3 Speak NOW

COMMUNICATE *with* CONFIDENCE

WORKBOOK

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

OXFORD

Speak NOW

COMMUNICATE *with* CONFIDENCE

WORKBOOK

OXFORD
UNIVERSITY PRESS

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Lesson 1: Vocabulary

Part 1

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

1. single
2. engaged
3. divorced
4. fiancé (m.) / fiancée (fem.)
5. spouse
6. middle child
7. firstborn
8. only child

A. A person who doesn't have any siblings
B. A person who is not married
C. A person who is the oldest child in a family
D. A person who was married but isn't any more
E. A person who has an older brother and a younger sister
F. A person who has promised to get married
G. The person you are married to
H. The person you are going to marry

Part 2

Complete each conversation using the words and phrases in Part 1. In class, practice the conversations with a partner.

1.

Yumi: Hi, Matt. The other day I saw someone who looks a lot like you. Do you have a sister who is about 20 years old?

Matt: No. In fact, I don't have any brothers and sisters. I'm _____.

2.

Patricia: I heard you are getting married. Congratulations!

Dolores: Thanks. Now that I am _____, there is so much to do to plan the wedding.

3.

Frank: I don't think I'll ever get married.

Anders: Really? You want to be _____ your whole life? Not me! I want to have a _____, some kids, and a nice little house.

Frank: You're crazy!

4.

Marco: Didn't you tell me you have a lot of brothers and sisters?

Paula: Yeah. I have three brothers and two sisters. I'm the oldest so I always help my mom.

Marco: Oh, so you're the _____. That must be fun but also a little hard.

Paula: Yeah, but I love my brothers and sisters. It's always crazy at my house, but always fun.

Lesson 1: Reading & Writing

Part 1

Read the blog post below.

English Practice Pals

09/28/2012 09:34 dinorainDC@getmail.com

Hi,

I'm looking for someone to practice Japanese with. I can teach you English. I live in Washington, D.C. My family is originally from Brazil, but I was born in the United States. My family lives here too. I am the first-born. I have two younger brothers who are still in high school. I want to learn Japanese because I am moving to Tokyo in January. I recently got engaged. My fiancé has a new job. He has to move to Tokyo for one year. He works for an electronics company and they have an office there. Our wedding is in one month.

I'm very excited, but I'm also nervous. I have never been to Asia. I have never been married before. I will feel more confident when I can speak some Japanese. I want to learn about the culture too.

If you're interested in practicing English as you teach me some Japanese, please send me a message.

Dinora

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

_____ 1. Dinora was born in Brazil.

_____ 2. She lives in Washington, D.C.

_____ 3. She is the oldest child in her family.

_____ 4. She has two brothers.

_____ 5. Dinora's husband is in Japan.

_____ 6. She is going to move to Japan in January.

_____ 7. She's never been to Japan before.

PAIR WORK Discuss the questions.

1. Do you think this is a good way to find someone to practice a language with? Why or why not?
2. What information is good to include in this kind of post?

Part 2

Write a post to introduce yourself to a student in another country. Use the blog post as a model.

Part 3

Exchange your post with a classmate. How are they the same or different?

Lesson 2: Vocabulary

Part 1

Are these words positive, negative, or both? Write them in the diagram. In class, talk about your ideas with a partner.

a role model a follower a loner a pessimist a know-it-all an optimist
a born leader a problem solver

Part 2

Complete the sentences with ideas from Part 1 and your own ideas. Make sentences that are true for you. In class, take turns reading your sentences with a partner.

1. _____ is a born leader.
2. A _____ should also be _____.
3. I'm a _____.
4. I don't really like people who are _____.
5. _____ is an optimist, but _____ is a pessimist.
6. A good role model must _____.
7. A problem solver _____.
8. _____ should be class president. He/She is a(n) _____.
9. Followers are often _____.

Lesson 2: Reading & Writing

Part 1

Read the article below.

Student Union President Elections

On Monday, students will vote for Student Union President. Voting will take place in the Student Union between 8 a.m. and 5 p.m. The results will be posted here the same evening.

Six candidates are running for Student Union President: Alan Walker, Dalia Ramiro, Maria Cabral, Hanaa Nasser, Robert Graham, and Ji-Won Kim.

As the editors of the school newspaper, we support Maria Cabral for president. She is a born leader and problem solver. When she was head of the campus tour guides, Cabral recorded the tour so visitors could go independently. She also pushed the school to make the paths easier for visitors in wheelchairs. Cabral has many good ideas for the Student Union. She works well with other people, so she can get things done. The school needs a leader and an optimist to develop school spirit.

The Student Union will have free coffee and cookies available during voting hours.

Complete the sentences with words from the article.

1. Students will vote for Student Union President on _____.
2. Students can vote between _____ and 5 p.m.
3. There are _____ candidates for president.
4. The _____ of the school newspaper support _____.
5. They think she is a _____ and _____.
6. Cabral used to be _____.
7. There will be free _____ and _____ in the Student Union during voting hours.

PAIR WORK Discuss the questions.

1. What qualities do you think make a good student president?
2. When have you had a leadership role in the past?

Part 2

People often need written recommendations for jobs or other positions. Write a recommendation for someone you know. Use the third paragraph above as a model.

Part 3

Exchange your recommendations with a classmate. Did you mention any similar qualities? Are the recommendations persuasive?

Lesson 3: Vocabulary

Part 1

Unscramble the characteristics of people.

1. _____ doyom
2. _____ ilbaelre
3. _____ iedosnrecta
4. _____ taerum
5. _____ belxefil
6. _____ teamumir
7. _____ ivggriofn
8. _____ eresbilnops

Part 2

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

1. Whenever you have a problem, your uncle is always there for you. He is very _____.
2. Even though he is only 18 years old, he is in his third year at university. He is very _____ for his age.
3. You like to change your plans a lot, but luckily your friend is _____ and doesn't get upset.
4. When your brother does something wrong, your mother doesn't stay angry very long. She is _____.
5. Movie stars who are angry one minute but kind the next become famous because they are _____.
6. She's 20 years old, but she acts like she is 15. She's _____.
7. People know you will take care of things in your classroom. They think you are _____.
8. Your friend always thinks about other people and how they feel. She is _____.

Part 3

Use the words from Part 1 to write the opposites.

1. irresponsible _____
2. immature _____
3. unforgiving _____
4. inflexible _____
5. inconsiderate _____
6. unreliable _____

In class, use the opposites with a partner.

A: My sister is a little irresponsible. Yesterday, she didn't call to tell my mom that she would be late for dinner. My mom was worried.

B: So your sister needs to be more _____.

A: Yeah.

Lesson 3: Reading & Writing

Part 1

Read the letters below.

Family drama

Dear Dr. Drama,

I'm getting married next month and I have a problem. My brother and I do not get along. In fact, we haven't spoken in months. He is older than I am, but he is moody and immature. He is mad at me because of something very small. I borrowed his car one night to go out with some friends. I went a little too fast and we had a little accident. I hit a tree, and there was a small dent in the front and a flat tire, but that is easy to fix. You could still see through the crack in the windshield. Anyway, I think he should be more flexible and forgiving. Now, should I invite him to the wedding?

Bummed Brother

Dear Bummed,

It sounds like you are the one who is immature. You crashed your brother's car! He has a right to be mad at you. Have you made a sincere apology? Did you offer to pay for the repairs? I think you need to be more responsible. Apologize, and invite him to the wedding.

Dr. Drama

Answer the questions.

1. Who is Bummed having a problem with? _____
2. What is happening next month? _____
3. Is his brother older or younger? _____
4. Why did Bummed have an accident? _____
5. What happened to the car? _____
6. What does Dr. Drama tell Bummed to do? _____

PAIR WORK Discuss the questions.

1. Who do you agree with more, Bummed or his brother? Why?
2. .What do you think of Dr. Drama's advice?

Part 2

Write a letter to Dr. Drama asking for advice. Describe a real or imaginary problem you are having or had in the past with someone in your family.

Part 3

Exchange letters with a classmate. Write a response.

Lesson 4: Vocabulary

Read the conversations. What values are they talking about? Write your answer on the line. In class, talk about why you chose the values. Then practice the conversations with a partner.

1. _____

A: I don't understand this homework at all!

B: Don't worry. I'll help you.

2. _____

Mom: It's important to help your friends when they need it. And not to gossip about them. And if someone says something bad about them, you shouldn't agree.

Son: I know, Mom. You tell me all the time!

3. _____

A: Mateo always uses Mr. and Mrs. when he is talking with people he just met.

B: And he never interrupts.

4. _____

A: Collin never tells a lie.

B: Yeah, and at a store, if someone gives him too much money, he never keeps it.

5. _____

A: Last night Mr. Sher stayed at school to help me until 8:00.

B: He's really great. He always gives students help, even when he needs to do other things.

6. _____ and _____

Radio announcer: Last night, there was a big fire on Main and First. Before the firefighters got there, some neighbors went into the house and helped the people. We have a caller who was there.

Caller: It was amazing. The fire was everywhere. But the neighbors went in, even though it was really dangerous.

7. _____

A: Massimo doesn't give up. If he can't do something, he keeps practicing until he can.

B: I know. I saw him practicing basketball for four hours last Saturday!

8. _____

News reporter 1: And now, a fantastic story! Last night, there was a big car accident.

News reporter 2: That's right, Bob. Two cars drove by without doing anything. But then a man stopped to help, and because of him, no one died.

News reporter 1: He reminds us that it is important to help others.

9. _____ and _____

A: That team is famous because when they win, they are really kind to the other team.

B: And when they lose, they are kind, too.

Lesson 4: Reading & Writing

Part 1

Read the essay below.

My Hero

Heroes come in all shapes and sizes. They can be army generals, or presidents, or police officers. A hero is someone who changes your life, maybe even saves it. My hero is a 12-year-old girl whose name I never knew.

When I was a child, I had many problems. I wore glasses and was funny-looking. I had red hair that stuck out all over my head. I also had a speech problem. I couldn't say the letter s. I was smart, but I never talked in school. The other kids teased me. They called me names. Sometimes they pushed or tripped me. I hated school and I hated myself.

One day, a couple of boys started to push me around on the playground. They threw my books on the ground and ripped my homework. Other kids stood around watching, but no one did anything. Suddenly, a girl pushed her way towards the two boys.

"Stop being bullies," she said. They laughed at her. She wasn't afraid. She picked up my books and handed them to me.

The teasing didn't stop that day, but my fear did. Her compassion and kindness gave me the courage to stand up for myself.

Check the person or people who have each quality.

1. fear	☐ the writer	☐ the boys	☐ the girl
2. compassion	☐ the writer	☐ the boys	☐ the girl
3. respect	☐ the writer	☐ the boys	☐ the girl
4. disrespect	☐ the writer	☐ the boys	☐ the girl
5. immaturity	☐ the writer	☐ the boys	☐ the girl
6. kindness	☐ the writer	☐ the boys	☐ the girl

PAIR WORK Discuss the questions.

1. Why was the writer teased so much?
2. How common do you think bullying is? Why does it happen?
3. Have you ever seen or experienced bullying?

Part 2

Describe your hero. Who is it? What did he or she do for you? What qualities does he/she have?

Part 3

Exchange the description with a classmate. How are your heroes similar or different?

Lessons 1-4: Video Cloze

Watch *A Weekend Away* and fill in the blanks.

Maria: This is perfect. We get to go to New York City! I'm so excited!

Eric: Is the hotel you and Jill staying in OK?

Maria: I think so. It looked really nice in the pictures. Are you nervous about staying with Eric's _____ (1) ?

Tom: Not at all! I'm excited to meet them. Especially his _____ (2) . Where is Jill, by the way?

Maria: I don't know. She said she was on her way.

Eric: She always says that. Well, we still have some time left before our bus.

Maria: So, Eric. What's your brother like?

Eric: He's the _____ (3) . He's a _____ (4) _____ (5) , so he has lots of friends. And he has an awesome job. He makes apps for smartphones. He's an innovator and a _____ (6) _____ (7) .

Maria: Wow. He sounds so _____ (8) .

Tom: Yeah… I can't wait to meet him. He's my _____ (9) _____ (10) .

Eric: Sometimes, I wish I were more like him. He's more _____ (11) than me, too.

Tom: Hey! So are you! And you're really…

Maria: _____ (12) !

Eric: Thanks, guys.

Maria: _____ (13) to interrupt, but I just got a text from Jill that she's on her way down.

Eric: So, what was I talking about?

Tom: Your brother and how he's sociable.

Eric: Right.

Tom: I think we can learn a lot of _____ (14) from our family _____ (15) …

Jill: Sorry guys.

Eric: Jill, we're only going to be there for two days.

Jill: I know. Wait.

Tom: What?

Jill: I forgot something upstairs.

Eric: What did you forget?

Jill: I definitely need another shirt.

Eric/Maria/: Tom NO!

Lessons 1-4: Grammar A

Uses of *need*

Need means that the thing desired is very important or required.

I **need** to get my grandmother a birthday present.

In this use of the word need, the modal auxiliaries must, have to, or have got to can provide the same meaning.

Rob **needs** to call his brother.
Rob **must** call his brother.
Rob **has to** call his brother.
Rob **has got to** call his brother.
Notice that **must** uses the infinitive form of the main verb without **to.**

Need can provide the same meaning as the modal auxiliary should to indicate advisability.

She **needs** to be more flexible.
She **should** be more flexible.

Need can be used as a noun or a verb with an object. It also has an adjective form.

Noun: Sara is in **need** of a new dress.
Verb: Sara **needs** a new dress.
Adjective: They help **needy** children.

Part 1

Complete the sentences with the correct form of *need*.

1. Jill _____needs_____ to explain the situation to her daughter.
2. Erik is in _____ of a place to stay when goes on his trip next week.
3. I have enough money. There is no _____ to worry.
4. Deborah doesn't like to be alone. In fact, she is very _____.
5. That salesclerk was rude. I _____ an apology from her.
6. Monica really _____ to be more responsible.

