose is beautiful, and the ending is a real tear-jerker. And talk about special effects. I think the scenes of the ship capsizing are terrifying. -Roberta

I thought the latest Men in Black movie was hilarious. The acting was terrific. There's also a lot of action. I enjoy both science fiction and comedy, and so few movies do that well. There aren't very many science fiction movies that are also funny. -Cynthia

I'm one of those people who think the Titanic is corny. It is also depressing. Give me a funny movie any day. Unfortunately, I haven't seen any really funny movies this year. I thought the new Batman movie was fantastic. Not only does it bring the original story to a satisfying ending, but it also gives a hint of what could happen in a future film. -Greg

Check the person(s).

	Tony	Roberta	Cynthia	Greg
1. likes tearjerkers				
2. likes funny movies				
3. enjoys special effects				
4. has seen the Titanic				
5. enjoys science fiction				

 **PAIR WORK** Discuss the questions.

1. Whose taste in movies is most like yours?
2. What movies have you seen recently? What was the plot?

Part 2

Write a description of a movie you have seen recently. What was it? Who were the characters? What adjectives describe it? What happens?

Part 3

Exchange descriptions with a classmate. Have you seen the movie? If so, do you agree with the description? If not, would you like to see it after reading the description?

Lesson 22: Vocabulary

POP CULTURE

Part 1

What kind of music do you like? What kind do your parents like? Write M (only you like it), P (only your parents like it), or B (both you and your parents like it) for each kind of music. In class, compare your answers with a partner.

- | | |
|-----------------|------------------|
| _____ good beat | _____ catchy |
| _____ danceable | _____ melancholy |
| _____ mellow | _____ poetic |
| _____ romantic | _____ upbeat |

Part 2

Circle the correct word to complete person A's and person B's dialogue. Then use your own ideas so C can join the discussion. In class, practice the conversations with two classmates.

1. A: Oh, I love this song. Don't change the channel. It's so (*poetic lyrics* / *upbeat* / *catchy tune*).
B: Yeah, I totally agree. It has a great (*beat* / *danceable* / *melancholy*).
C: Oh, are you guys talking about _____?
2. A: Have you heard that new song by Miley? It's really (*good beat* / *romantic* / *poetic lyrics*).
B: Yeah. It's got really (*mellow* / *poetic lyrics* / *melancholy*).
C: Hey, did I hear you mention _____?
3. A: I just downloaded this new song. Listen. We've got to take it to the party Friday night. It's so (*mellow* / *danceable* / *romantic*). It will get everyone excited.
B: Awesome. No one likes (*melancholy* / *upbeat* / *danceable*) songs during the school's Friday evening parties. This song is much better than the one you downloaded yesterday.
C: Hey, are you talking about _____?
4. A: What's the name of this song? It's (*a little mellow* / *danceable* / *good beat*), but it would be perfect in the video we need to make for class. We don't want anything that's so exciting that people don't pay attention to the video.
B: Yeah, maybe. But do you think we need a song that has a tune that's a little (*less upbeat* / *more poetic* / *catchy*)? We want them to remember the tune.
C: Oh, hi. Are you talking about _____?

Part 1

Read the article below.

What Your Taste in Music Says about You

We can learn a lot about people by looking at their stuff. Take music as an example. If you examine someone's CD collection or playlist, you might be able to make some guesses about the kind of person he or she is.

People who are high in openness tend to be creative, imaginative, and curious about the world around them. They are likely to have very eclectic music tastes—everything from world music to jazz to show tunes. On the other hand, people who are very practical, conscientious, and attentive to rules may listen to music more for its technical proficiency than anything else. They would have a more conventional collection of music, with popular performers who are the best in their field (e.g., the Beatles, or the New York Philharmonic).

Extroverts are often thrill-seekers. They love color, fast movement, and sensuality in all arts. Their music might have provocative lyrics, and it probably has a danceable beat. Introverts are at the other end of the spectrum. They tend to think form is more important than action, and prefer contemplative music such as Bach fugues, or the music of Debussy and Chopin. Their tastes are much more mellow than that of extroverts.

Some people use music to change or match their mood. People who are high energy may be drawn to music that is turbulent or inspirational. Their music has a very emotional component. Others may choose melancholy or romantic music for certain times, and rap or heavy metal as an outlet for their own anger or aggression.

Match the personality type to the music.

- | | |
|------------------------|-------------------------------|
| 1. high energy _____ | A. turbulent or inspirational |
| 2. extrovert _____ | B. contemplative and mellow |
| 3. introvert _____ | C. technically good |
| 4. conscientious _____ | D. very diverse |
| 5. open _____ | E. danceable and fast |

 **PAIR WORK** Discuss the questions.

1. What surprises you about the descriptions above?
2. Which category do you think you fit in?
3. What kind of music do you like best?

Part 2

Write a paragraph describing your tastes in music. What is your personality like? How does your taste in music reflect your personality?

Part 3

Exchange paragraphs with a classmate. How are your music tastes similar or different?