Part 2

Rewrite the sentences with the words in parentheses.

1. Jenna needs to be more reliable. (have to) _____.
2. Mark needs to take more responsibility. (should) _____.
3. You need to be less judgmental. (must) _____.
4. Lisa needs to visit her parents. (have got to) _____.
5. Lee needs to e-mail his fiancée. (should) _____.
6. We need to forgive and forget. (should) _____.

Lessons 1-4: Grammar B

Expressions of quantity

You can use these expressions of quantity to describe how much or how many:

• all (100%)	**All** of my siblings are older than me.
• almost all (95–99%)	**Almost all** of my friends have small families.
• most (a large part; the majority)	**Most** of my friends are reliable and considerate.
• some (a small to medium part)	**Some** of my cousins live near us.
• both (2)	**Both** of my parents are teachers.
• one (1)	**One** of my brothers is an engineer.
• none (0%, not one of)	**None** of my friends have cars.

When using all, most, and some, the subject and verb must agree.

All of the students are in class today.	**All of the pizza is** gone.
Most of my relatives are sociable.	**Most of my family speaks** Portuguese.
Some of these books are interesting.	**Some of this book is** boring.

When using both, the verb is always plural. When using one, the verb is always singular.

- I have two daughters. **Both of them are** very sweet and intelligent.
- **One of my sisters is** a nurse.

When using none, if the subject is singular, the verb is singular. If the subject is plural, the verb can be singular or plural.

- **None** of the **pie is** left.
- **None** of this grammar **lesson makes** any sense.
- **None** of the **students understand** it. / **None** of the **students understands** it.

Part 1

Complete the sentences with the word that matches the quantity or is the correct form of the verb in parentheses.

1. ___All___ of my friends are married (100%)
2. _____ of my siblings live near me. (0%)
3. One of my cousins _____ at the mall. (work)
4. None of the money _____ left. (be)
5. _____ of my cousins are the same age as I am. (the majority)
6. Some of my family _____ English. (speak)
7. All of my friends _____ to try new things. (like)
8. Both of my parents _____ near me. (live)

Lessons 1-4: Grammar C

Using *pretty*

Pretty can be used to mean very.

My brother is **pretty** talented. My brother is very talented.
Lisa is **pretty** smart. Lisa is very smart.

Pretty is usually used when the situation isn't as serious (pretty bad < very bad).

Jason is **pretty** unreliable, but Lara is **very** unreliable.

Pretty can also be used to mean fairly (somewhat).

Sandra is a **pretty** good leader, but Marc is better.

Pretty does not have the same meaning as too.

This test is **pretty** hard, but I can do it.
This test is **too** hard. I can't do it.

Part 1

Circle the correct word to complete the sentences.

1. James is pretty/too interested in becoming student union president.
2. However, James is **pretty/too** unreliable, so no one will vote for him.
3. I can't visit my family because they live **pretty/too** far away—3,000 miles!
4. I'm happy because my sister lives **pretty/too** close to me—just a few miles away.
5. Tom and Jen are getting married **pretty/too** soon. We can hardly wait for the wedding!
6. Sandy is **pretty/too** independent. She is going to be very lonely some day!
7. Marta is **pretty/too** reliable, but her sister is much more reliable.
8. George is **pretty/too** unforgiving. He won't forgive me for forgetting his birthday.

Part 2

Complete the sentences with *pretty* or *very*.

1. Flo is ___pretty___ flexible, but she really doesn't like surprises.
2. Grant is _____ generous. He's the most generous person I know!
3. Peter is _____ rude. He interrupts people all the time!
4. Lisa is _____ friendly, but sometimes she seems a little shy.
5. I'm _____ mature, but my sister is much more mature than I am.
6. My roommate is _____ moody. She is always angry or unhappy about something.

Lesson 5: Vocabulary

Part 1

Rank these places to stay from a (most expensive) to e (least expensive). Then write two words or phrases that describe the good points of each place.

1. _____ dorm convenient location, meet new people
2. _____ hotel _____
3. _____ motel _____
4. _____ campground _____
5. _____ youth hostel _____

In class, compare answers with a partner. Did you rank the places to stay in the same order?

A: We can meet new people in dorms.

B: Yeah, and they are very convenient.

Part 2

What do the places in Part 1 usually have? Write the places in the diagram. In class, compare answers with a partner.

Part 3

Answer the questions so they are true for you. In class, take turns asking and answering the questions with a partner.

1. Do you prefer to stay in a single or double when you travel? Why?

_____

2. Is it better to make a reservation or get a place to stay when you get to the city? Why?

_____

Lesson 5: Reading & Writing

Part 1

Read the blog posts below.

Where to stay

I will be traveling in Europe this summer. I'll be at a friend's house in London for four days but then I go to Paris, Florence, and Barcelona. Any advice on places to stay?

- Lilia *12 hours ago*

Get a youth hostel pass. They have hostels in all of those cities. And they're cheap. You will meet a lot of people.

- Wei *11 hours ago*

Hostels are too noisy for me. I look for pensions. They are inexpensive and you can get a single or double room. The information desk at an airport can help you.

- Rigoberto *10 hours ago*

I only stay in hotels. They are usually cleaner and have restaurants. You can buy a travel guide that lists hotels, the prices, and locations.

- Ludmila *8 hours ago*

When I go to Europe, I like to travel by bike. If you're on a bicycle, campgrounds are a good place to stay. Many campgrounds serve food too.

- Ana *4 hours ago*

Match the traveler's name to the place they like to stay.

_____ 1. Ana	a. youth hostel
_____ 2. Ludmila	b. pension
_____ 3. Lilia	c. house
_____ 4. Rigoberto	d. hotel
_____ 5. Wei	e. campground

PAIR WORK Discuss the questions.

1. Who do you agree with?
2. What are some advantages and disadvantages of each place?

Part 2

Write your own post. Where do you like to stay when you travel? Why? What are some disadvantages?

Part 3

Exchange papers with a classmate. Do you like to stay at the same kind of place when you travel?

Lesson 6: Vocabulary

Part 1

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

1. curfew	A. sound(s)
2. key	B. the place where you exercise
3. noise	C. people who belong to a group
4. pool	D. ordering food and drinks that are brought to your room
5. guests	E. the time by which you must return to the place you are staying
6. bathroom	F. expensive or important things
7. health club	G. the place where you take a shower or bath
8. valuables	H. the place where you swim
9. members	I. the people staying at a hotel
10. room service	J. the thing you use to unlock a door

Part 2

Imagine you are the manager of a new hotel and must decide what is allowed and not allowed. Write the rules for each topic in Part 1. You can also make suggestions instead of rules. (Please...) In class, compare answers with a partner.

1. There is no curfew. You can stay out as late as you want.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Lesson 6: Reading & Writing

Part 1

Read the website below.

New way to stay
CouchSurfing for beginners

Looking for a way to meet people and save money when you travel? Try CouchSurfing. When you CouchSurf, you stay at a stranger's house for free. In return, you agree to put up strangers in your home. You may actually sleep on a broken couch, or you may have a nice bed. Wherever you end up sleeping, you should follow a few "rules."

1. **Bring a little present.** Your host cannot charge you money to stay at his/her house, but you should give something to be nice. You could make the host dinner or bring something from your hometown.
2. **Show consideration.** Don't leave the couch or bedroom a mess. Pick up after yourself. Don't be noisy or disturb the host when you come in at night.
3. **Be friendly.** One reason why people decide to host guests on their couches is because they want to meet people and have new experiences.
4. **Discuss arrangements ahead of time.** Find out where to leave the key. Ask what their schedule will be when you are there.
5. **Respect their belongings.** If you use the host's food, replace it or offer to pay for it. Don't use anything without asking.

Write the number of the rule next to the detail.

_____ a. Hosts often want to meet new people.

_____ b. Offer to pay for any food you eat.

_____ c. Make your bed/fold your blankets.

_____ d. Your stay is free.

_____ e. Ask about the host's schedule.

PAIR WORK Discuss the questions.

1. What are some advantages and disadvantages of this form of travel?
2. Have you ever couch surfed? Would you like to try it?
3. Do you know of any other interesting ways to travel?

Part 2

Imagine you are hosting a couch surfer in your home. Write a list of rules you want them to follow.

Part 3

Exchange your instructions with a classmate. Are your rules similar? How are they different?

Lesson 7: Vocabulary

Part 1

Where do you find these things? Write the words in the diagram below. Add at least one thing to each place. In class, compare answers with a partner.

TV sink shower closet toilet lamp desk bed

Part 2

Write the problems with a hotel room. In class, practice the conversations with a partner.

1.

A: _____.

B: I'm very sorry. I'll have someone bring you a new remote so you can change the channels.

2.

A: _____.

B: I can ask housekeeping to bring you some clean pillows right away.

3.

A: _____.

B: I'll have a plumber come and look at it.

4.

A: _____.

B: Let me get someone to come and clean it.

Lesson 7: Reading & Writing

Part 1

Read the hotel review below.

Dew Drop Inn

The Dew Drop Inn opened last month on Main Street in the downtown area. At first glance, the lobby is attractive with a large waterfall and colorful floor tiles. However, on our visit, a pipe was leaking. There was water on the lobby floor causing a safety problem. The service at the front desk was friendly but slow. The desk clerk couldn't find our reservation, and when she did it was incorrect. We asked for a room with two double beds and they only had a room with a single queen. When we arrived at the room, we were very disappointed. There were many problems with the room. We couldn't plug in the TV and the bed wasn't made. The table was broken, and the room hadn't been cleaned. We went back downstairs and checked out. The manager gave us a coupon for a free night's stay. The rates are very inexpensive anyway, but it was a nice gesture. Maybe when they have solved their problems, we'll try again.

☺☺☺ Rooms
☺☺☺ Service
☺☺ Cleanliness
☺☺ Price

What is good about the hotel (+)? What is not so good (-)? Complete the chart.

+	–

PAIR WORK Discuss the questions.

1. Do you want to go to the Dew Drop Inn? Why or why not?
2. Does the review talk about things that are important to you?
3. What do you want to know about a hotel? What is most important to you?

Part 2

Write a review of a hotel you know. Describe the rooms, the cleanliness, the service, and the price.

Part 3

Exchange reviews with a classmate. Do you want to go to his/her hotel? Why or why not?

Lesson 8: Vocabulary

Part 1

Would you like to do these jobs? Rank them from 1 (want to be the most) to 8 (want to be the least).

_____	a restaurant server	_____	a train reservations agent
_____	a flight attendant	_____	a travel agent
_____	a salesclerk	_____	a hotel clerk
_____	a bus driver	_____	a parking attendant

In class, compare answers with a partner. When you can, give reasons for your answers.

A: I'd like to be a travel agent the most.
B: Really? Why?
A: I know a lot about different cities and I like helping people.

Part 2

In each conversation, there is a mistake. Cross it out and write the correct word(s) on the line. In class, practice the correct conversations with your partner.

1. A: I can tell you when we're at the stop for the mall.
   B: That ~~could~~ be great. Thanks.
   _____ would _____
2. A: I be happy to order a size 10 for you. It'd be here in a week.
   B: That won't be necessary. _____
3. A: Do you like me to give you a minute to look at the menu?
   B: That's OK. _____
4. A: Would you want me to purchase your plane ticket for you?
   B: Yes, thank you. _____
5. A: Something to drink?
   B: No. I'd like a cola, please. Oh, and when are we going to be landing? _____
6. A: I can give you a double instead of a single.
   B: Really? I'd appreciating that.
   _____

Part 3

In each conversation in Part 2, what is A's job? Write the jobs listed in Part 1 on each line.

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

Lesson 8: Reading & Writing

Part 1

Read the notice below.

Tourism service careers
Do you love travel? Are you a people person?

The Department of Travel and Tourism has an open house on Tuesday, 3-5 p.m. in Becket Hall. Come learn about jobs in a fast-growing industry. This diverse field includes many exciting opportunities.

- **Flight attendants** can fly all over the world. Their work requires excellent communication and problem-solving skills, and the ability to think on their feet. They may have to manage difficult passengers and emergency situations.
- **Travel agents** need to have both excellent communication and computer skills. They are constantly learning about the travel world, and thrive in a fast-paced environment.
- **Hotel personnel** have a wide range of responsibilities. They need to care for guests by taking their reservations and checking them out. Employees who work at the concierge desk must have a thorough knowledge of their cities, and also the creativity to help guests with any problem.

Write the name of the job next to the description.

1. checks out guests _____
2. has excellent problem-solving skills _____
3. has good computer skills _____
4. may need to handle emergencies _____
5. needs to know a lot about the city _____
6. works in a fast-paced environment _____

PAIR WORK Discuss the questions.

1. Which job do you think is the hardest?
2. What other travel jobs do you know about?
3. Would you like a job in the travel industry? Why or why not?

Part 2

Think about a job field you know. Write a flyer for an open house to interest people in those jobs.

Part 3

Share your flyer with a group of classmates. What job fields did everyone write about? Which flyer is the most interesting? Why? Do you want to work in any of these jobs?

Lessons 5-8: Video Cloze

Watch *Checking In* and fill in the blanks.

Maria: Wow, this _____ (1) is really nice.

Jill: Yeah. It's better than the pictures.

Jill: Good afternoon. We're here to _____ (2).

Hotel clerk: Hi. Do you have a _____ (3)?

Maria: Yes, we do.

Hotel clerk: Can I have the name of the person who made the reservation?

Jill: Jill Willcox. W-I-L-L-C-O-X.

Hotel clerk: Thank you. Hm... Looks like there's no reservation.

Jill: But, I'm sure I made a reservation.

Hotel clerk: I have a Till Millfox.

Jill: That's me. Just spelled wrong.

Hotel clerk: May I see your _____ (4) _____ (5)? But it says Jill Willcox. And the reservation is for Till Millfox.

Jill: Right. The person must have took down the wrong name.

Hotel clerk: I see.

Maria: Can we speak to the manager?

Hotel clerk: I'll call him. Bob? This is Pam from the _____ (6) _____ (7). I have a Jill Willcox who says the reservation was made as Till Millfox. Uh huh. Hm... Huh. OK. Thanks.

Jill: What did he say?

Hotel clerk: Nothing. It was his _____ (8).

Maria: Listen. We _____ (9) for the hotel.

Jill: Here's the _____ (10) _____ (11).

Hotel clerk: Very well. So, you are Till!

Jill: No. Yes. Nevermind.

Hotel clerk: Here are your room _____ (12). You can help yourself to hot tea and coffee in your room. You can't make noise after midnight and you can't have any parties.

Maria: OK. No parties.

Jill: Thank you.

Hotel clerk: Front desk. Who? Till?

Jill: No, it's Jill - Yes. It's Till Millfox from room 401.

Hotel clerk: Oh, hi. How can I help you?

Jill: The light in our room _____ (13) _____ (14).

Hotel clerk: Hm. It may need a new light.

Jill: Yes, it does.

Hotel clerk: Oh. Would you like me to send someone to _____ (15) it?

Jill: Yes.

Hotel clerk: I'd be happy to call Bob for you.

Jill: OK. Will he come soon?

Hotel clerk: As soon as he answers the phone.

Jill: OK, thank you.

Maria: Jill?

Jill: I'm on the phone.

Maria: I can't see anything!

Jill: Please, send someone soon.

Hotel clerk: I can bring some flashlights while you wait.

Jill: Yes. Thank you!

Hotel clerk: Now where are those flashlights? Here they are.

Lessons 5-8: Grammar

Noun clauses

A noun clause is a dependent clause that can take the place of a noun or noun phrase.

- Jill isn't here yet. I wonder **where she is**. I'm not sure **if she'll come**.
- Who's that guy? I don't know **who he is**. But I know **that he works at the hotel**.

There are three types of noun clauses.

***Wh-* clauses** (when, where, who, why, how)

- I don't understand **why pets are not permitted in the hotel**.
- Does anyone know **how to make a train reservation online**?

***If* clauses**

- Do you know **if there is air conditioning at the hotel**?
- Can you tell me **whether or not the restaurant is still serving breakfast**?

***That* clauses** (the word *that* is optional)

- I think **that the toilet is broken**. / I think **the toilet is broken**.
- Did you know **that this is the oldest restaurant in Madrid**?
- The concierge says **we need to pay extra for another person to stay in our room**.

Part 1

Read the sentences. Undereline the noun clauses.

1. Do you know how much the walking tour costs?
2. We don't know if the hostel has a kitchen.
3. The sign says we need to be in our rooms by 11 p.m.
4. Did the manager say when the restaurant opens?
5. I'm pretty sure that pets aren't allowed in this hotel.
6. Do you know whether someone can fix the TV by this evening?
7. Can you tell me if it's far to the museum?
8. She didn't say what time the bus leaves.

Part 2

Unscramble the noun clauses.

1. I said leaks/faucet/the the faucet leaks.
2. Do you know pool/the/is/where _____?
3. Do you know a/gym/if/there's _____?
4. The hotel said allowed/no/are/parties _____.
5. I don't know that's/good idea/a/whether _____.
6. The manager said 3 p.m./time/is/check in _____.

Lesson 9: Vocabulary

Part 1

How often do you go to these places? Put the places into the best column for you. In class, talk about your ideas with a partner.

health food store · hair salon · food court · electronics store · office supply store
travel agency · boutique · dry cleaners

More than once a month	Once a month	Few times a year/Never
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Part 2

Complete the conversations with true information about your city. In class, practice the conversations with a partner.

1.

Lester: Can you tell me where a good food court is?

You: _____.

2.

Eric: Do you know how much the haircuts are around here?

You: _____.

3.

Leah: Do you know if I can use a credit card at the dry cleaners?

You: _____.

4.

Renee: Can you tell me where I can buy health food?

You: _____.

5.

Gus: Can you tell me if there's a travel agency near here?

You: _____.

Lesson 9: Reading & Writing

Part 1

Read the e-mail below.

From: Jennifer Leonard
Subject: Visit to Rio
Date: June 8, 2013
To: Mariana Fernandes

Hi Mariana,

I'm really looking forward to my trip to Rio next month. I need to start making arrangements. Do you know which airline has the best fares from Miami to Rio? I may also try to get to São Paulo to visit friends. Is flying the best option?

Thank you so much for your offer to stay at your family's house when I am in Rio. I can't wait to meet your husband and children. I hope it isn't an inconvenience. I think I told you about the academic conference I am attending at the end of my trip. I am giving a presentation and will have to make packets of materials. Do you know if there is an office supply store near your house? Also, I think I may need a haircut by then. Can you tell me where a good hair salon is? I have so much to do!

My mother says hello.

Thanks,

Jennifer

Complete the sentences.

1. Jennifer is going to _____ next month.
2. She is going to fly from _____.
3. She is going to stay with _____ in Rio.
4. Mariana lives with her _____ and _____.
5. Jennifer is giving a _____ at a _____ at the end of her trip.
6. She needs to find an _____ and _____.

PAIR WORK Discuss the questions.

1. What do you think the relationship is between Jennifer and Mariana?
2. Have you ever stayed with someone in another country? Would you like to?

Part 2

Imagine you are taking a trip to another city or country next month. Write an e-mail to someone who lives there. Ask questions about the place.

Part 3

Share your e-mail with a classmate. Did you want to know similar things?

Lesson 10: Vocabulary

Read the hints and write the words to complete the crossword puzzle.

Across

1. When a salesclerk told you to pay less than the real price, you were _____.
3. The money you get back because you paid more than the price.
5. When the letters in a word are not correct or in the wrong order.
6. When you can't find something, it's _____.

Down

2. A piece of paper you get after you buy something that shows what you paid.
4. When a salesclerk asked you to pay more than the real price, you were _____.

Lesson 10: Reading & Writing

Part 1

Read the blog post below.

The Secret Shopper Scoop

Mike's Market Mistakes

Over the weekend, I went to the new electronics store, Mike's Market. I was excited to look at the products and compare prices. Mike has advertised the lowest prices in town on big-ticket items like flat screen TVs, video game consoles, and cameras. At first, I was pleasantly surprised. The prices are low, but the low prices come at a high cost. What do I mean?

Service suffers. Mike is saving money on employees, so service is poor. Very few workers are in the store at any one time. It is hard to get help. I finally found someone to go in the back to get a camera. When he returned, he had brought the wrong one. It took 20 minutes to get the correct camera.

Mistakes matter. The price of the camera was $249. At other stores, the camera usually costs about $300. What a deal, right? But when I got to the register, the cashier charged me $299. We had to call the manager over for help. Again, I had to wait a long time as she corrected her mistake.

Would I recommend Mike's Market? No. To me, time is money and I spent too much.

Match the cause to the result.

Cause	Result
_____ 1. very few employees	a. service suffers
_____ 2. low prices advertised	b. hard to get help
_____ 3. overcharged at the register	c. waited 20 minutes
_____ 4. brought wrong camera	d. had to get the manager
_____ 5. saves money on employees	e. blogger went to Mike's Market
_____ 6. took too much time	f. no recommendation

PAIR WORK Discuss the questions.

1. Which is more important to you, service or price? Why?
2. What kind of customer should try Mike's Market?

Part 2

Write about a bad experience you have had at a store or other place where you were a customer.

Part 3

Discuss your experience with a classmate. Would you recommend the store to your classmate?

Lesson 11: Vocabulary

Part 1

Read the conversations. What job are they talking about? Write your answer on the line. In class, practice the conversations with a partner.

1. _____

A: My dog isn't eating. Can I make an appointment?

B: What time are you free?

2. _____

A: I'm here for a haircut.

B: OK. Who is your appointment with?

3. _____

A: I want lots of flowers and a huge cake. My fiancé wants to have a dance after the dinner.

B: It will be a day you will never forget!

4. _____

A: You need to know a lot about food and you have to be creative. If you are interested, you should talk to some chefs and see if this would be a good job for you.

B: Can you tell me how to set up an appointment with a chef?

5. _____

A: You still haven't taken a foreign language. You must take at least one year of French, German, Chinese, or Korean before you finish school.

B: I know. I'm going to take Chinese next year.

6. _____

Mom: Let's have some photos taken of the family. The kids are growing so fast.

Dad: OK. I'll make an appointment. How about next Saturday?

7. _____

A: Taku is great. Even when I couldn't get it to turn on, he got all my files off the hard drive.

B: Can you call him and make an appointment for me?

8. _____

A: I've had a sore throat for three days.

B: You better make an appointment today. You know how busy his office gets.

Lesson 11: Reading & Writing

Part 1

Read the website.

Tips for making medical appointments

Everyone hates to wait at the doctor's office. You can save time and aggravation by following the tips below.

1. **Make an appointment for first thing in the morning or right after lunch.** Doctors can get further and further behind with each appointment. Avoid this problem by being the first appointment in the morning or the first after lunch.
2. **Call early for a same-day appointment.** If you need to see a doctor right away, you should call as soon as the office opens. Otherwise, their appointments may all be filled.
3. **Complete paperwork ahead of time.** You can often get forms online or have them e-mailed to you. Then you can fill them out at home rather than in the office. Keep a copy of your medical history at home so you can get specific details easily.
4. **Wear appropriate clothing.** You'll feel better if you are comfortable and wear clothing and shoes that you can take off and put on quickly and easily.
5. **List your questions ahead of time.** This is your chance to get the doctor's attention. Ask about any medical problems or concerns that you have.

Mark the statements T (True) or F (False).

_____ 1. You are less likely to wait if you make an appointment right after lunch.

_____ 2. You can always get an appointment for the same day.

_____ 3. You should keep a copy of your medical history at home.

_____ 4. It is quicker to complete paperwork in the office right before the appointment.

_____ 5. You should dress in business attire when you go to see the doctor.

_____ 6. It is best to save time by not asking any questions.

PAIR WORK Discuss the questions.

1. Do you agree with the tips above? Why or why not?
2. Do you have any other suggestions for making medical appointments?

Part 2

Write tips for saving time or improving your experience making another kind of appointment or arrangement (for example, *visa interview, passport application, dinner reservation*).

Part 3

Share your tips with a group of classmates. Which tips are the most useful?

Lesson 12: Vocabulary

Part 1

Write the problem that matches the complaint.

1. I can't remember anything. _____
2. I don't have any money! _____
3. I feel like I have too many things to do. How can I get them all done? _____
4. I'm worried about everything. _____
5. I can't stay awake. _____
6. I feel sad all the time. _____
7. I feel like I'm all alone. _____
8. I have the flu. _____

Part 2

Choose five of the problems from Part 1. For each conversation, write a recommendation (what A says). Acknowledge the recommendation (what B says). Use a different acknowledgement for each. In class, take turns reading your conversations with a partner. Can your partner guess which problem you are talking about?

1.

A: _____.

B: _____.

2.

A: _____.

B: _____.

3.

A: _____.

B: _____.

4.

A: _____.

B: _____.

5.

A: _____.

B: _____.

Lesson 12: Reading & Writing

Part 1

Read the posts on a teen advice website.

Teen Time

Author	Message
Jellybean	I've been struggling lately. School is hard and I'm really stressed. I have so many papers to write. I also have to read a lot. It takes me a long time to read. I end up staying awake very late. I'm so tired the next day, and then I can't think.
Batgirl	I know just what you mean. Last semester I had a lot of trouble also. The classes were much harder than I expected. I was overwhelmed. At first, I cried a lot, but then I realized if I was really organized, I could get everything done. I also went to the writing center to get help on my papers.
Sparkle167	You could talk to your teachers. They might have suggestions. I have some learning problems. I don't pay attention very well, and I'm very forgetful. One of my teachers helped me get a note-taking partner. It helps me a lot.

Write the name to complete the description.

1. _____ is forgetful.
2. _____ is stressed.
3. _____ takes a long time to read anything.
4. _____ was overwhelmed.
5. _____ has trouble paying attention and taking notes.
6. _____ gets help from the writing center.

PAIR WORK Discuss the questions.

1. How common do you think these problems are?
2. Do you think the students give good suggestions? Why or why not?

Part 2

Write a post about a problem you or someone you know has had.

Part 3

Work with a group. Share your posts and write responses. Give suggestions.

Lessons 9-12: Video Cloze

Watch *New York Adventures* and fill in the blanks.

Maria: We have some time before we meet Eric and Tom.

Jill: We should walk around and go shopping!

Maria: I want to do my hair, too!

Jill: That sounds fun! Where should we begin?

Maria: Let's ask the _____ (1) _____ (2). I'm sure she can _____ (3) places to _____ (4).

Jill: Hi, Pam.

Pam: Good morning.

Maria: We want to look around. Can you tell us where we should go?

Pam: Sure! I have pictures I can show you too. One thing you should do is _____ (5) around Central Park. It's in the heart of the city. You can get a cool view of the city.

Jill: That's a great idea. Do you know of any good places to eat?

Pam: The East Village is great. You can get _____ (6) food, _____ (7) food, just about everything!

Maria: Can you tell us if it's _____ (8)?

Pam: It's _____ (9) compared to the rest of the city. Oh, and another thing you should do is go to Times Square! It's beautiful at night.

Jill: What about shopping?

Pam: Oh, go to Soho. It can be _____ (10), but there are tons of shops in that _____ (11).

Maria: Wow. Is there also a place where I can get a cool _____ (12)?

Pam: Hm... I know a guy who does fabulous hairstyles. Here's his _____ (13) _____ (14).

Jill: I'm afraid you gave me a room key.

Pam: Oh! Sorry.

Jill: That's OK.

Pam: Here it is. Have fun, ladies!

Tom: They should be here soon.

Eric: Wait. I think that's them.

Jill: Hi, guys! I had such a great time today!

Tom: Hi, Jill. Where's Maria?

Jill: She should be here soon. I think that's her...