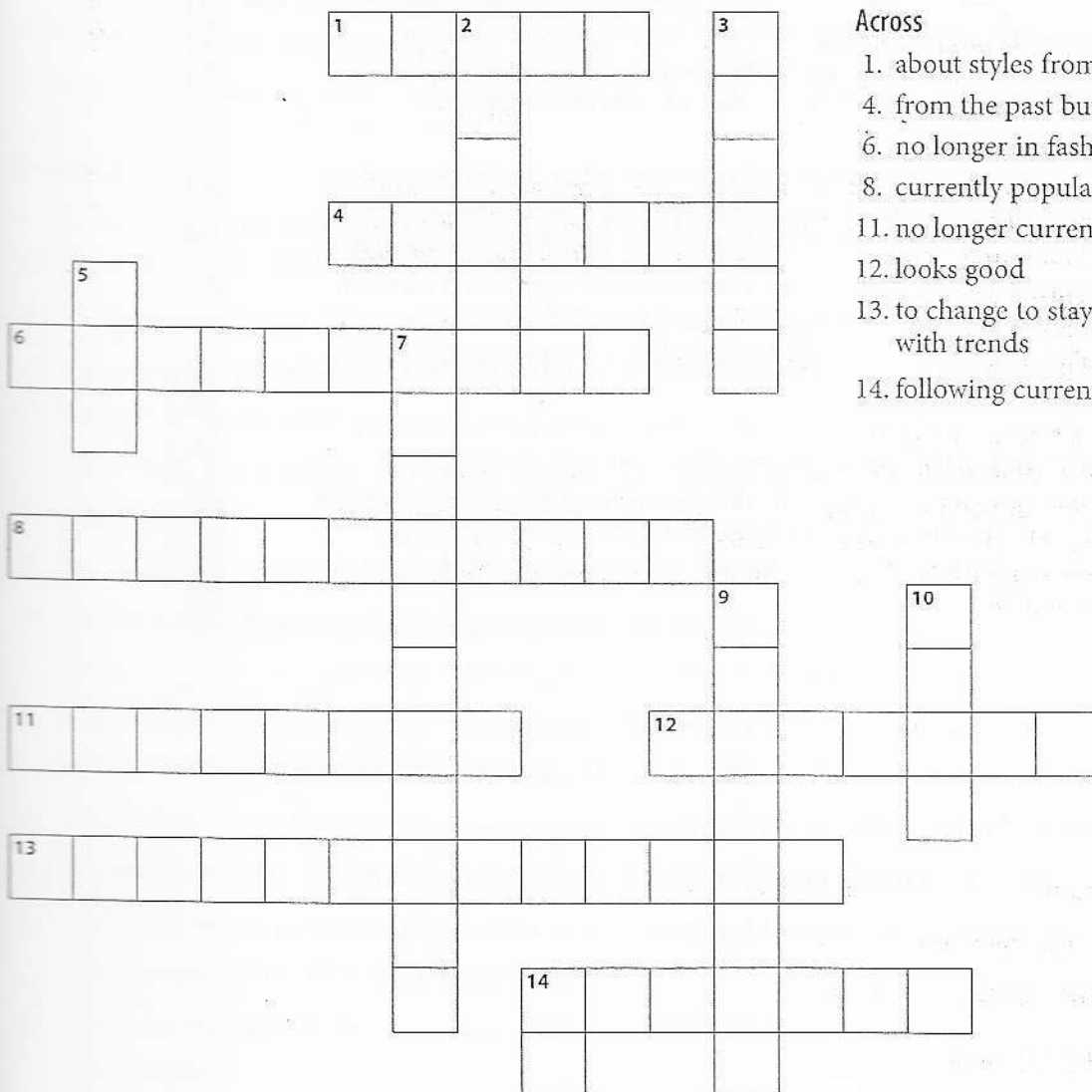
Lesson 23: Vocabulary

POP CULTURE

Part 1

Read the hints and put the words into the correct place in the puzzle.

chic	fashionable	follow the fads	in	in style
modern	out	out of style	outdated	retro
stylish	trendsetter	trendy	up to date	vintage



Across

1. about styles from the past
4. from the past but still popular
6. no longer in fashion
8. currently popular
11. no longer current
12. looks good
13. to change to stay current with trends
14. following current trends

Down

2. currently popular but may change soon
3. not old; about the present time
5. not popular
7. a person who other people follow
9. having the most current styles
10. following current fashion
14. popular now

Part 1

Read the blog below.

Mod Maddie's


How to be a trendsetter

You know who I mean—the person who can look cool wearing almost anything. She seems to know what will be hip before anyone else, and she can make her old skirt from high school look like the latest fashion. Well you can be a trendsetter too if you follow these simple rules.

1. **Repurpose.** Shop for clothes that can do more than one thing. Buy a tailored shirt that could go under a jacket or over a spaghetti strap dress. You could wrap that patterned scarf around your head, loop it around your neck, or tie it over one hip.
2. **Think layers occasionally.** Sometimes you want a sleek silhouette and may opt for a fitted black dress, but don't count out the layered look. A short sweater over that dress can really change the look, or add a close-fitting tee underneath. Being fashionable means being flexible.
3. **What's old can be new again.** What was out 20 years ago may very well be in next fall. Hang on to your well-made clothes, or shop in vintage clothing stores.
4. **Don't follow fads—set trends.** What's the difference? A fad is a short-term event whereas a trend has the potential to affect fashion for some time to come. Leg warmers were a hit in the 1980s. They were knitted sleeves for legs! A fad, or are they coming back in style?

Write the number of the tip next to the example.

- _____ 1. Your mother had a beautiful tailored jacket that still looks great.
- _____ 2. You can wear a slouchy sweater over a knit dress.
- _____ 3. Polyester jumpsuits were popular in the 1970s.
- _____ 4. Use a single earring to hold scarf ends together.
- _____ 5. A warm shawl can become a skirt.

 **PAIR WORK** Discuss the questions.

1. Do you agree with the writer's suggestions for being a trendsetter?
2. What are some examples of fads that did not become real trends?
3. What do you think makes a trendsetter?

Part 2

Write other tips for trendsetters, perhaps in a field other than fashion.

Part 3

Share your ideas with a classmate. Which of the tips do you agree on?

Lesson 24: Vocabulary

POP CULTURE

Part 1

Unscramble the words below to match the correct words in the box.

apparently with break up gossip paparazzi scandal spotted the latest

- | | |
|---------------------|--------------------|
| 1. het tsetal _____ | 5. posgsi _____ |
| 2. yapnperlat _____ | 6. tdsetop _____ |
| 3. acdnasl _____ | 7. iwht _____ |
| 4. erakb pu _____ | 8. zaprapaiz _____ |

Part 2

Write the words from the box in Part 1 to complete the dialogue between two people working at a gossip magazine. In class, practice the conversation with a partner.

- A: Have you heard _____ (1) _____ on that movie star who has just started his own TV show?
_____, (2) _____, in the middle of a press conference he answered his cell phone.
- B: No way! Is that for real?
- A: Yeah. His wife was calling, and instead of waiting or calling her back, he talked to her right there, in front of everyone.
- B: You've got to be kidding! That's pretty rude.
- A: A lot of people are saying that, but some people are saying he did a good thing because the _____ (3) _____ have been following his wife everywhere. They say he was just making sure she was OK.
- B: Well, why are they following her? They are usually looking for a _____ (4) _____, but you know the saying: There's no smoke without fire.
- A: Well, did you know that she was _____ (5) _____ with the movie star's previous wife last week?
- B: You can't be serious! Why would an ex-wife and a current wife get together?
- A: That's what everyone wants to know. Everyone's asking—is his current wife going to _____ (6) _____ with the movie star? They think maybe she's getting advice from the ex.
- B: Or maybe she wants to be _____ (7) _____ his kids more often, and she's trying to work out a way for that to happen.
- A: No one knows. But we can be sure the juicy _____ (8) _____ will continue. We'll never run out of things to write about!
- B: Absolutely!

Lesson 24: Reading & Writing

POP CULTURE

Part 1

Read the gossip column below.

The Gossip Gab

Okay, kids, fasten your seatbelts. You're in for a thrilling ride. Here's the very latest tasty tidbits about the celebs you admire and envy.

Bobby Festus Brando, last season's winner of *Dancing with Famous Kids*, was spotted at Club Oo-la-la with Gabby Garbo, the runner-up. As you may recall, Bobby and Gabby appeared to hate each other as they dueled for the championship. They looked pretty cozy last night though. Hmm. What nickname could we give them? DoBo? BoGa? Gabfest?

And on another note, the paparazzi snapped photos of a very famous couple (or so they thought). At the premiere of Alex

Cruise's latest film, photographers thought they spied Sam Jenkins snuggling up to his ex, Marsha Perry. Mistake! The hundreds of pictures they took were of another couple, Michael and Heather Baxter. Of course, Mike and Heather are equally attractive, and at 83 and 81 are in very good shape, but really? Let's get those eyes checked, people.

Listen up: this could be a really juicy scandal. The most famous star of *Dusk Vampires*, Lu Reid, has checked into a hospital. Apparently, Lu has scheduled some cosmetic surgery. Where's the scandal you ask? The star is famous for talking negatively about cosmetic surgery!

Complete the sentences with information from the text.

1. Bobby and Gabby met on _____.
2. During the show, it looked like they _____.
3. The couple photographed by the paparazzi were _____.
4. Unlike Sam Jenkins and Marsha Perry, the couple is _____.
5. The movie star, Lu Reid, wants _____.



PAIR WORK Discuss the questions.