Tom: That's definitely not Maria.

Tom: Um. Nice. Um. Day, huh?

Eric: Yeah.

Maria: Did you guys notice?

Eric: Hm... notice what?

Maria: My hair. It's the coolest hairstyle I've ever had! So New York!

Jill: It's definitely fabulous.

Maria: You guys should totally go to Daniel LaBute's _____ (15) too!

Jill: Oh and we're late! Let's go!

Lessons 9-12: Grammar

Relative clauses

Relative clauses (also called adjective clauses) modify nouns. They are dependent clauses, which means they are not complete sentences.

The suggestions **that the hotel clerk gave Jill and Maria** were helpful.

Relative clauses usually begin with a relative pronoun (*who, that, whose, where*).

Who refers to people.

- Casey is the one **who went to Australia**.

That can describe people *or* things.

- The woman **that works at the front desk** is friendly.
- No one likes the haircut **that Maria got in New York**.

Whose is possessive.

- Tom is the guy **whose favorite meal is pasta**.

Where describes places.

- The building **where they live** is right down the street.
- ***Note:*** **That** is often used with a preposition to describe places:
- The restaurant **that we went to** was really great.

Part 1

Circle the correct relative pronoun.

1. The drycleaners **that/where** I take my clothes is close by.
2. The woman **who/whose** works at the health food store is very helpful.
3. The man **who/whose** hair salon is on Oak Street recommended a good veterinarian.
4. The salesclerk **who/where** helped me overcharged me.
5. Do you know the place **where/that** Jake gets his haircut?
6. The place **that/where** Tim took his laptop to does a good job.

Part 2

Write the correct relative pronoun: *that, whose,* or *where.*

1. The salon ___where___ Dave gets his hair cut is in the mall.
2. The place _____ Linda goes to everyday for lunch is called Max's.
3. Ask the waiter _____ brought our food to bring us some water.
4. The customer _____ bag is missing is talking to the manager.
5. The order _____ the waiter forgot is for the man at Table 3.
6. Lara likes to get her hair colored at the salon _____ they play loud music.

Lesson 13: Vocabulary

Part 1

In the puzzle below, find the six words from childhood. The words go

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

Part 2

Look at the letters you didn't circle. Write every 4th letter below to find the hidden question. Write your answer on the line. Take turns asking and answering the question with a partner in class.

W H _____ _____ _____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____ _____ _____ _____?

Answer: _____

Lesson 13: Reading & Writing

Part 1

Read the essay.

Do-overs

Have you ever wanted the chance to do something over again, only this time you would do it differently?

I used to be very shy when I was in high school. When teachers called on me in class, I couldn't get the words out. When a girl spoke to me in the hallway, I stammered and blushed, or worse yet, I looked at the ground and just kept walking. I wanted to be friendly, but my nerves got the better of me. My heart used to beat fast and I'd start sweating.

Our school had a big dance every year. There was one girl I really liked. She was the smartest student in our class, and she was nice and funny. I tried to invite her to the dance one day. I approached her at her locker. Just as I was about to speak, another girl came up. Instead of asking Helen to the dance, I asked if she had a pencil. I was so embarrassed. I didn't even go to the dance.

Over the years I've thought about Helen. I've also gotten much more confident. Last year, I found Helen on a social network. I sent her a message and asked her out for coffee.

Circle the correct word or phrase to complete the sentence.

1. The writer used to be *confident/shy* in high school.
2. When teachers called on him, he couldn't *answer/answered*.
3. He wanted to be *friendly/nervous*.
4. One day, he tried to ask a girl to a *game/dance*.
5. Instead, he asked for a *pencil/book*.
6. *Ten years ago/One year ago*, he finally asked her out.

PAIR WORK Discuss the questions.

1. What were the writer's problems when he was in high school?
2. How has he changed?
3. Is there an experience you had when you were younger that you would like to do-over?

Part 2

Write about an experience you had when you were younger that you would like to do differently. What was it? What did you use to be like? How are you different now?

Part 3

Share your experience with a classmate. Are there any similarities?

Lesson 14: Vocabulary

Part 1

Are these words positive, negative, or both? Write them in the diagram. In class, talk about your ideas with a partner.

lucky strange awful embarrassing scary disgusting romantic

Part 2

In each conversation, there is one mistake. Cross it out and write the correct word(s) on the line. In class, practice the correct conversations with your partner.

1. A: How embarrassing!

   B: Yeah. But then she says she was sorry.

   _____

2. A: I said I would help her, but she said, "Forget it."

   B: What awful! _____

3. A: Mom said she hasn't been there since last week.

   B: What? I thought she went yesterday.

   _____

4. A: I said I will ask her for an autograph. Why are you asking me again?

   B: Because I don't want you to forget!

   _____

5. A: Bob went to Casual Dining last week.

   B: Yeah. He told to me that they had good food.

   _____

6. A: What happened then?

   B: Well, Matthew said he love her, and Maria said, "Why?" _____

Lesson 14: Reading & Writing

Part 1

Read the book review below.

Best Books
A Visit from the Goon Squad
Jennifer Egan

Don't be put off by the unusual title, the strange structure, or the fact that this novel won a Pulitzer Prize. It's really not all that intimidating once you begin reading. Egan's novel moves around in time in surprising ways. The characters behave in ways that are occasionally embarrassing, confusing, and just plain awful, but in spite of that, I care deeply about them. Some readers may wish they had a list of characters and relationships at the beginning to guide them through. It can be a bit challenging to keep everyone straight. The theme of music runs through most of the sections, and the novel itself is structured like an old-fashioned album. The first half is the "A" side, the second the "B". Like the B side of an album, the second half of the book is perhaps less immediately accessible. Readers have to work a little harder in places to follow the "melody." In fact, the very last section is a PowerPoint™ presentation. How strange, but how interesting! I recommend this book to anyone who likes music and novels, especially together.

Mark the statements T (True) or F (False).

_____ 1. A Visit from the Goon Squad won a prize.

_____ 2. The novel has an unusual structure.

_____ 3. Jonathan Egan wrote the novel.

_____ 4. The characters are good role models.

_____ 5. Music is both a theme and an organizing tool in the novel.

_____ 6. One section of the novel is written as a PowerPoint™ presentation.

PAIR WORK Discuss the questions.

1. What makes this novel unusual?
2. Would you like to read it? Why or why not?
3. What is your favorite book or story? Why?

Part 2

Write a review of a book you have read. Give reasons for your opinion.

Part 3

Exchange reviews with a classmate. Would you like to read his/her book? Why or why not?

Lesson 15: Vocabulary

Part 1

Choose the best word or phrase to complete each news headline.

1. School (cancels / denies) lunch program.
2. Richest man in the world (catches / donates) $1,000,000.
3. Money (saves / scores) the school lunch program.
4. President (closes / catches) flu, cancels trip.
5. Super Bowl XLVI (breaks / saves) record as most-watched TV program in history!
6. Popular restaurant (closes / crashes) because of bad economy.
7. Winter storm (causes / cancels) schools closings.
8. New plane (crashes / breaks), killing three.
9. Musician (denies / donates) rumors about new album.
10. Freese (scores /causes) the winning run in game six of the World Series!

Part 2

Which word is different? Circle it. In class, with a partner talk about why it is different.

1. drop	catch	get
2. touch	crash	hit
3. cause	allow	make
4. hurt	break	fix
5. accept	deny	refuse
6. stop	change	cancel
7. score	get	miss
8. donate	give	take
9. rescue	save	find

Part 3

Answer the questions. In class, compare answers with a partner.

1. Have you ever donated anything? _____.

   What? _____

2. What do people try not to crash? Give three ideas. _____

Lesson 15: Reading & Writing

Part 1

Read the news stories below.

Weird News Stories

Man runs long distance in balloon
An Australian runner, Rob Ginnivan, ran 13 miles on a treadmill in a hot air balloon. He has been running on land, sea, and now in the air to raise money for heart disease. The year before he ran a land marathon (26.2 miles) in Morocco and then a longer distance on board a ship.

Human beehive
A man in Poland put 30,000 bees on his body. He was only stung twice. He has been working with bees his entire life.

Parakeet tweets address
A parakeet escaped from its owner's home in Yokohama, Japan. The police took it into custody. It stayed quiet at the police station for three days. Finally, the bird piped up, reciting its address, including house number, block, and street. The parakeet and owner are together again.

Man, 103, dies, not from gunshot
A man in California died last week at the age of 103. He was shot in the head in 1917, and lived 95 more years with a bullet in his brain, a Guinness World Record.

Complete the chart.

Headline	Places mentioned	Detail
		30,000 bees
	Yokohama, Japan	
		Rob Ginnivan
Man, 103, dies		

PAIR WORK Discuss the questions.

1. Which story do you think is the most interesting or unusual?
2. Why do people like these news stories?
3. What unusual stories do you know about?

Part 2

Write a short article describing an unusual story you know about. Tell who, what, where, when, and how.

Part 3

Share your stories with a group. Whose story is most unusual?

Lesson 16: Vocabulary

Part 1

How important are these things to your life? Rank them from 1 (the most important) to 8 (the least important). Then write one example of each. In class, compare answers with a partner.

_____ a natural disaster _____ earthquakes _____

_____ a political change _____

_____ a sporting success _____

_____ a key discovery _____

_____ a royal wedding _____

_____ a celebrity scandal _____

_____ a daring rescue _____

Part 2

Use the topics from Part 1. Write questions and complete the answers. In class, practice the conversations with a partner.

1.

A: _____ Olympics?

B: They were in _____.

2.

A: _____?

B: The _____ wedding was on _____ 29 in _____.

3.

A: _____?

B: _____ hosted _____ in _____.

4.

A: _____?

B: _____ was elected _____ 4 in _____.

5.

A: _____?

B: _____ became _____ in _____.

Lesson 16: Reading & Writing

Part 1

Read the article below.

What makes something news?

Journalism in all forms (print, broadcast, and digital) is about reporting the news. But just what makes something newsworthy? How do editors decide what stories to feature? What makes one story more "newsy" than another?

Media professionals use the following criteria to judge a story's news value.

Time. News is just that – what's new. Something that just happened is going to be more exciting news than something that happened last week.

Location. People are much more interested in news that happens in their area. A local story about a school fire may come before the news of a tsunami thousands of miles away.

Impact. A story is bigger news if it affects more people. A train crash that kills hundreds may be more important than a plane crash that kills dozens.

Prominence. If the person involved in a story is famous, even something small can be news. Everyone trips sometimes, but a president tripping might be on national news.

Conflict. If a story involves a disagreement between two or more parties, it's interesting. That's why politics gets so much coverage.

Write the criterion next to the news summary. You may use more than one.

1. The Charlotte Observer newspaper reported a new highway will be constructed in Charlotte over the next two years. _____
2. An earthquake affects a major city and damages many buildings. _____
3. Kate Middleton marries Prince William. _____
4. Presidential candidates exchange angry words at a debate. _____
5. A jury verdict just came back in the trial of a man accused of robbing over twenty banks. _____

PAIR WORK Discuss the questions.

1. Which criteria are most important to you when you look for news?
2. What recent news stories can you think of? Which criteria do they meet?

Part 2

Write a summary of a recent news story. Make sure it meets one or more of the criteria listed above.

Part 3

Exchange summaries with a classmate. Discuss what makes the story newsworthy.

Lessons 13-16: Video Cloze

Watch *The Mystery* and fill in the blanks.

Tom: Whoo. It feels good to be back home.

Eric: Definitely.

Eric: Tom? Did you _____ (1) the window before we left?

Tom: Of course I did.

Eric: But the window is _____ (2).

Eric: Things are _____ (3) _____ (4) the floor.

Tom: Strange! Maybe it was the wind.

Eric: I think we've been robbed. I'm _____ (5) something.

Tom: Oh no! Let me go check my room.

Tom: Everything is in my room. And the TV is here. What are you missing?

Eric: I don't _____ (6). Why would anyone take Brownie?

Tom: Eric, I'm sorry, but what is Brownie? Was it really _____ (7)?

Eric: My grandmother gave it to me when I was a kid. It must be _____ (8) a lot of money right now! It's an antique!

Tom: I read an _____ (9) story online that a person sold an old object from the 1800s, thinking it wasn't worth anything – turned out to be an antique worth over a million dollars.

Eric: Wow, Tom. Thanks.

Tom: I'm sorry, probably not the best time to be telling you that.

Eric: We should call the _____ (10).

Tom: Um...

Eric: Can you do it? I'm very _____ (11) right now.

Eric: Please?! Please?

Tom: Hi, is this the local police station?

Eric: Tell them we've been robbed and I'm very upset.

Tom: Eric, my roommate, believes we've been robbed.

Eric: Tell them I'm very upset.

Tom: He says he's really upset. Mmm...hm. No. No, the TV is here. Actually, everything is here.

Eric: Except my antique. My grandmother gave it to me in _____ (12)!

Tom: Right. He's telling me he's missing an antique from 1996. Mm-hm. Hold on. What does it look like?

Eric: It's round. It's very small. It's brown.

Tom: What is it exactly?

Eric: I have a picture of it. Here.

Tom: It's uh...it's a _____ (13) _____ (14). Right. OK, thank you, officer.

Eric: What did they say?

Tom: That a teddy bear from 1996 is not an antique.

Eric: Well, this is just awful! What could've happened?

Tom: Eric? Is this Brownie?

Eric: Yes!

Tom: It was _____ (15) the sofa!

Eric: How did it get there? ...Tom? Tom?

Lessons 13-16: Grammar

Past tenses

The simple past describes an action or state that started and finished at a definite time in the past.

- The phone **rang**. It **was** my friend Donna.

The past continuous indicates an activity in progress during a particular time in the past.

- The phone rang while I **was eating** lunch. It was my friend Donna.

The past perfect continuous indicates that one event is in progress immediately before, up to, or until another time or event.

- The phone rang while I was eating lunch. It was my friend Donna. She said she **had been trying** to call me all morning.

The past perfect indicates an activity that has happened before another time or event.

- The phone rang while I was eating lunch. It was my friend Donna. She said she had been trying to call me all morning. However, I **had put** my phone on vibrate and I **had left** it in my bag, so I didn't hear it when it rang.

Part 1

Circle the correct past tense to complete the sentences.

1. I **had had/(had)** a lot of fun when I was a child.
2. Dave **watched/was watching** TV when he heard a loud noise outside.
3. Lisa looked tired. She told me she **had been working/worked** since 6 a.m. that morning.
4. Tim thought he won the race. Then he realized another boy **had been getting/had gotten** to the finish line before him.
5. Mike and Molly were driving down Main Street when another car **hit/was hitting** them.
6. I couldn't find my ring. Then I remembered that I **had been putting/had put** it on the counter before I did the dishes.
7. Steve and Ann **had gotten married/got married** in 2011.
8. We **listened/had been listening** to music all morning until the iPod suddenly stopped working.
9. Rob **was working/worked** at the deli when Brad Pitt came in and ordered a sandwich.
10. London **was hosting/hosted** the Olympics in 2012.
11. By the time we got to the campground, it **had stopped/had been stopping** raining.
12. Maya **had told/had been telling** a very interesting story when someone interrupted her.

Lesson 17: Vocabulary

Part 1

Who do you talk with about these topics? Write the types of friends in the diagram. In class, get together with a partner and talk about why you put each one where you did.

an old friend an acquaintance a best friend a former friend a lifelong friend
a childhood friend a fair-weather friend

Part 2

For each conversation, complete A's comment and then write B's reaction by using a reply question. In class, practice the conversations with a partner.

1.

A: My best friend _____.

B: _____.

2.

A: The other day I ran into a childhood friend and _____.

B: _____.

3.

A: _____ is a lifelong friend, but _____.

B: _____.

Lesson 17: Reading & Writing

Part 1

Read the essay below.

Types of friends

People don't get to choose all of their relationships. Some, like our family members, are chosen for us. Some we form as a result of school or work. But we can choose our friends. My friends fall into three categories: fun friends, situational friends, and true friends.

Fun friends do activities with me. We may go out to dinner or play sports together. Sarah is an example of a fun friend. I met her at school, and we discovered we both like to dance and go to movies. We get together about once a week.

Situational friends are people that I like and see at school or at work. While we are in the same situation, we enjoy spending time together. For example, Emily was in my English class last year. We worked on projects together and studied for tests. We don't really get together anymore.

True friends are people that I really care about. We value the same things. We know the good and the bad about each other. Hannah is a true friend. We met in grade school. I talk to her almost every day. She knows my hopes and dreams. We support each other.

Write F (fun), S (situational) or T (true) after each statement.

_____ 1. We go to movies together.

_____ 2. We value the same things.

_____ 3. We are friends mostly because we work together.

_____ 4. We talk about everything.

_____ 5. We both like to dance.

_____ 6. We used to study together, but now we don't see each other.

PAIR WORK Discuss the questions.

1. Do you have friends that fit into each category?
2. Does the writer do a good job explaining her ideas? Why or why not?
3. How would you categorize your friends?

Part 2

Write about the types of friends you have. Describe the category and give an example of each.

Part 3

Share your ideas with a classmate. What categories did you use? Are they similar or different?

Lesson 18: Vocabulary

Part 1

What's important in a colleague? Rank these characteristics from 1 (the most important) to 7 (less important). When colleagues don't have these characteristics, which cause the most problems? On the second line, rank them from *a* (causes the biggest problems) to *g* (cause the least problems). If you don't know, guess. In class, talk about your ideas with a partner.

_____ accepting _____

_____ reliable _____

_____ forgiving _____

_____ truthful _____

_____ loyal _____

_____ supportive _____

_____ caring _____

Part 2

Use your ideas from Part 1 to complete the conversation. In class, practice the conversation with a partner.

A: What's important to you in a colleague?

B: The most important thing is how _____ (1) someone is.

A: To me, a colleague needs to be _____ (2). I think being _____ (3) is less important.

B: Why? Don't you think that's important, too?

A: _____ (4).

B: Interesting. To me _____ (5), too.

A: What do you think causes the most problems at work?

B: I think the most problems are caused by not being _____ (6) and _____ (6).

A: Yeah, but _____ (7).

B: What about for your boss?

A: It's important for a boss to be _____ (8).

B: Yeah, but _____ (9).

A: I know what you mean.

Lesson 18: Reading & Writing

Part 1

Read the course introduction below.

Welcome to English 101!

Hello, students! My goal is to be the best instructor I can be. I'd like to know what you think that means. What are the qualities of a good teacher?

Aaron
Hi. I think a good teacher really knows the material and can present it clearly. A good teacher answers students' questions and doesn't lecture all the time.

Ming
I agree with Aaron, but I also think a good teacher is supportive. She needs to encourage students. Sometimes students don't understand or they make mistakes. A good teacher helps them to do better.

Pablo
A good teacher doesn't give too much homework. Many students are very busy. They take a lot of classes or have jobs. It is hard to do a lot of assignments. A good teacher is forgiving when students have problems outside of class.

Sumaya
I think the best teachers are reliable. They come to class every day on time. They need to grade tests quickly.

Check the person who probably has each opinion.

Opinion	Aaron	Ming	Pablo	Sumaya
A good teacher understands students' problems.				
A good teacher says positive things.				
A good teacher understands the subject very well.				
A good teacher covers most of the material in class.				
A good teacher is responsible and organized.				
A good teacher allows time for class discussion.				

PAIR WORK Discuss the questions.

1. Whose ideas do you agree with the most? What other qualities should a good teacher have?
2. What qualities do you think a good student should have?

Part 2

Write a post describing the qualities of a good student.

Part 3

Share your ideas with a classmate. Are your ideas similar?

Lesson 19: Vocabulary

Part 1

Rank these ways of making new friends from 1 (the easiest for you) to 9 (the most difficult for you). On the second line write a reason. In class, compare answers with a partner and talk about your reasons.

_____ take a class _____

_____ join a student club _____

_____ make friends through friends _____

_____ introduce yourself to people _____

_____ join an online group _____

_____ go to social events _____

_____ use social networks _____

_____ play sports _____

_____ do volunteer work _____

Part 2

Use your ideas from Part 1 and other ideas to complete the conversation. Partner 1 should comment positively but Partner 2 should comment negatively each time but the last time. In class, get into groups of three and practice the conversation.

You: 1. If you want to make new friends, the best thing to do is _____.

Partner 1: 2. _____.

Partner 2: 3. _____.

You: 4. Well, another good idea is _____.

Partner 1: Why?

You: 5. Because _____.

Partner 1: 6. _____.

Partner 2: 7. _____.

You: What do you suggest?

Partner 2: 8. _____.

Lesson 19: Reading & Writing

Part 1

Read the e-mail below.

From: Brenda Ruiz
Subject: RE: Miss you
Date: May 7, 2013
To: Terry Miller

Hi Terry,

It's good to hear from you. I'm sorry that you're feeling homesick and you haven't gotten to know many people yet. It was hard for me to find friends at first too.

Pretty soon you'll make friends from your classes. You could also join a club or team sport. Do they have some there? That's a good way to meet people. Is there a volunteer organization on campus? People who do volunteer work are usually nice. Is there a common room in your hall? You can hang out there and watch TV. Then you can get to know some of the people in your dorm.

Miss you too. Call me later.

Brenda

Check the suggestions that Brenda makes.

- ☐ 1. Join a team sport.
- ☐ 2. Join an interest club.
- ☐ 3. Do volunteer work.
- ☐ 4. Do something with your roommate.
- ☐ 5. Join a social network.
- ☐ 6. Hang out in the common room.

PAIR WORK Discuss the questions.

1. Which of Brenda's suggestions do you think are good ones?
2. What other ways can people make friends in a new place?

Part 2

Imagine your friend is in a new situation (for example, *moved to a new city, has a new job, is on a study-abroad program*) and needs to make new friends. Write an e-mail and make suggestions.

Part 3

Exchange e-mails with a classmate. Which suggestions do you think are the best for meeting new friends?

Lesson 20: Vocabulary

Part 1

Write the words from the box to complete the definitions.

ignored involve joke problems feelings apologize

1. Anger, love, sadness, and happiness are examples of _____
2. Someone _____ you when they acted like they didn't see or hear you.
3. To say you are sorry is to _____.
4. Situations that are not easy are _____.
5. To include someone in something is to _____ them.
6. When you say something to make people laugh you tell a _____.

Part 2

Use the words from Part 1 to complete the story.

Even if you are lifelong friends, people have _____ (1) in their relationships once in a while. I'll give you an example. My friend is a little moody. Recently, even though he saw me, he _____ (2) me. Later, when I asked him about it, he made a _____ (3) and said I shouldn't be so serious about everything. He didn't _____ (4). I guess he didn't think he did anything wrong. That makes me wonder. "Doesn't he know he hurt my _____ (5)?" I don't want to _____ (6) our other friends, but I want to find a good solution. What do you suggest?

With a partner talk about the question and offer solutions.

A: Something she might try is telling the friend how she feels.

B: What she could do is ignore the friend, and see how he feels.

Part 3

Complete the sentences. In class, talk about your ideas with a partner.

1. I wish I had remembered _____
2. I wish I hadn't forgotten about _____

   I should have put a reminder _____
3. I wish _____

Lesson 20: Reading & Writing

Part 1

Read the blog post below.

Cyber Billy
Whoops!

Do you know that more people around the world have mobile phones than have regular access to electricity or clean water? No wonder our phones are so essential to us. But sometimes we can have trouble connecting in real life. Here's an example:

On Saturday, my wife and I decided to spend the day together, doing all the things we are usually too busy to do. We decided to go to the farmers' market, then to a bakery for coffee and pastries, then to the park to listen to music. Unfortunately, my boss and my brother had other plans for me. My boss called and e-mailed me seven times about a project. My brother had trouble setting up his new tablet computer. Everywhere we went, I was on my phone, either texting, talking, or checking e-mail. My wife was furious.

Finally, my wife had enough. She told me to hand over the phone, or she would find someone else to spend the day with. I had a moment of panic, but then I turned it off, saving my battery and the day!

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

_____ 1. Billy is married.

_____ 2. He knows a lot about technology.

_____ 3. On Sunday, they went to the farmers' market.

_____ 4. Billy's boss contacts him only on workdays.

_____ 5. Billy's brother has a new computer.

_____ 6. Billy agreed to turn off his phone.

PAIR WORK Discuss the questions.

1. How did Billy's wife react to his phone use?
2. How did they resolve the problem?
3. What kinds of problems do people sometimes have because of their technology use?

Part 2

Write a paragraph describing a problem you have had or know about that involves technology (for example, *video games, social networks, mobile phone*) and a relationship. What was the solution to the problem?

Part 3

Share the problem with a classmate. How are the problems similar? What were the solutions?

Lessons 17-20: Video Cloze

Watch *The Apology* and fill in the blanks.

Maria: Tom isn't picking up my phone calls.

Jill: He isn't answering mine either.

Eric: He must be really _____ (1).

Maria: I can't believe we _____ (2) his birthday.

Eric: I feel the worst! I live with him and I forgot.

Jill: One thing you can do is talk to him when he gets home.

Eric: He's not really talking to me.

Maria: We should have _____ (3).

Jill: He's not just an _____ (4) either. He always says birthdays are his favorite days.

Maria: What if we tell him that we remembered! We just didn't say anything.

Jill: I don't think I could do that.

Eric: I wouldn't feel _____ (5) doing that. We should be _____ (6).

Jill: What we should do is find him and _____ (7).

Eric: I _____ (8).

Jill: Oh! I have an _____ (9).

Maria: What?

Jill: What's Tom's _____ (10) _____ (11)?

Eric: Pasta?

Jill: OK... Second favorite thing.

Maria/Eric: Oh, yeah... Great idea!

Jill: Check, please?

Tom: Happy birthday yesterday to me. Happy birthday dear Tom, even though it was yesterday. _____ (12) _____ (13) yesterday to me.

Tom: Hello? Anyone there?

Eric/Jill/: Maria: _____ (14) !!!!!!!!

Jill: Tom! It's just us.

Eric: Tom, we're _____ (15) we forgot.

Jill: We're really sorry.

Tom: Guys! It's OK. This is the best birthday ever! Two of my favorite things, pasta and surprises!

Lessons 17-20: Grammar

Conditionals

Conditionals describe a condition and a result that follows.

If I **study**, I **will do** well on the test.
You **will do** well on the test **if** you **study**.
The *if*-clause can go at the beginning or at the end. If the clause is at the beginning, it is followed by a comma. There is no comma if the clause is at the end.

The first conditional is used to express a possible condition and a result that is likely to happen.

Form: [*if* + simple present] + [*will/can* + infinitive]

If you **apologize** to Tom, he **will forgive** you.
If you **join** a club, you **will make** new friends.
I'll watch the movie with you **if I get** home by 9 p.m.

The second conditional is used to express an unreal or unlikely condition and its result. The condition is unreal because it is different from the facts that we know. We often use the second conditional to express wishes or regrets.

Form: [*if* + past simple] + [*would/could* + infinitive]

If I **didn't have** to work, I **would go** to the birthday party with you.
If we **were** rich, we **could travel** all the time.
You **wouldn't forget** about important events **if** you **wrote** reminders in your calendar.

Part 1

Circle the correct words to complete the sentences.

1. If Dave weren't so busy, we **will/would** spend more time together.
2. If Jake calls after 10 p.m., I **won't/wouldn't** answer the phone.
3. If Sara lied to you, she **can't/couldn't** be a very good friend.
4. I'm sure Lara **will/would** forgive you if you apologize to her.
5. If you weren't so shy, you **can/could** make some new friends.

Part 2

Complete the sentences with *will* or *would* and the verbs in parentheses. Add commas where necessary.