1. In what ways is this column similar to the news you see online or in magazines?
2. How much do you think you can trust such stories?
3. How do you decide if information is reliable?

Part 2

Choose one of these two perspectives, a serious journalist or a gossip columnist. Write a story about famous people from that point of view. Think about what language your writer would use in his or her report.

Part 3

Exchange your story with a classmate. From which perspective did your classmate write? How do you know?

Lessons 21-24: Video Cloze

POP CULTURE

Watch *The New Alex* and fill in the blanks.

Alex: _____. You know how we have
(1) those clients visiting at work next week?

Tom: Uh-huh.

Maria: Yeah.

Alex: Well, my boss and I were supposed to take them
out to dinner on Wednesday night. But this morning,
she walks into my office and _____
after all. So now I have to take them out to dinner myself. (2)

Maria: So...

Alex: So, what am I supposed to talk about all night? I
mean, we shouldn't just discuss work the whole time, right?

Tom: Right, of course not. But couldn't you

_____?
(3) You know, music, movies...

Alex: Oh, come on. I don't know much about any of
that popular culture stuff.

Tom: Well just talk about music that *everyone* knows,
like Morning People.

Alex: Who?

Maria: _____.
(4) You haven't heard of Morning People?

Alex: Well, no... I'm more into classical music.

Tom: Right. Well, I think you'd like Morning People.
Their music is really _____, and their
(5)

_____.
(6) Want to listen to some?

Alex: Yeah, sure... maybe a little later.

Maria: So... shouldn't you _____
(7) on some popular new movies?

Alex: Yeah, I guess.

Maria: Well, Tom and I saw *Yesterday's Gone* last
week. It was great... _____
(8)

Tom: Yeah! _____
(9) who loses his memory. _____
(10) he's walking around the city, totally confused. And
then _____
(11)

Alex: Uh, Tom?

Tom: Yeah?

Alex: Why don't I just go online and look up the plot?
That way I'll remember it better.

Tom: Oh, sure, Okay.

Maria: So... where are these clients from?

Alex: Oh, Brazil.

Maria: Brazil? I've heard Brazilians are pretty
(12) dressers.

Alex: Are you saying... yeah, I know, I'm not exactly a
(13)

Tom: Well, it might not be a bad idea to get a few
new clothes...

Alex: You're probably right. But I don't
_____ I mean, what's considered
(14) trendy right now? I really have no idea.

Tom: Kate is really into fashion. In fact, last week she
helped me pick out some new clothes. Want to see them?

Alex: Sure, why not? What's considered trendy right now?

Maria: Hm...well, the current trend is to keep things
simple. Nothing over the top.

Maria: Wow! Looking pretty _____,
(15) Tom! Kate has good taste. So, speaking of *your* Kate,
are we ever going to meet her?

Alex: Yeah! We still have to meet her. We also have to
meet your roommate, Maria.

Tom: It's just that she's been really busy at work lately.
I'll introduce you to her sometime soon.

Maria: Yeah...soon. That's if we're still roommates.

Alex: Alright...I gotta go. Looks like I need to do
some shopping!

[At the office...]

Alex: I heard you were looking for me?

Kate: Yes. Hey, Alex. Nice outfit.

Alex: Oh, you like it? Thanks!

Lessons 21-24: Grammar A

Present tense for narration

The **present tense** is often used for narration in speaking. It's **NOT** often used for narration in writing. Narration in the present tense is common when describing movies or plots.

The main character **walks** in just after she accepts the proposal.

The movie **starts** out with a big fight scene.

The book **finishes** with the couple going on vacation to Paris.

Later on, the main character **finds** the thief.

Change the tense in Sophie's narration of a movie plot to the present tense. Cross out the underlined past tense verbs and write the present tense forms on the lines.

"When the movie started 1 **starts** we saw 2 the main character as a little girl. She lived 3 with her father in the country, and they were 4 very poor. She barely had 5 enough food to eat, and their clothes were 6 old and ragged. While she was 7 looking for food in the woods, the girl found 8 an abandoned dog. He was 9 very friendly, and the girl took 10 him home. The girl named 11 the dog Zippy. She realized 12 that Zippy was 13 very smart and she taught 14 him to do fantastic tricks. One day, a movie company came 15 to the area. They were 16 looking for locations in the countryside to film a movie. The movie director saw 17 Zippy doing tricks for the little girl. The director used 18 Zippy in the movie. Zippy became 19 a big movie star after that, and the little girl and her father were 20 never hungry again!"

Negative questions for giving opinions

Negative questions give an opinion and invite a reaction. Negative questions commonly use the forms: *Don't you...*, *Shouldn't you...*, *Wouldn't it...*, and *Isn't it...*. The speaker often assumes the listener agrees.

Don't you think the movie started out kind of slow?
Shouldn't you buy some new clothes?
Wouldn't it be nice to see a really great movie tonight?
Isn't it a nice day?

To avoid ambiguity when you answer a **negative question**, don't answer with a simple *yes* or *no*. Use short answers. In your answer, use the same auxiliary that appears in the question.

A: Shouldn't we stop buying gossip magazines?	B: Yes, we should .
A: Wouldn't it be great if long skirts were still trendy?	B: No, it wouldn't !
A: Didn't Brad and Antonia break up?	B: Yes, they did .
A: Aren't the Anderson twins interesting?	B: No, they aren't .

Part 1

Change the statements to negative questions.

1. That movie was hilarious. Wasn't the movie hilarious?
2. Colored jeans are in style. _____?
3. It would be nice to have some music for the party. _____?
4. We should download some music. _____?
5. Josh and Eva got married. _____?
6. Gossip blogs are fun. _____?

Part 2

Complete the answers to the negative questions.

1. Isn't Adele's new song fantastic? Yes, it is.
2. Didn't he like traveling to Canada? Yes, _____.
3. Wouldn't you like to be a celebrity? No, _____!
4. Shouldn't we read a review before we choose a movie? Yes, _____.
5. Don't you think Emma is fashionable? No, _____.
6. Aren't the Hanson twins great actors? Yes, _____.

Lesson 25: Vocabulary

TRAVEL

Part 1

Write one or two words to complete each phrase that you use to talk about traveling by plane. If a word is not needed, write an X.

overhead	check	window	aisle	emergency	carry-on
upgrade	boarding	security	board		

1. _____ your luggage
2. _____ pass
3. _____ gate
4. _____ check
5. _____ flight
6. _____ seat
7. _____ seat
8. _____ bag
9. _____ exit row
10. _____ bin
11. _____ terminal

Part 2

Use the completed phrases from Part 1 to complete the conversation. You won't use one phrase. In class, practice the conversation with a partner.

Airline Employee: Good evening.

You: I'd like to check in. Here's my reservation number and passport.

Airline Employee: Thank you. Do you prefer a _____ (1) so you can look out as you take off?

You: Actually, are there any seats available in the _____ (2)? It has more leg room.

Airline Employee: I'm sorry, there aren't.

You: Uh, then I'd prefer an _____ (3), please.

Airline Employee: OK. No problem. And would you like to _____ (4)?

You: No, thank you. I just have this one small _____ (5). It'll fit in the _____ (6), won't it?

Airline Employee: Yes, it should. OK. Here's your _____ (7). Your flight is departing from _____ (8) 27, but not until 10:45.

You: Well, then, can you tell me which _____ (9) has restaurants? I'd like to get something to eat.