1. If I were lonely I ___would join___ a club. (join)
2. If I want to make new friends I _____ volunteer work. (do)
3. Peter _____ new people if he isn't friendly. (not/meet)
4. If Matt forgot to come to a party he _____. (apologize)
5. Ben _____ argue with you if he disagreed with you. (not/argue)

Lesson 21: Vocabulary

Part 1

Are these things you can learn for free or are they sometimes but not always free? Write them in the diagram. In class, talk about your ideas with a partner. Give reasons for your ideas.

leadership computer skills work experience overseas experience good school grades
a graduate degree communication skills knowledge of current affairs fluency in English

For free **Takes money**

Part 2

Which of the things in Part 1 do you have now?

_____

Which of the things in Part 1 do you want, or want more of?

_____

In class, compare answers with a partner. Talk about how you can get those skills without spending too much money.

A: I want more communication skills.

B: I do, too.

A: We could join a speech club. They take turns giving speeches and help each other get better.

B: That's a good idea. We could also watch speeches by famous people and learn what they did.

Lesson 21: Reading & Writing

Part 1

Read the memo below.

Final candidates for Regional Sales Manager

Leo Carvalho

Leo has 15 years of experience in sales, including supervision of other employees. His recommendations are strong. Both references say Leo has excellent communication skills and demonstrates leadership qualities. Leo has lived overseas and is fluent in both English and Portuguese. However, he is not very familiar with technology or online marketing. He has no experience with social media, but is willing to learn.

Ji-Eun Cho

Ji-Eun has a Masters Degree in Business Administration. She has only been out of school for two years, but she received two promotions in that time. Her face-to-face communication skills are not as strong as her use of technology. She has used social media effectively to market products. According to her references, Ji-Eun is very capable, but not always a good listener. She performs well under pressure, but can be impatient with co-workers who work at a slower pace. She is fluent in English, Korean, and Japanese.

Write **Leo**, **Ji-Eun**, or **Both** next to each qualification.

_____ 1. Bilingual

_____ 2. Graduate degree

_____ 3. Work experience

_____ 4. Leadership

_____ 5. Strong computer skills

_____ 6. Good personal communication

PAIR WORK Discuss the questions.

1. Which qualifications do both candidates share?
2. What are their weaknesses?
3. Which candidate would you hire? Why?

Part 2

Write a description of your own qualifications. Be honest.

Part 3

Exchange descriptions with a classmate. Do you have any of the same qualifications? What qualifications do you think you need to work on?

Lesson 22: Vocabulary

Part 1

How often do you pay for these products and services? Rank them from 1 (most often) to 7 (least often/never). On the second line, write two or three ideas about how companies try to sell these things. In class, compare answers with a partner.

_____ fast food _____ easy, saves time, cheap _____

_____ online travel service _____

_____ soft drinks _____

_____ office supplies _____

_____ bus line _____

_____ amusement park _____

_____ hair coloring _____

Part 2

What do you think about each of the things in Part 1? Put them in the diagram. In class, with your partner talk about why you put each one where you did.

.esson 22: Reading & Writing

BUSINESS

art 1

:ad the article below.

Advertising across cultures

If you want to advertise your product in another country, make sure someone in your company is fluent in that language and familiar with that culture. Some of the most famous companies have made terrible mistakes in marketing in other countries.

- General Motors couldn't understand why its new car wasn't selling in Mexico. Then they realized that Nova means *no go* in Spanish. They changed the name to Caribe and sales picked up.
- Pepsodent tried to sell toothpaste in Southeast Asia. The slogan said the toothpaste would "whiten your teeth." Unfortunately, some people in that region often chew betel nuts to blacken their teeth. They think dark teeth are attractive.
- KFC's slogan promised that the fried chicken was "finger-lickin' good." In Chinese, this was translated to "eat your fingers off."
- Mountain Bell Company wanted to promote its phone services in Saudi Arabia. In the ad, the company used a photo of a business executive sitting at his desk. His feet were on the desk. Saudis never show the soles of their feet.

latch the company to the problem.

_____ 1. General Motors	a. translation of brand name had a negative meaning
_____ 2. Pepsodent	b. translation of slogan had a strange meaning
_____ 3. KFC	c. a perceived advantage was actually a disadvantage
_____ 4. Mountain Bell Company	d. behavior shown was culturally inappropriate

AIR WORK Discuss the questions.

How could companies avoid these mistakes?
Which do you think causes more problems in ads: culture or language?
What other marketing problems do you know of?

'art 2

hink of a marketing campaign that you think did not work. Write a summary of the problem. /hat was the product? What was the slogan? Why didn't it work?

'art 3

are your summary with a classmate. Do you agree with the explanation of the problem? /hat is a better way to advertise the product?

Lesson 23: Vocabulary

Part 1

Write the business that matches the definition.

shopping mall bank convenience store language school supermarket airline

1. _____ a place to learn how to speak a different language
2. _____ a company that flies people from one place to another
3. _____ a place to buy food
4. _____ a place that is open all day and night and has lots of drinks and snacks
5. _____ a place that has one or more buildings with many different stores
6. _____ a place to keep money

Part 2

Which businesses in Part 1 are becoming popular on the Internet?

_____

Which businesses could be replaced by companies on the Internet?

_____

In class, talk about your ideas with your partner. Give reasons for your answers.

A: Airlines can't be replaced by the Internet.

B: That's true, but we can buy tickets on the Internet instead of going to a travel agent.

Part 3

Answer the questions. In class, take turns asking and answering the questions with a partner. Ask follow-up questions so your partner gives reasons for each answer.

1. How often do you go to shopping malls? _____
2. Do you use online banks? _____
3. How often do you go to convenience stores? _____
4. Have you ever gone to a language school? _____
5. Where is the nearest supermarket? _____
6. What are three things you can buy at a supermarket that you can't buy at a convenience store?

   _____
7. What is the most popular airline in your country? _____

Lesson 23: Reading & Writing

Part 1

Read the article below.

Trendspotting

How do companies develop products that can become "the next big thing"? Every company wants to create the next iPod, or Guitar Hero, or popular smartphone app. Most companies employ people who act as trendspotters. For clothing companies, trendspotters may hang out at malls or skating parks, or anywhere else that teenagers go. App developers spend a lot of time online, following posts on social media.

Just what makes a good idea become a trend? Malcolm Gladwell discussed this in his book *The Tipping Point*. He says there are three factors that determine a trend: key people, the stickiness of the concept, and the context. Certain people are more important than others in creating a trend. They may know a lot of people in a lot of different fields, or they may know a lot about a particular field, or they may be very persuasive. When something is "sticky" it grabs hold of people – it sticks in their minds. The context refers to what is happening at that time and in that place. Some ideas won't become trends unless the situation is just right. Trendspotters can sense when all three factors are in place.

Mark the statements T (True) or F (False).

_____ 1. Many companies employ trendspotters.

_____ 2. Trendspotters always go to the same places to find new ideas.

_____ 3. Teenagers often set trends in clothing.

_____ 4. One way a person can encourage a trend is by knowing many people in many different fields.

_____ 5. A good sign that something is a trend is when people keep thinking about it.

_____ 6. Context doesn't really matter.

PAIR WORK Discuss the questions.

1. Do you agree with Gladwell's theory about trends? Why or why not?
2. What kinds of people are trendsetters?
3. Does the job of trendsetter appeal to you? Why or why not?

Part 2

Write a paragraph about a behavior or product that is or was a trend. What was it? Why was it so popular?

Part 3

Share your ideas with a classmate. Do you agree on what makes something popular?

Lesson 24: Vocabulary

Part 1

When you think about going to a new store, what do you think about the most? Rank these things from 1 (the most important) to 6 (the least important). In class, talk about your ideas with a partner.

service idea location marketing prices logo

_____ _____

_____ _____

_____ _____

Part 2

Read the conversations. What topics from Part 1 are they talking about? Write your answer on the line. In class, practice the conversations with a partner.

1. _____

A: What's the most famous one in the world?

B: Maybe the yellow M on the red background for that fast food restaurant.

2. _____

A: I stayed at that new hotel the other day, but I won't stay again. It's so far from everything.

B: Oh really?

3. _____

A: This flyer was on my car.

B: It looks like there's a new restaurant in the area. That's a good way to tell people about it.

4. _____

A: Have you been to that new Thai restaurant yet?

B: Yeah, it's reasonable, and the food is fantastic!

5. _____

A: That hotel is just like every other one.

B: I agree. They need to think of something different. You don't know if you are in New York or Paris or Beijing!

6. _____

A: The manager was very helpful.

B: And the housekeeper gave me more towels without asking. I'd definitely go back there again.

Lesson 24: Reading & Writing

Part 1

Read the blog posts below.

Can a bookstore succeed?

Ann

I've always wanted to own a bookstore. I've finally saved enough money to open the business, but I'm not sure I can make it successful. So many people are buying electronic books. I know my store would need a great atmosphere and good books, but what else should I be thinking about?

Marco

I love real books and a lot of other people do too. However, I can buy them online and they're often cheaper. Your store needs more than books to bring customers in. What about a café? With home-baked pastries?

Keiko

I think you need events to get people in the door. And not just readings. You could have live music or trivia nights. You have to make the store a fun place to visit.

Nelson

OK, here are some obvious things. Your store needs an excellent location – a place people are always walking by. You need wireless Internet because people who like books also like to get online. You could sell both new and used books. Then some prices would be low.

Complete the sentences.

1. Ann's dream is to _____.
2. Bookstores are having trouble because _____.
3. Marco thinks Ann's store needs _____.
4. Keiko suggests _____.
5. She thinks the store needs to be _____.
6. Nelson says the store needs _____.

PAIR WORK Discuss the questions.

1. Are other businesses also being affected by recent trends in technology and online shopping?
2. Whose ideas above do you agree with? What other ideas might help a bookstore succeed?

Part 2

Write suggestions for how to make another type of small business successful.

Part 3

Share your ideas with a group. Which kind of business do you think will have the hardest time? Why?

Lessons 21-24: Video Cloze

BUSINESS

Watch *Tom's Job Interview* and fill in the blanks.

Interviewer: Sorry to keep you waiting.

Tom: Oh, it was no wait at all.

Interviewer: It looks like you _____ (1) _____ (2) grades at university. You have the computer skills we need.

Tom: Great.

Interviewer: But then, there are many students with excellent grades and _____ (3) _____ (4). What makes you different?

Tom: Uh. Well. Uh. People say that I'm a, um... confident. A hard worker.

Interviewer: People say... or you know?

Tom: I know. I'm _____ (5), a hard worker, and I'm _____ (6) and trustworthy.

Interviewer: How are you reliable and _____ (7)?

Tom: When I'm given a task or a _____ (8), I make sure I do my best. I don't let other people down.

Interviewer: OK. What is your greatest _____ (9)?

Tom: Some people say... No... I know my greatest weakness is that I'm sometimes too focused.

Interviewer: That's not always a bad thing, is it?

Tom: No.

Interviewer: Why do you want to work in advertising?

Tom: It's _____ (10), and _____ (11), and I know I can do a great job.

Interviewer: OK. Let's see how great you are. I want to use this picture in an ad. What do you think it's for?

Tom: The environment?

Interviewer: Come on. You said creative.

Tom: Hm... I would use this _____ (12) for... a paper company that uses _____ (13) paper. I would use the words, "We save trees."

Interviewer: That's a cool idea. It's definitely more creative than your first answer. What do you think is needed for an ad to be _____ (14)?

Tom: I think a good ad needs to be _____ (15).

Interviewer: OK. Fewer and fewer people are buying books from bookstores nowadays. What is the reason?

Tom: The main reasons are that online access is more convenient and that people have less time in their schedules.

Interviewer: Everyone knows those reasons. What else?

Tom: Online stores have better ads?

Interviewer: Online stores have ads everywhere. That is the difference. OK, this went well. Nice job. We'll let you know in a few days. Thanks, Tom.

Tom: Thank you!

Lessons 21-24: Grammar A

Reported speech

Reported speech is used to tell what someone has said or written. Quotation marks are not used.

- The teacher says that our test will be next Friday.
- Mrs. Smith told me that she had lived in England for many years.

When we report words that were said in the past, we often move the tense back.

Jillian: Hi, Rob. **I'm not coming** to work today.

Rob: OK, I'll let Sheila know.

(later...)

Rob: Jillian called earlier. She said **she wasn't coming** to work today.

Sheila: Oh, thanks for letting me know.

Direct Speech	Indirect (Reported) Speech
Harold: I'll drive you to your interview.	What did Harold say? He said **he would drive** me to my interview.
Jada: You look nice in that dress!	Jada told me **I looked** nice in this dress.
Geoff: I haven't bought my ticket yet.	Geoff said **he hadn't bought** his ticket yet.

Part 1

Circle the correct verb form to complete the reported speech sentences.

1. Nick: "I have good grades." Nick said he **had/has** good grades.
2. Jen: "I taught myself Japanese." Jen said she **taught/had taught** herself Japanese.
3. Sara: "I'll come in at 8 a.m." Sara said she **would come/will come** in at 8 a.m.
4. Lynn: "I have a resume." Lynn said she **has had/had** a resume.
5. Paolo: "I'll call the manager." Paulo said he **will call/would call** the manager.

Part 2

Complete the reported speech sentences with the correct form of the verb in the first sentence.

1. Sophie: "I won't try that product." Sophie said she wouldn't try that product.
2. Jack: "The ad isn't effective." Jack said the ad _____ effective.
3. Marc: "I'm not having an interview today." Marc said he _____ an interview today.
4. Molly: "I have gone to that new bakery." Molly said she _____ to that new bakery.
5. Harry: "I'll take you to work today." Harry said he _____ me to work today.
6. Ana: "I volunteered at a school last year." Ana said she _____ at a school last year.
7. Dan: "I got my degree in 2012." Dan said he _____ his degree in 2012.
8. Max: "The job sounds interesting." Max said the job _____ interesting.

Lessons 21-24: Grammar B

Reporting verbs

Say and tell are common reporting verbs. Say and tell have similar meanings. Tell is immediately followed by a pronoun object. Say usually isn't.

Ann: She **told me** you didn't want to come.

Rob: I didn't **say her** that. → Rob: I didn't **say** that.

Say and tell are commonly used reporting verbs but other verbs can be used to report the idea of the quoted words.

"I'll lend you my car."
She **offered** to lend me her car.

"I won't buy the expensive jewelry."
He **refused** to buy the expensive jewelry.

"Please come to the meeting."
She **invited** me to the meeting.

Some reporting verbs follow the pattern verb + indirect object + infinitive

"We would like you to teach an English class."
They **asked me to teach** a class.

"We want you to apply for the job."
They **encouraged me to apply** for the job.

"Don't forget to bring your resume."
She **reminded her son to bring** his resume.

Part 1

Circle *say* or *tell*.

1. Sam **said/told** me to bring the application.
2. Tina **says/tells** you have a new job.
3. Ben **says/tells** that the new company is hiring people.
4. Jane **said/told** us not to be late.
5. James **said/told** everyone a funny story.
6. I didn't **say/tell**, "I'm not qualified for that job."

Part 2

Unscramble the sentences.

1. us/Marta/to leave/reminded Marta reminded us to leave.
2. the bus/Ana/to take/refused _____.
3. to/her/invited/Jack/the office _____.
4. some help/Sue/me/to give/offered _____.
5. a computer class/Lee/to take/me/asked _____.

Lesson 25: Vocabulary

Part 1

Unscramble each of the verbs about expectations.

1. _____ enilcde
2. _____ owb
3. _____ wconegkeald
4. _____ kachs
5. _____ uopr
6. _____ cpecat
7. _____ cdeepxet

Part 2

Imagine a foreigner is going to visit your country. What should he or she know? Use the words from Part 1 and the topics below to give the foreigner help. In class, compare answers with a partner.

1. eating _____
2. meeting people _____
3. greetings _____
4. drinking _____
5. at parties _____
6. entering homes _____
7. visiting someone _____
8. meeting for the first time _____
9. going out _____
10. teachers _____
11. going to hospitals _____
12. talking to teachers _____

Part 3

Think about your answers in Part 2. How many times did you and your partner have the same advice? _____

How many times did you have different advice? _____ Talk about why with your partner.

Lesson 25: Reading & Writing

Part 1

Read the website information below.

Study Abroad Culture Guide
University of North Atlanta

Students studying abroad with University of North Atlanta programs will experience different cultures. See some examples below. You can find more information on the page for the specific country.

Costa Rica: Time is one area that is culturally different. People in Costa Rica are sometimes flexible with time, especially for social events. They may tell you they will meet you at a café at 1 p.m. Don't be surprised if they don't arrive until 1:30 p.m. or even later. However, they will be prompt for scheduled events such as flight departures.

Japan: You may find that students behave a little differently in class. They may ask fewer questions, and be less likely to say they don't understand something. People often dress a little more conservatively and are sensitive to strong odors including perfume.

Thailand: People in Thailand don't shake hands when they greet each other. Instead, you are expected to give a *wai*. To make the *wai*, you put your hands together as if in prayer and then bow your head slightly. The height of the *wai* depends on the status of the people involved. You don't make the *wai* to a child or someone serving you in a restaurant.

Write the country after each statement.

1. People do not shake hands as a greeting. _____
2. Students may ask fewer questions in class. _____
3. Adults don't make the *wai* to children. _____
4. People are often late for social occasions. _____
5. You shouldn't wear perfume. _____
6. People are on time for scheduled activities. _____

PAIR WORK Discuss the questions.

1. Which culture do you think is the most different from yours? Which is the most different from American culture?
2. What differences in culture have you experienced?

Part 2

Write about an aspect of culture that is different in your country from another country.

Part 3

Share your description with a classmate. What topics did you write about?

Lesson 26: Vocabulary

Put the words into the correct place in the puzzle. Then write a clue for each word. In class, compare answers with a partner.

variety charity knowledge haste diligence ignorance virtue

Across

2. _____ 6. _____

Down

1. _____ 4. _____

2. _____ 5. _____

3. _____

Lesson 26: Reading & Writing

CULTURE

Part 1

Read the blog posts below.

Proverbs about appearance

1. "Never judge a book by its cover." It's an English proverb. It means that you can't tell what something is like on the inside by looking at the outside.

- Elena

2. "If it walks like a duck, and quacks like a duck, it's a duck." I think this means the opposite of the first proverb. It means sometimes the way something looks is the way it really is. It's also a proverb in English.

- Bernardo

3. "Don't judge a horse by its saddle." This is a proverb we have in Arabic. It means that the things we have or wear do not determine who we are.

- Hamza

4. "Don't think there are no crocodiles because the water is calm." This is a Malaysian proverb. It means that things can look one way, but that way may be wrong.

- Mira

5. "What you see is what you get." This is a saying I hear in English. There is even a short form—WYSIWYG. People use it to talk about computers. It means what you see on the screen is how it will look.

- Ning

Complete the chart.

	Writer	Language	Is appearance a true or false indicator of character?
1.			
2.			
3.			
4.			
5.			

PAIR WORK Discuss the questions.

1. Which proverbs do you agree with? What other proverbs do you know about appearance?
2. Can you think of two proverbs about another topic that are opposite in meaning?

Part 2

Choose a different topic (money, success, work). Write about proverbs you know on that topic. What do the proverbs mean? Which ones do you agree with?

Part 3

Share your ideas with a classmate. Which proverbs are new to you? Do you think they are true?

Lesson 27: Vocabulary

Part 1

In the puzzle below, find the six words about superstitions. The words go

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

Part 2

Look at the letters you didn't circle. Write every 3rd letter below to find the hidden message.

__Y__ ____ ____ ____ ____ ____ ____ ____ ____

____ ____ ____ ____ ____ ____ ____ ____ ____

____ ____ ____ ____ ____ ____ ____

____ ____ ____ ____ ____ ____ ____ ____

____ ____ ____ ____ ____ ____ ____ ____.

Do you agree? Why or why not? _____

In class, talk about your answers with your partner.

Lesson 27: Reading & Writing

CULTURE

Part 1

Read the e-mail below.

From: Meera Patel
Subject: Wedding plans
Date: February 1, 2013
To: Laura Rodrigo

Hi Laura,

I'm really excited that you can come to my sister's wedding. It will be so much fun. Weddings in India are a little different from American weddings. There are many rituals. One ritual is mehndi. All of the females in my family, and my sister's friends, will come over for a party. As the bride, my sister will first get turmeric paste put on her face, feet, and hands. (Do you use turmeric in the U.S.? It is an orange spice.) Then a special artist comes and draws a complicated design in henna on the bride's hands, arms, feet, and legs. The henna dye will come off in a few weeks. According to tradition, the bride doesn't have to work in her new home until the henna fades away.

Of course, after the ceremony there will be another big party and we'll have a lot of food. You will also get to see some Indian dances while you are here. You can wear Western clothes, but I can also give you a sari if you want to dress Indian-style.

Meera

Circle the correct word or phrase to complete the sentences.

1. Meera is from *the United States/India.*
2. Her *sister/brother* is getting married.
3. Mehndi is a *wedding/ritual.*
4. *Henna/Turmeric* is an orange spice.
5. The design is drawn on the bride's *hands/face.*
6. As long as you can still see the henna, the *bride/groom* doesn't have to work.

PAIR WORK Discuss the questions.

1. What wedding customs in other countries do you know about?
2. What are weddings like in your country? Are there other rights of passage you celebrate?

Part 2

Write an e-mail to someone from another country. Describe a wedding custom or custom for another important event.

Part 3

Share your e-mail with a classmate. Which customs did you describe? Are there any similarities?

Lesson 28: Vocabulary

CULTURE

Part 1

Put the words into the correct place in the puzzle.

ghost creature bear fake smoke UFO aliens aircraft balloon reflection gorilla costume

Part 2

Write a clue for each word. In class, compare answers with a partner.

Across

2. _____
4. _____
5. _____
6. _____
7. _____
9. _____
10. _____

Down

1. _____
2. _____
3. _____
5. _____
8. _____

Lesson 28: Reading & Writing

CULTURE

Part 1

Read the article below.

Who made the Nazca Lines?

People have long wondered about the mysterious designs in Peru called the Nazca Lines. They were created between 500 BC and 500 AD. You can only see them from the air. They form shapes of animals such as a monkey, a bird, a spider, and a fish. Many people think that aliens, people from another planet, must have made the designs. Perhaps they were landing strips for spaceships. Other people thought that the designs must have been created to look like constellations of stars. Some think that the designs have something to do with water. Ancient people in the area worshiped gods who could give them water, which was so important for their crops.

How did they make the designs? Small stones cover the ground in this area. The ancient Peruvians could make patterns by removing dark-colored stones and exposing the lighter stones below. Whatever the reason for the designs, they remain a tourist attraction.

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

_____ 1. The Nazca Lines are in Peru.

_____ 2. They can be seen from the ground.

_____ 3. The lines create pictures of animals.

_____ 4. They were made 1000 years ago.

_____ 5. Some people think aliens must have created the designs.

_____ 6. People used light and dark stones to make the pictures.

PAIR WORK Discuss the questions.

1. What else do you know about the Nazca Lines?
2. Which reason for the Nazca Lines do you agree with?
3. What other "mysteries" do you know about?

Part 2

Write a description of another mystery (for example, *Stonehenge, the Bermuda Triangle*). Why is it a mystery? What do people think might have happened?

Part 3

Share your ideas with a group. Which mystery is the most interesting?

Lessons 25-28: Video Cloze

CULTURE

Watch *Jack of All Trades* and fill in the blanks.

Eric: Tom got the advertising job at the company!!

Jill: That's amazing!

Maria: Congratulations!

Tom: Thanks guys!

Maria: I'm not sure what kind of job I want.

Eric: I'm sure you'll figure it out. Sometimes, it takes time.

Maria: You know, Jill is doing something cool these days. She's starting a _____ (1).

Tom: That's great, Jill! What is your blog about?

Jill: It _____ (2) the different _____ (3) of the _____ (4).

Tom: That's interesting.

Jill: Yeah, did you know that in some Asian countries like Japan and Korea, you're _____ (5) to take your shoes off before _____ (6) the home?

Tom: Really?

Jill: But in America, we're expected to keep our shoes on.

Maria: That's _____ (7).

Tom: This sounds really _____ (8), Jill.

Jill: It's fun and I get to _____ (9) my _____ (10). I just want to master writing.

Maria: Right. Jack of all trades, master of none.

Jill: Huh?

Maria: What do you think it _____ (11)?

Tom: I have no idea.

Jill: Jack of all trades is someone who can do _____ (12) _____ (13)...

Maria: Right. And master of none means you can't do any of the things really well. So, what would happen if Jill tried to do many different things and write?

Tom: She would be a jack of all trades, master of none.

Jill: But since my _____ (14) is writing, I should focus on that and "_____ (15)" it.

Maria: Exactly!

Jill: Maria?

Maria: Yeah?

Jill: You should be a teacher.

Word order of adjectives

Adjectives can be classified into six major categories based upon what aspect of the noun they are describing.

1. Opinion	2. Size	3. Age	4. Color	5. Nationality	6. Material
beautiful	short	young	green	Korean	cotton
unusual	tall	ten-year-old	white	Brazilian	wooden
funny	small	old	dark red	African	glass
exciting	thin	antique	multi-colored	American	plastic
adorable	fat	17th-century	striped	Mexican	paper

Adjectives usually follow the order from Category 1 to Category 6:

- Hannah has an adorable small two-month-old Persian kitten.
- I bought an unusual large multi-colored Guatemalan cotton tablecloth.
- When he was scuba diving, Mark found a wonderful little ancient Greek metal coin.

Part 1

Write the adjectives in the correct place in the sentences.

1. red: The bride wore a beautiful _____ long _____red_____ dress.
2. African: The groom wore a long _____ multi-colored _____ shirt.
3. unusual: Julie gave us a(n) _____ small _____ wooden bowl.
4. new: We saw a(n) _____ interesting _____ foreign movie last night.
5. thin: A strange _____ black _____ cat crossed my path today.
6. glass: The flowers were in a large _____ antique green _____ vase.

Part 2

Unscramble the sentences. Put the adjectives in the correct order.

1. silk/a/long/wore/antique/dress/She/white _____.
2. multi-colored/little/guests/hats/wore/The/paper/funny _____.
3. two-month-old/wedding/tiny/was/An/baby/adorable/at/the _____.
4. earrings/We/French/her/silver/gave/19th-century/pretty _____.
5. He/a/white/shirt/wore/Mexican/cotton/stylish _____.
6. drank/cups/They/gold/small/beautiful/glass/from _____.

Lessons 25–28: Grammar B

Anything, Anyone, Nothing, No one

Anyone and no one can be used to express ideas that have the same meaning.

Jill: Have you invited **anyone** to the party? Nick: I have invited **no one**.

Anyone is used with a negative verb. No one is used with an affirmative verb.

I haven't invited **anyone** to the wedding. = I have invited **no one** to the wedding
(I haven't invited ~~no one~~ to the wedding.) (I have invited ~~anyone~~ to the wedding.)

Anything and nothing can be used to express ideas that have the same meaning.

Jill: I haven't said **anything** about the party. Nick: I have said **nothing** about it.

Anything is used with a negative verb. Nothing is used with an affirmative verb.

I haven't said **anything** about the wedding. = I have said **nothing** about the wedding.
I haven't said ~~**nothing**~~ about the wedding. I have said ~~**anything**~~ about the wedding.

Part 1

Circle the correct word to complete the sentences.

1. Anyone/No one has accepted the invitation.
2. Anyone/No one stood up when Grandfather entered the room.
3. Mark didn't bow to **anyone/no one** in the office.
4. We didn't say **anything/nothing** when Sylvia forgot to shake hands with the boss.
5. Ron knows **anything/nothing** about doing business in China!
6. I didn't bring **anyone/no one** a gift today, but I'll remember tomorrow.