Airline Employee: There are restaurants in every area of the airport. The lines for passport control can get long, though, so you might want to go through the _____ (10) first.

You: Security is just down this hall, isn't it?

Airline Employee: That's right. Have a good trip.

You: Thanks.

Lesson 25: Reading & Writing

TRAVEL

Part 1

Read the website information below.

Making the Best of Air Travel

If you're like me and find yourself flying all over the world, you know some of the tricks to making those long flights more comfortable and productive. For those of you less experienced in travel, I'm willing to share what I have learned.

- **Seat choice is important.** If you are taking a long flight and/or flying overnight, you want to avoid the middle seat at all costs. If you think you'll be able to sleep, choose a window seat. Once you're settled, you can lean against the wall and get some rest and no one will disturb you. However, some people have trouble sleeping or may feel a little claustrophobic in the window seat. Then the aisle seat is a better choice. You can get up and walk around which will help with your circulation.
- **The choice of row can also make a difference.** In the emergency exit row, you need to be prepared to aid in an evacuation. Some rows, such as those just before the bathrooms, don't recline. And some (bulkhead seating) don't have a place to put your carry-on bags on the floor. That means everything will go in the overhead bin.
- **When you board can affect your carry-on options.** Passengers boarding early have a greater chance of finding space in the overhead bins. Those who board late may check their bags at the gate. They probably won't have to pay a baggage fee, but they may not have their stuff with them on the flight.

Complete the statements with words or phrases from the text.

1. The worst seat to have is the _____.
2. If you want to sleep, the _____ is probably best for you.
3. The seats _____ sometimes don't recline.
4. People in the emergency exit row may have to _____.
5. It's good to board early if you want to _____.
6. If there's no space for your carry-on bags, you will have to _____ them.

 **PAIR WORK** Discuss the questions.

1. Which tip do you think is most important?
2. What other tips would you give airline passengers?
3. What is your favorite way to travel?

Part 2

Write three new tips for airline passengers, or three tips for another kind of travel.

Part 3

Share your tips with a classmate. Did you have any tips in common?

Lesson 26: Vocabulary

TRAVEL

Part 1

Match the words on the left with their meanings on the right.

- | | |
|--------------|---|
| 1. canceled | a. to be hurt; to no longer be in perfect condition |
| 2. damaged | b. to be unable to find something |
| 3. down | c. when there are still seats, rooms, etc. free to use |
| 4. expired | d. to arrive too late for something |
| 5. misplaced | e. to decide to stop something from happening (for example, a game, a flight, etc.) |
| 6. missed | f. something that has been taken from you without your permission |
| 7. stolen | g. to no longer be ok to use because a date has passed |
| 8. vacancy | h. to not be working at the current time |

Part 2

Write the bold words from Part 1 to complete the e-mail. You will use one word twice.

Hi Matthew,

This trip has been great—except for yesterday! The subway workers decided to strike, so I had to take a taxi. That's what everyone else decided to do, too, so it took three hours instead of one, and by the time I got to the airport I had ⁽¹⁾ my plane. They put me on the next flight, which was fine, but then an hour later an airline employee came to me and said, "I hate to tell you this, but your flight has been ⁽²⁾ because the pilot can't get out to the airport!" I would have e-mailed you during the five long hours I spent in the airport, but the Wi-Fi was ⁽³⁾. Just my luck, right?

Anyway, I finally got to Istanbul last night, only to discover that one of my suitcases was ⁽⁴⁾ and the other was ⁽⁵⁾. Once I got everything worked out with the airline, I went to the car rental agency. While we were doing the paperwork, I realized my international driver's license had ⁽⁶⁾ so I couldn't rent a car. All my plans for enjoying the countryside involved a car, so I had to change everything! I got on the Internet and ⁽⁷⁾ all my reservations. Then I tried to find a hotel in the city. It was hard to find one with a ⁽⁸⁾, but I finally did.

The good news is that it's a new day! My lost luggage arrived 20 minutes ago, and this hotel is really nice. It's in a great location and the people here are kind. Another good thing is that I haven't had anything ⁽⁹⁾, even though everyone warned me that traveling overseas can be dangerous. Hopefully this is the turning point!

Talk to you when I get back,

Sandy

Lesson 26: Reading & Writing

TRAVEL

Part 1

Read the article below.

Common Travel Problems and Solutions

Traveling can be both fun and rewarding. But guard against these common problems that could turn a dream trip into a nightmare.

1. Stolen wallet, with ID and passport.

First call your credit card company and your bank to report stolen cards. You may also need to call the police and file a report. Also, contact the passport office immediately. Sometimes they can get you a new passport within 24 hours. The best way to prepare for a lost passport or other important documents is to photocopy them. Keep one copy with you and give another copy to someone you trust. If you think you have just misplaced something, take a deep breath and look for it. Sometimes it can be as much work to cancel cards or arrange for a new ID than to just spend a few minutes looking.

2. Missed or delayed flights

To avoid missing flights, make sure to


leave as early as possible. For international flights, you should try to get there three hours before the scheduled departure. If you think you will be late, call the airline to let them know so they don't give your seat to someone on stand-by. That will buy you a little time. If you do miss your flight, get in line to talk to the airline representative at the airport right away, or call the airline, and/or use your smart phone to rebook yourself. If your flight is delayed or canceled, you should try the same strategies.

3. Inappropriate dress or behavior

Airlines have dress codes. Make sure you know what they are. Some airlines will not allow you to travel if you are barefoot. Some refuse to board passengers with offensive language on their clothing. Other passengers have been kicked off flights for making jokes in bad taste, especially if they involve anything violent.

Write the number of the problem after the detail.

1. Read the airline dress codes. _____
2. Photocopy all important documents. _____
3. Call the airline to tell them you are late. _____
4. Call the credit card company. _____
5. Use your smart phone to rebook your flight. _____
6. Don't make bad jokes. _____

 **PAIR WORK** Discuss the questions.

1. Which problem do you think is the most common?
2. Have you ever had one of these problems? What did you do?
3. What other common travel problems and possible solutions can you think of?

Part 2

Write about a different kind of travel problem. Give solutions.

Part 3

Share your ideas with a classmate. Can you think of any other solutions to the problem he or she described?

Lesson 27: Vocabulary

TRAVEL

Part 1

Write the words or phrases from the box to complete the magazine article.

guided tour	tourist attractions	hostel	book in advance
stick to a budget	bed and breakfast	splurge	keeping your options open
lounge around	budget hotel	luxury hotel	go off the beaten path

The World Is Waiting

If you are thinking about traveling, you have a lot of decisions to make, but one of the most important is: do you want to _____⁽¹⁾ on a luxurious vacation or do you need to _____⁽²⁾ so you don't spend too much money? The answer to this question will determine a lot of your other choices, so let's look at what our readers have suggested.

The Luxury Vacation

Once you've decided to go on your dream vacation, you have to answer another question. Which do you want, an intimate _____⁽³⁾ or a _____⁽⁴⁾ with a swimming pool where you can _____⁽⁵⁾? Either way, it makes sense to make reservations. You can get better deals, and you won't have to worry about whether they have rooms. However, if you are thinking about taking a tour, our readers suggest waiting to make a reservation. By _____⁽⁶⁾ you can talk with other guests and then choose the best half-day or full-day _____⁽⁷⁾.

Cost Isn't Everything

Even if you have to watch your budget, you can still have a great vacation. Why not use the time to make new friends? You can meet lots of fellow travelers if you stay at a _____⁽⁸⁾. Some require a membership card, so _____⁽⁹⁾ and at the same time ask about whether you need to get a card before you arrive.

Some people may not like sharing a room with strangers, so a _____⁽¹⁰⁾ is a great alternative. It would probably be a good idea to use the Internet to find out which one is best for you. When you are searching, think about location. Do you want to be near lots of _____⁽¹¹⁾? Or would you prefer to be alone and _____⁽¹²⁾? Find the perfect place for you, and then let the adventures begin!

Part 2

Write the correct word or phrase from Part 1 to complete the dialogues. In class, practice the conversations with a partner.

1. A: Do you think we should _____ on this vacation?
B: It would probably be a good idea to _____. We can't really afford to have too many charges on our credit card.
2. A: What do you feel like doing today? Do you want to _____ by the pool or take a _____ of the city?
B: Why don't we _____ and discover unusual places that most tourists don't go to?

Lesson 27: Reading & Writing

TRAVEL

Part 1

Read the e-mail below.

Subject: South American Adventure

Hey Henry,

I'm so glad you're going to be able to come with me. I know you're on your business trip now, but I've been researching options and I think we need to book our flights, hotels, and special trips soon. Of course, we can keep some of our options open as we'll be traveling for six weeks, but some tourist attractions and guided tours book months in advance. For instance, if we want to trek into Machu Picchu in Peru near the summer solstice, we need to arrange that ahead of time. Do you want to take a guided tour of Angel Falls in Venezuela? We could take a jungle trek to get there—it's supposed to be really cool. Also, there are places we can stay on an island in the jungle with indigenous families. Or we could go to the Pantanal in Brazil and see the incredible wildlife, including jaguars.

I think it would be great if we figured out several big sights we want to see, and maybe make reservations for those. They might be the items we splurge on, but we could stick to a budget most of the time. There are plenty of hostels in some of the places near really interesting attractions. If you can do without TV (and maybe hot water), I think we can save a lot of money staying there. Let me know what you think.

Simon

Answer the questions.

1. Where are they going on their trip?
2. How long is their trip?
3. What three countries does Simon mention?
4. Where is Henry now?
5. Do you think Simon likes outdoor activities or museums more? How do you know?

 **PAIR WORK** Discuss the questions.

1. What attractions does Simon mention? What do you know about these places?
2. What place or places would you like to visit next?

Part 2

Write an e-mail to someone you would like to travel with to a place you really want to go. Tell him or her about the place and about how you would like to travel.

Part 3

Share your e-mail with a classmate. Would you like to go on the trip he or she describes? Why or why not?

Lesson 28: Vocabulary

TRAVEL

Part 1

Unscramble the words and phrases below to match the correct words in the box.

acceptable
inappropriate

be aware of
inconsiderate

customary
insensitive

faux pas

1. suctmraoy _____

2. nsviinseeti _____

3. nsnireaetdoci _____

4. eb warea fo _____

5. axuf sap _____

6. ecealbctap _____

7. ariorpiptanpe _____

Part 2

Write the words from Part 1 to complete the blog post. You won't use two words.

Are you thinking about visiting Japan? I've just come back, and I really learned a lot about their culture. Today I'll write about eating. Come back tomorrow for advice about visiting people's homes.

It's (1) _____ to use chopsticks, and with a little practice, you'll enjoy using them as much as I did. But (2) _____ of how you use them! It's (3) _____ to give another person food by passing it from your chopsticks to theirs. I heard this is one (4) _____ that many visitors have made.

In Japan they even eat noodles and pasta with chopsticks. I learned that it's (5) _____ to make noises when you eat noodles. I can't really describe the noise, but everyone does it. I think it takes practice, because I was never able to do it.

Part 3

Imagine a foreigner is going to visit your country. What should he or she know? Circle the correct word and then use your own ideas to complete the advice about the topic in parentheses. In class, compare your ideas with a partner. Explain why it's OK or a problem.

1. In my country, it's (*acceptable* / *inappropriate*) to _____, so feel free to do it. (eating)
2. It's important to (*customary* / *be aware of*) _____. (safety)
3. It's (*inconsiderate* / *faux pas*) to _____. (gift giving)
4. It's (*inappropriate to* / *be aware of*) talk about _____. (topics of discussion)
5. It's (*acceptable* / *insensitive*) to ask about _____ so you shouldn't do it. (meeting for the first time)
6. _____ is seen as a (*faux pas* / *insensitive*) in my country. (related to time)
7. In my country, it's (*customary* / *inconsiderate*) to _____, so you should try to do it. (visiting someone's home)

Lesson 28: Reading & Writing

TRAVEL

Part 1

Read the article below.

Bhutanese Customs

Many Bhutanese customs are influenced by religion (Buddhism and Bonism). If you go to Bhutan you may see many dogs running free in the streets. Dogs are treated very well by the Bhutanese because in their religion dogs are the highest life form besides people, and have the best chance of being reborn human. Many religious sites and objects are treated with reverence. For example, people inscribe stones with mantras or other religious sayings. These are called mani stones. Sometimes the mani stones are piled by the side of the road. Do not sit on mani stones and always pass with your right side nearest to them. You may also see prayer wheels. You should


always turn prayer wheels in a clockwise direction. Turning them the other way is considered disrespectful.

The royal family is very important. Never say anything disrespectful about them. Bowing is a traditional greeting. People bow differently depending on the status and authority of the other person. Visitors can show respect by nodding or bowing slightly. The people wear traditional dress. If you go to a temple, you should dress conservatively in pants or long skirts, and shirts with sleeves.

You should point with an open hand palm up, rather than with a finger. Never point with your feet, and don't cross your legs when sitting.

Mark the statements T (true) or F (false).

- _____ 1. Bhutan is a religious country.
- _____ 2. Dogs are considered dirty.
- _____ 3. The mani stones should be passed in a certain way.
- _____ 4. People bow as a form of greeting.
- _____ 5. The Bhutanese people dress conservatively and visitors should too, especially in temples.
- _____ 6. It doesn't matter how you point to things.

 **PAIR WORK** Discuss the questions.

- 1. What do you know about Bhutan? Would you like to go there?
- 2. What other countries have customs similar to Bhutan's?
- 3. How similar to your country and its customs is Bhutan?

Part 2

Write a description of some of the customs in your home country. What should a visitor know?

Part 3

Share your ideas with a group. Which customs are the most unusual?

Lessons 25-28: Video Cloze

TRAVEL

Watch *Alex Woos the Clients* and fill in the blanks.

Tom: What's up, Alex?

Alex: Huh? Oh, I'm just doing some research.

Tom: Really? What kind of research?

Alex: You know our _____, right? So I
_____ (1) really want to impress them. I'm reading this
article on how to woo clients.

Tom: Oh? What does it say?

Alex: Well, it says _____ (2)
have a firm handshake. If you have a weak
handshake, _____ (3)

Tom: Uh, _____ (4) that was a little
too firm.

Alex: Sorry.

Tom: So, how else do you woo clients?

Alex: Well, you're supposed to copy their gestures...
like if *they* fold *their* arms, *you* fold *your* arms.

Tom: Oh, I see. _____ (5),
haven't you?

Alex: You noticed?

Tom: Uh...yeah.

[At the office...]

Kate: Uh, Alex?

Alex: Yes?

Kate: Have you made _____ (6) for
tonight?

Alex: Oh, was I supposed to...um,
no, not yet...um...so should I
_____, or do
(7) you think it would _____ (8) to
_____ (9) a little...?

Kate: Oh, I think it makes sense to splurge, don't
you? These are important clients,

(10)
Alex: Sure, that's a good idea. Uh,

(11) ?

Kate: How about Luigi's?

Alex: Okay. Good idea. I'll call them right now.
Yes...yes, I can wait...yes, I'd like a reservation
for three people for tonight...7:30 if
possible...the name is Alex...great, thank you.

[Later that day...]

Kate: We're so glad to be able _____
_____. So, to get
(12) started, why don't you tell us a little about
your goals for your visit?

Luisa: Certainly. Well, first of all, I'd like
to _____ (13) more
_____ (14) your company and
the services you offer. Yes, and I'd like to
give you some more details about the project
we're planning, and talk about how we might
_____ (15) on it.

Tag questions

Tag questions are used to verify information. We use the form:
positive statement + negative tag, negative statement + positive tag

The flight **is** on time, **isn't it**?

The flight **isn't** on time, **is it**?

You **have** rooms available, **don't you**?

You **don't have** rooms available, **do you**?

Short answers to tag questions are the same as answers to *yes/no* questions.

A: It's nice here, **isn't it**?

B: Yes, it is.

A: You **haven't eaten** yet, have you?

B: No, I haven't.

A positive statement can have a positive tag if the speaker wants to show anger, disbelief, interest, hostility, etc. We use the form: positive statement + positive tag

We **missed** the flight again, **did we**?

They **lost** our luggage, **did they**?

Part 1

Complete the tag questions and answers with the correct forms of the verbs.

- Ethan bought a business-class ticket, didn't he? Yes, he did.
- You're not checking your luggage, _____? No, _____.
- We should print our boarding passes now, _____? Yes, _____.
- Dinner is served on this flight, _____? Yes, _____.
- We haven't arrived late, _____? No, _____.
- Andy and Claire aren't coming, _____? No, _____.

Part 2

Complete the statements with tag questions that express anger or disbelief.

- The flight is arriving late, is it?
- Sara forgot to make a reservation, _____?
- They canceled our flight, _____?
- Matt lost his credit card, _____?
- Ana and Josh would rather stay home, _____?
- John arrived at the meeting late, _____?

Shouldn't have

Shouldn't have is commonly used to show regret. It refers to a situation in the past that can't be changed. We use the form: **shouldn't have + past participle**

I **shouldn't have left** so late.

Jill **shouldn't have eaten** such a big lunch.

Michael **shouldn't have forgotten** his camera.

We **shouldn't have packed** so much stuff!

Part 1

Complete the sentences with the correct forms of the verbs in parentheses.

1. Natalie shouldn't have brought (bring) her laptop on the trip.
2. We _____ (choose) such a crowded resort!
3. Marco _____ (ignore) Mia yesterday.
4. The Greenes _____ (wait) so long to get their passports renewed.
5. Jacob and Sophie _____ (miss) the big tourist attractions.
6. You _____ (complain) about the guided tour.
7. We _____ (spend) so much money on this trip!
8. Olivia _____ (worry) about getting home late.

Part 2

Use the cues to make statements of regret.

1. we / forget / our umbrella: We shouldn't have forgotten our umbrella
2. Ana / arrive / at the party late: _____
3. I / stay / in a budget hotel: _____
4. Alex / go / to Hawaii: _____
5. We / ask / any personal questions: _____
6. Katy / speak / loudly at the restaurant: _____
7. Bill / wear / casual clothes today: _____
8. John / ask / about Lisa's salary: _____

Lesson 29: Vocabulary

IN THE NEWS

Part 1

Use the words from the box to complete the sports headlines from a newspaper.

blowout	close	ejected	half-time	outscored
overtime	quarter	referee	shot	tied

1. _____ sends players home for bad sportsmanship
2. Tied at _____ but ahead in the third quarter
3. Final _____ at the buzzer wins the game
4. Spain beats Germany in _____ of soccer semifinal
5. "_____, but not enough" results in 4-3 loss
6. LeBron was injured in fourth _____
7. Several new records in _____ game with win of 156-73
8. _____ until the last inning, the Cubs hit to victory
9. Pistons _____ the Jazz, 24-12
10. Coach _____ after arguing with refs

Part 2

Use the words about sporting events from Part 1 to complete the conversations. You may have to change the forms of some words. You won't use all of the words. In class, practice the conversations with a partner.

1. A: Did you see the game? I mean, hitting a home run in the bottom of the ninth, with bases loaded, to break the _____. Amazing!
B: Speaking of home runs, I got an A+ on my essay!
2. A: What a game! In the first quarter, their two best players were _____ for bad language, but in the last _____ they _____ 20 baskets and made them all.
B: I agree! I've never seen anything like it!
3. A: Hi, Dave. Sorry I missed your phone call. It's _____ now so I have a few minutes to talk before the game starts again. Are you watching the game? Amazing, right? I can't believe that _____. His calls are all wrong. Maybe he needs glasses!
B: Yeah. So anyway, I was wondering if I could borrow your notes from yesterday's class.

Part 1

Read the web article below.

Big Sports Blowouts

Horse Racing: In 1973, in the Belmont Stakes race, the horse Secretariat beat the rest of the field by 31 lengths—one of the most amazing finishes in a major race in modern times.

Golf: Tiger Woods won the 2000 U.S Open by 15 strokes. Usually a major golf tournament is won by only one or two strokes.

Rugby: In the 2003 World Cup of Rugby, The Australian Wallabies defeated Namibia by a score of 142-0.


Soccer: In 2002 in Madagascar, the team Stade Olympique de l'Emyrne had already lost the division title in the previous game after a referee awarded a penalty kick to the opposition. Its coach, Zaka Be, decided to stage a protest for its last match, against Adema. The coach asked the team to score as much as possible—against itself. The final score was 149-0, with Olympique scoring all the goals against itself.

Cricket: Sri Lanka beat Kenya in 2007 by 201 to 27 (174 more runs). Usually cricket matches are much closer. In fact, the next biggest blowout in cricket had 42 fewer runs.

Hockey: Hockey is not the most popular sport in South Korea or Thailand, so the result of a game in 1998 must have surprised everyone. South Korea beat Thailand 92 to zero.

Match the sport to the name of the winner.

- | | |
|-----------------------|--------------------------------|
| 1. soccer _____ | A. South Korea |
| 2. cricket _____ | B. Stade Olympique de l'Emyrne |
| 3. golf _____ | C. Sri Lanka |
| 4. hockey _____ | D. Australian Wallabies |
| 5. horse-racing _____ | E. Tiger Woods |
| 6. rugby _____ | F. Secretariat |

 **PAIR WORK** Discuss the questions.

1. Which blowout do you think is the most impressive?
2. What other blowouts do you know about?
3. What is one of the best competitions you have ever watched?

Part 2

Write a paragraph about one of the best games or other competitions you have watched or participated in.

Part 3

Exchange paragraphs with a classmate. What made the games so good?

Lesson 30: Vocabulary

IN THE NEWS

Part 1

Match the words on the left to their meanings on the right.

- | | |
|----------------|--|
| 1. arrest | a. to make someone do something that they do not want to do;
to do something by using a lot of strength |
| 2. break into | b. to look into something |
| 3. criminal | c. to take a person away to ask them questions about a crime |
| 4. force | d. a person who sees something happen and can tell other
people about it later |
| 5. investigate | e. a person who does something that is against the law |
| 6. suspicious | f. feeling that someone has done something wrong |
| 7. victim | g. a person that is hurt or killed by someone or something |
| 8. witness | h. to go into a place so you can steal something |

Part 2

Use the bold words from Part 1 to complete the conversation. You may have to change the forms of the words. You won't use all of the words. In class, practice the conversation with a partner.

A: Did you see that story about the _____ (1) who were caught because of Google?

B: Hold on. Did you say Google?

A: Yeah. Do you know their Street View map application?

B: Yeah.

A: Well, apparently a boy told the police that two _____ (2) men robbed him and took his belongings. They used _____ (3), but they didn't have anything dangerous on them.

B: Did the police catch them?

A: Well, the police _____ (4) the incident, but there wasn't any evidence the boy was really a _____ (5).

B: What do you mean? Wasn't he a _____ (6)? I mean, he saw the men and it happened to him!

A: Well, he was both, because he saw everything, and his things were taken.

B: So did the police _____ (7) the guys?

A: Yeah. The boy saw an image of him and the two men on Google's Street View. The police got the pictures from Google and found the two men!

Part 1

Read the tips below.

Bringing Crime Down

At today's press conference, Mayor Fiona Boyle and Police Commissioner Miguel Hernandez revealed their new plan to bring crime down in the city this year. Crime has risen over the last three years with homicides increasing from 101 to 160 last year, and car break-ins tripling. Victims' rights organizations report an increase of 100% in the number of victims seeking assistance.

According to both Boyle and Hernandez, the city will now follow the "Broken Windows" strategy adopted by New York City in the 1980s and 1990s. Police in New York began to arrest criminals for even minor crimes such as failing to pay for the subway and spray-painting graffiti on subway walls. Under the "Broken Windows"


theory, keeping a city clean and well-ordered can cut down on more violent crime. In New York City, rates of both violent and unarmed crimes fell dramatically after the adoption of this strategy and stayed low for the next decades.

According to the Mayor, "What happened in New York was that cleaning up the physical environment discouraged other kinds of crime."

In addition, the police department will recruit and train a thousand new officers. Currently, officers can only investigate serious crimes. The expanded numbers will allow them to investigate lesser crimes as well. "We're confident that these changes will force criminals to follow the laws or move," said Hernandez.

Complete the sentences.

1. Fiona Boyle is the *mayor* / *police commissioner*.
2. Crime has been *falling* / *rising* over the last three years.
3. There were *three times* / *two times* as many victims asking for help.
4. The strategy that brought crime down in NY followed the "*Broken Subway* / *Windows*" theory.
5. NY police arrested people for committing minor crimes such as *armed robbery* / *graffiti*.

 **PAIR WORK** Discuss the questions.

1. Do you think this theory works? Why or why not?
2. How does a better physical environment affect people in other ways?
3. What kind of crime do you worry the most about?

Part 2

Write about a crime that affected you or someone you know personally. What was the crime? What happened? Was the criminal arrested?

Part 3

Share your writing with a classmate. Discuss further ideas for keeping crime rates low.

Lesson 31: Vocabulary

IN THE NEWS

Look at the words and the definitions below. Make a sentence using each word. In class, compare your answers with a partner.

WORD	DEFINITION	MY SENTENCE
advertisement (also called ad)	information that tries to make people buy something or do something	
banner ad	an ad on an Internet page	
brand	the name of a product that one company makes	
buying habits	the way that people usually shop	
consumer	a person who buys or uses something	
influence	the power to change what someone believes or does	
jingle	a short verse or song that often has repetition; a jingle often refers to the catchy phrase in an advertisement	
manipulate	to influence someone so that they do or think what you want	
pop-up ad	an ad that opens when you open an Internet page	
slogan	a short phrase that is easy to remember	

Part 1


Read the blog post below.

Advertising Strategies that Work

- **Slogan.** One of the most important things you can do is to create a slogan that is both attention grabbing and memorable. Spending time and money upfront to get your slogan right is well worth the effort.
- **Research.** One way to get the slogan right is to research your market. What are people interested in? What problem will your product solve? Who exactly are your customers? After you launch your advertising campaign, continue to do research on your product, the market, and the buying habits of the public.
- **Urgency.** Whenever possible, add a sense of urgency. You want your customers to feel that they need to get this product as soon as possible. You may want to offer a limited-time opportunity.
- **Information.** Give your customers as much information as you can about your product or service. Customers are more likely to trust an ad that looks more like an article than like a snazzy advertisement. Make your copy interesting and relevant. Say exactly what you mean in clear language.
- **Push and Pull.** Your campaign will be more effective if you can influence both the retailers and the consumers. Provide incentives to retailers to display and "push" your product. For example, you can offer attractive display boards. Then "pull" the customer in through coupons and mail-in rebate offers.

Write the category from the text (e.g., *slogan*) next to the example.

- _____ 1. Forty percent of consumers aged 18-49 drink bottled water.
- _____ 2. *Bright and Clean* contains no harsh chemicals.
- _____ 3. *Just Do It.*
- _____ 4. Buy one, get one free.
- _____ 5. 0% financing until Sept. 30.

 **PAIR WORK** Discuss the questions.

1. What slogans do you think are especially good?
2. How do companies convey a sense of urgency?
3. What kind of advertising do you think is especially effective?

Part 2

Write a paragraph about a product that you think has been very successfully advertised. Discuss the strategies the company used.

Part 3

Exchange paragraphs with a partner. Do you agree with your partner's choice? Why or why not?

Lesson 32: Vocabulary

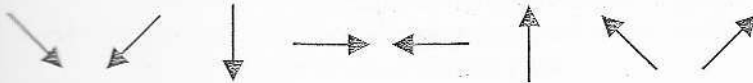
IN THE NEWS

Part 1

In the puzzle below, find the eight words in the box below about issues.

budget cost-effective improve increase
overcrowding potholes reduce repair

The words go:



B W H Y T D R I A P E R E
M U S I C S N A D C A B T
G R E D U C E R G O O G I
N U C G R O I T U S D N S
V P M E G B A V J T N I G
O N A B E R U Y E E E D N
D S L M D A N D L F G W I
E E S V I D E O G F A O R
T W I E U Y T E N E T R A
S H Y O L T V M V C T C H
C S Y A S O O O O T H R S
O M P M R M H H N I V E O
E V E P R P K T H V X V E
Q D M W M O I M O E O O D
W I T H H I N G C P U C I

Part 2

What other words can you find in the puzzle in Part 1? Write them down. In class, use them in sentences as you compare answers with a partner.

Part 1

Read the posts below.

City Priorities

The city council met last night and passed a new budget that prioritizes crime reduction and improvement projects in the city center area. While I agree that the city center could be much safer and more attractive, I think the budget focuses too heavily on that sector of the city. Other neighborhoods also suffer from crime, and they are also experiencing other major stresses that deserve attention. For example, in the southeast neighborhoods, roads really need repair. There are so many potholes that some streets are completely closed. The budget needs to address the concerns of all neighborhoods and all citizens, not just the city center. -Joseph

I agree. As I see it, the city center needs attention but so do other areas of our community. The northwest section of the city has terrible schools and not enough affordable housing. This has led to severe overcrowding in some apartment complexes with a predictable decline in physical condition. Buildings, parking lots, and sidewalks need repair. No wonder crime has increased. -Safiya

It seems to me that the current budget focuses too much on addressing problems that exist and not enough on preventing future problems. I believe we need to increase not only funding for schools, but increase the number of schools. Students do better in smaller classes. We need to focus our efforts on creating an informed and responsible next generation. Why don't we increase the budget for parks and recreation programs as well? Young people will be more likely to stay out of trouble if they are involved in healthy activities. -Thien

Write J (Joseph), S (Safiya), or T (Thien) next to each opinion.

- _____ increase the number of schools
- _____ increase affordable housing
- _____ repair parking lots and sidewalks
- _____ repair potholes
- _____ provide more money to parks and recreation programs
- _____ reduce overcrowding in housing complexes

PAIR WORK Discuss the questions.

1. Whose argument do you think is the most persuasive?
2. Which problem do you think is the most serious in your neighborhood?

Part 2

Write a paragraph expressing your opinion on what your city should spend money on.

Part 3

Share your ideas with a group. Whose opinions are similar?

Lessons 29-32: Video Cloze

IN THE NEWS

Watch *Big News* and fill in the blanks.

Brandyze: Today, the government approved major
_____ cuts. Officials announced plans
to _____ on early childhood education.

Maria: Unbelievable. Education should always be
prioritized. Money we invest in educating young kids
now will be cost-effective in the long term.

Alex: Hold on. _____
_____ ...cost-effective?

Maria: Oh, _____
_____ spending money on educating young kids
now will save us money in the future.

_____ if children get a
good education, they'll be less likely to commit
_____ when they get older. So, _____
_____, Alex?

Alex: Well, _____, ...

Tom: Wait! Quiet, guys – they're talking about
the game!

Alex: What game?

Tom: Shhh! Yes! Fluminense beat Flamengo in a
_____.

Alex: Oh, really? That's great. _____ ...

Maria: Oh, here it is again! My favorite commercial!
Have you guys seen this?

Alex: Just a second. Did you really say you have a
favorite commercial?

Maria: Oh, yeah, it's so funny. A bunch of people
are in an elevator, and this guy walks in eating some
potato chips, and then they all start singing the potato
chip _____ ...see, look! Look at that!

Alex: Hey, Tom, do we have any potato chips?
I'm starving.

Tom: Hold on, Alex...this story looks interesting...

Brandyze: In other news, a robber
_____ a Cortland home last night
and stole some valuable jewelry. A woman who
was walking by the house witnessed the crime and
called the police. The police were able to catch
the thief, and _____ him at the
_____. The owner of the
jewelry, billionaire Lucas Urbanski, rewarded the
_____ with a check for one million
dollars. He said that the jewelry had great value to him
– it had belonged to his grandmother – and he wanted
to thank the woman for saving it.

Alex: A million dollars for reporting a crime?!

Brandyze: And now we have a live interview with the
witness. Hello? Are you there?

Kate: Yes–hello!

Alex/Tom/: It's Kate!

Maria

Brandyze: So, what are you going to do with all
that money?

Kate: Well, the first thing I'm going to do is quit
my job.

Alex: Yes!

Brandyze: That's everyone's dream, right?

Kate: Then I'm going to get my own apartment... I
have a great roommate, but I've always really wanted
my own place.

Maria: All right!

Brandyze: Oh, your poor roommate...

Kate: Oh, and I'm going to go on a shopping spree
and really splurge...I'll probably get my boyfriend the
new TV he's been wanting.

Brandyze: What a lucky guy!

Tom: Way to go, Kate!

Articles

The **indefinite article** *a/an* is used with singular count nouns.

We watched **a** baseball game this weekend.

Soccer is **an** exciting game!

We use **indefinite articles** with the first mention of a count noun or when the listener does not know what we are talking about.

A player got hurt.

There was **an** accident on Oak Street last night.

The **definite article** *the* is used with both count and noncount nouns.

The game I like best is basketball.

The advertising on Facebook is targeted to people in your area.

We use **definite articles** when the noun is known to the speaker (something specific) and after the first mention of a noun.

We watched **a** game on the weekend. **The** game was between the Celtics and the Lakers.

not specific

specific

A player got hurt. **The** player who got hurt was Matt Barnes.

not specific

specific

Part 1

Choose the correct articles to complete the sentences.

- Lara met **a/the** famous basketball player on **a/an/the** airplane.
- A/The** player I like the best is Kobe Bryant.
- A: Did you see **a/the** Lakers game last night? B: No. I went to **a/the** movie instead.
- I read **an/the** article about soap yesterday. **An/The** article said that some soaps can make your skin dry.
- A man stole **a/the** mobile phone, but **a/the** mobile phone had GPS, so the police knew where it was!

Part 2

Complete the conversation with the correct article: *a/an* or *the*.

Ethan: There's a big problem in my neighborhood.

1

Emily: What's problem?

2

Ethan: streets are full of potholes!

3

Emily: Is there solution?

4

Ethan: Well, solution is money, right?

5

Emily: Yes, but where can we get money to fix this?

6

Passive voice with modals

The **passive voice** is used to emphasize the importance of the subject. With the passive voice, the subject of the sentence receives the action. It is also used when the person who does the action is unknown. With modals, the form is: **modal + be + past participle**

We should reduce traffic. → Traffic **should be reduced**.

We should ban texting in cars. → Texting in cars **should be banned**.

The **passive voice with should** is often used to give opinions:

In my opinion, the money **should be used** to improve our schools.

The **passive voice with could** is often used to express possibilities:

Here's a suggestion: Mobile phones **could be turned off** at town hall meetings.

Part 1

Complete the sentences with modals in the passive voice.

- Traffic could be reduced (reduce) in some neighborhoods.
- The downtown sidewalks could _____ (improve).
- People should _____ (arrest) if they don't obey traffic signals.
- Advertising should _____ (ban) from the Internet.
- Cameras could _____ (install) in public places.
- More police should _____ (hire) as soon as possible!

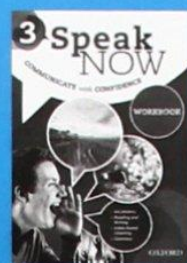
Part 2

Use the cues to write sentences with modals in the passive voice. The underlined noun should be in the subject position.

- ban mobile phones/should: Mobile phones should be banned
- change the laws/could: _____
- show the game on TV/should: _____
- fix potholes/should: _____
- improve public transportation/could: _____
- raise taxes/could: _____
- spend money on education/should: _____

Speak NOW

COMMUNICATE with CONFIDENCE



“Time spent on speaking tasks is the single most important factor in developing confident and fluent speaking.”

– Jack C. Richards

All-skills expansion

- Review vocabulary from the Student Book
- Extend speaking practice outside of class
- Build language skills with reading and writing activities
- Enhance accuracy with grammar practice
- Expand listening skills with additional video activities

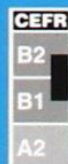
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