Part 2

Write the correct word: *anyone, no one, anything, nothing.*

1. No one forgot to respond to the wedding invitation, and all the guests are coming!
2. I don't think _____ at the party brought flowers to the hostess.
3. The guests didn't bring _____ to the wedding. They mailed the gifts instead.
4. I brought _____ to the graduation. I'll bring the gift to the party.
5. Mary doesn't have _____ to wear to a funeral.
6. Jake has _____ to wear to the funeral, either.
7. _____ knew how to do business in Japan.
8. Lynn didn't want _____ to feel uncomfortable in Japan, so she made a list of tips.

Lesson 29: Vocabulary

Part 1

How often do you use or see these things? Put them into the best column for you. In class, talk about your ideas with a partner.

cash	printed books	landline phones	laptops	credit cards
DVDs	watches	language teachers	gas-powered cars	

All the time	Sometimes	Never
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Part 2

In each conversation, there is a mistake. Cross it out and write the correct word(s) on the line. In class, practice the correct conversations with your partner.

1. A: We probably won't drive anymore.
   B: Yeah. Cars will all likely drive themselves.
   _____
2. A: In the future, people may definitely live on the moon.
   B: I'm not sure about that.
   _____
3. A: Planes will use power from the sun.
   B: And it's like that cars will, too.
   _____
4. A: Computers would cook for us.
   B: Wouldn't that be great?
   _____
5. A: Humans may probably go to Mars.
   B: But it will be a long trip.
   _____
6. A: Robots would look just like humans.
   B: Do you really think so?
   _____

Part 3

Look at the conversations in Part 2. Is A making a probable (P) or definite (D) prediction?

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

Lesson 29: Reading & Writing

Part 1

Read the article below.

What may happen

In 1900, an American engineer named John Watkins wrote an article in the *Ladies' Home Journal* magazine. He made predictions about what might happen by the year 2000. Here are some examples.

1. *Americans will be taller by one to two inches.* _____
2. *Photographs will be telegraphed from any distance.* _____
3. *Wireless telephone circuits will span the world.* _____
4. *Ready-cooked meals will be bought from establishments similar to our bakeries of today.* _____
5. *There will be air-ships, but they will not successfully compete with surface cars and water vessels for passenger or freight traffic.* _____
6. *There will be No C, X or Q in our everyday alphabet. They will be abandoned because they are unnecessary.* _____
7. *English will be more extensively spoken than any other language. Russian will rank second.* _____
8. *No foods will be exposed. Storekeepers who expose food to air breathed out by patrons or to the atmosphere of the busy streets will be arrested.* _____

On the line after each prediction, write T if the prediction proved true, F if it proved false.

PAIR WORK Discuss the questions.

1. What surprised you about Watkins' predictions?
2. What other predictions were made in books, TV shows, or movies about the future that have happened?
3. What kinds of things do people make predictions about?

Part 2

Write a list of eight predictions for the 21st century. What do you think will happen?

Part 3

Share your ideas with a classmate. Do you have any similar predictions? Which ones are different? Do you think that your classmate's predictions will come true?

Lesson 30: Vocabulary

Part 1

Unscramble the things that may be affected by climate change. On the second line, rank the problems from *a* (most serious) to *h* (least serious). In class, talk about your ideas with a partner.

1. _____ _____ iecspac _____
2. _____ _____ ciesaenimslap _____
3. _____ iicste _____
4. _____ snifaroetrs _____
5. _____ _____ errhstawfe _____
6. _____ ostmrs _____
7. _____ _____ eslavelse _____
8. _____ _____ reosfacrle _____

Part 2

If the climate changes, what will be affected? Put the words from Part 1 in the diagram. In class, with your partner talk about why you put each one where you did.

Lesson 30: Reading & Writing

Part 1

Read the article below.

The Great Pacific Garbage Patch

Do you know what happens to all of those plastic drink bottles we use? They end up in the middle of the Pacific Ocean. This is called the Great Pacific Garbage Patch. There is a large slow-moving spiral in the Pacific Ocean. The slow-swirling currents collect garbage, especially plastic. Plastic makes up 90% of the trash in the ocean. The eastern part of the patch is twice as big as the state of Texas. It is the largest garbage dump in the world.

Much of the plastic breaks down into small pieces. Fish and other marine life swallow it, so it can end up in the food chain. It is very hard to take the plastic out of the ocean once it gets in there. The best way to deal with the problem is to reduce the use of plastic and to recycle. If we can keep plastic out of our trash, we can keep it out of the ocean.

Complete the sentences.

1. The largest garbage dump in the world is in the _____ Ocean.
2. The current there moves very _____ in a circular pattern.
3. Some say the _____ part of the patch is twice as big as Texas.
4. Ninety percent of the trash in the ocean is _____.
5. The trash _____ into small pieces that fish eat.
6. We can help solve the problem if we _____ and _____.

PAIR WORK Discuss the questions.

1. How much plastic do you think you use each day?
2. How much do you recycle?
3. What environmental problems do you think are the most serious?

Part 2

Write about another environmental problem. What is the problem? What are the reasons for the problem? What are some possible solutions?

Part 3

Share your ideas with a classmate. Do you agree on the reasons and the possible solutions?

Lesson 31: Vocabulary

Part 1

Use the words in the box to complete each chore. If a word is not needed, write an X. On the second line, write two words or phrases about your chores. In class, compare your ideas with a partner.

out away up off

1. pick groceries, the room
2. clean
3. throw
4. put
5. take
6. wipe
7. drop
8. hang

Part 2

How often do you do the chores in Part 1? Put them into the best column for you. In class, talk about your ideas with a partner.

Every day	Several times a week	Never
	pick up the room	

Part 3

Complete the conversation with your ideas in Part 1. In class, practice the conversations with a partner.

A: I really don't like to _____ (1).

B: I know what you mean, but it isn't fun to _____ (2), either.

A: That's true. It's easy to _____ (3), though.

Lesson 31: Reading & Writing

Part 1

Read the e-mail below.

From: Alvin
Subject: Weekend plans
Date: February 1, 2013
To: Elias

Hey Elias,

Can't wait until the weekend. It will be great to see you. Listen, I've got some good ideas for fun things we can do, but I also have to get some other stuff done. My parents are trying to sell the house, and some people will probably come to look at it this weekend. On Friday, I have to clean out the garage and my closet. Then I'm going to drop old clothes off at a consignment store. After that, I have to put away all my video games and other junk. I know that doesn't sound like much fun, but at least my room will be clean! And then we can go out. My friends Becky and Jane are having a party on Friday night, and there's a concert on Saturday night.

Bring a swimsuit. We're going to the beach on Sunday. It's not far and the weather is supposed to be beautiful.

Later,

Alvin

Put the events in order.

_____ Becky and Jane are having a party.

_____ They're going to the beach.

_____ Alvin has to clean out the garage and closet.

_____ He's going to put away his video games.

_____ There's a concert.

_____ Alvin's dropping off clothes.

PAIR WORK Discuss the questions.

1. How do you think Elias will feel when he reads the e-mail? Why?
2. What kinds of chores do you do around the house?
3. What kind of activities do you plan when you have a visitor?

Part 2

Write an e-mail describing your weekend plans.

Part 3

Exchange e-mails with a classmate. Whose weekend looks like more fun? Who has more work to do?

Lesson 32: Vocabulary

Part 1

Write one or two words to complete each activity. If a word is not needed, write an X. Then match each activity to its meaning.

1. _____ own place
2. _____ weight
3. _____ of debt
4. _____ of my parents' home
5. _____ money better
6. _____ better shape
7. _____ financially independent
8. _____ graduate school
9. _____ be more confident

A. to pay all your bills so you don't owe money to anyone
B. stop living with mom and dad
C. use money more carefully
D. start living in your own apartment
E. do more exercising and be healthier
F. have enough money so I can pay all my bills on my own
G. weigh less than I do now
H. study for an advanced degree at a university
I. believe more strongly that I can do something

Part 2

Which goals in Part 1 do you have now? Choose the six most important goals. Put them in order from the one you can achieve the soonest to the one that will take the longest. In class, talk about your ideas with a partner.

_____

_____

_____

Part 3

Complete the conversations with your own goals and wishes. In class, practice the conversations with a partner.

1.

Meg: What would you like to do by the end of this English course?

You: _____.

2.

Sharon: What do you wish you could do?

You: _____.

Lesson 32: Reading & Writing

Part 1

Read the blog posts below.

Graduation and beyond

We've been counting down all year, taking notice of all the things that will end: the last team soccer game, the last dance, the last English class, the last exam, the last cafeteria cupcake. Now it's time to look to the future. My biggest goal is to get a good job. Then I can pay off my school loans and get out of debt. A good job will allow me to be financially independent. What about you? What is your biggest goal?

- Jason

My biggest goal is to go to graduate school. I plan to travel this summer and then go back to school in the fall. I'll be studying biology. I'm thinking about going into research.

- Anita

I'm not so ambitious. My goal is first to sleep and then to get my own place. I can live with my parents, but I want more independence. I want to get an apartment with friends.

- Eugene

Write J (Jason), A (Anita), or E (Eugene) next to each goal.

_____ 1. get an apartment with friends

_____ 2. study biology

_____ 3. get a good job

_____ 4. get out of debt

_____ 5. become a researcher

_____ 6. travel

_____ 7. live independently

PAIR WORK Discuss the questions.

1. Whose goals are the most like yours?
2. What do you think most people's goals are after graduation?
3. How do you think your goals immediately after graduation will change over the next five years?

Part 2

Write about your goals after you finish school. What do you want to do? Why?

Part 3

Share your goals with a group. What goals are the same?

Lessons 29-32: Video Cloze

Watch *The Future* and fill in the blanks.

Jill: I can't believe you're moving out!

Maria: It seems like we met just yesterday!

Eric: I know. But hey, we will definitely see each other.

Maria: Hopefully I get a job around here too.

Tom: Of course you will!

Jill: Eric, why are you throwing that _____ (1) bottle away?

Eric: What? I don't need it. I prefer plastic bottles anyway.

Maria: _____ (2) breaks down extremely slowly.

Jill: Yeah. Keep it. You can use it later.

Eric: OK. That's a really good idea.

Tom: Do you guys think _____ (3) will _____ (4) in twenty years?

Maria: No, people won't use laptops because there will be large computer screens that look like TVs everywhere! People will be able to use the computers anytime they want, so they won't need their own!

Eric: Wow. That sounds cool. Have you guys _____ (5) _____ (6) what life will be like in the _____ (7)? Maybe, cars will finally fly!

Jill: I think cars will run from energy in plants.

Tom: Twenty years from now, I think things will be just as they are now.

Maria: Maybe, but things can't be exactly the same. Things are _____ (8) so _____ (9) these days.

Tom: That is true... Hey, Eric. What should I do with the stuff inside your desk?

Eric: I plan to _____ (10) my desk later.

Tom: OK.

Maria: What are all your _____ (11) in twenty years?

Tom: I want to have a family and have a really cool job where I travel around a lot.

Eric: I hope I've found the cure for cancer.

Maria: I want to have my own place and be _____ (12) independent.

Jill: I want to have my own website with millions of visitors.

Eric: What if they don't have _____ (13) in twenty years?

Maria: It might be something else!

Jill: Maybe, one of us will think of _____ (14) _____ (15)!

Maria: You guys want to get coffee?

Eric/Jill: Sounds good! OK!

Tom: Yes, before coffee becomes a thing of the past!

Lessons 29-32: Grammar A

Habitual present vs. Future time

Time clauses and if-clauses show the relationship between two events. They can be used to show events that happen all the time (habitual) and future events.

After we **get** out of school, we **meet** at the fountain.

After we **get** out of school, we **are going to meet** at the fountain.

If we **have** time, we'**ll meet** at the fountain.

If the events in the time clause or the if-clause and in the main cause are both habitual, the simple present is used.

After we **get** out of school, we **meet** at the fountain.
time clause main clause

If I **can't understand** an assignment, I **ask** for help.
if-clause main clause

If the events in the time clause or the if-clause and in the main clause talk about the future, the simple present is used in the time clause and in the if-clause. Be going to or will is used in the main clause.

After we **get** out of school, we **are going to meet** at the fountain.
time clause main clause

If I **can't understand** this assignment, I'**m going to ask** for help.
if-clause main clause

Part 1

Circle the correct verb form to complete the sentences.

1. If I have enough money next year, I **get/will get** my own place.
2. When the weather is nice, we **go/will go** to the park on the weekends.
3. If Lynn has time this afternoon, she **cleans/will clean** her desk out.
4. After we graduate in June, we **have/are going to have** a party.
5. If Jonah has the money, he usually **travels/is going to travel** in the summer.

Part 2

Complete the sentences with the simple present or the *be going to* form of the verb in parentheses.

1. After he gets home tonight, Carl _____ his room. (clean)
2. After class ends on Wednesdays, Jake and Molly _____ at the library. (meet)
3. If Sara has time tonight, she _____ the recycling. (take out)
4. If I'm free this weekend, I _____ to Mike's graduation party. (go)
5. If it isn't raining, we _____ soccer in the park on Sundays. (play)
6. After we play soccer this Sunday, we _____ at the new pizza place. (eat)

Lessons 29–32: Grammar B

Future time continued

May/Might/Could + *verb* express a possibility in the future.

- We **may not** *go* on a trip this year. It depends on our finances.
- The doctor said that I **might** *need* to get glasses. I hope not!
- I **could** *end up paying* a lot of money for new glasses.

Will expresses more certainty.

- The doctor **will** test my vision this afternoon. My appointment is at 2 p.m.
- We'**ll** definitely buy an electric car someday. We want to protect the environment.
- Katya probably **won't** be in class tomorrow. She's pretty sick.

Maybe is an adverb that means *possibly*.

- **Maybe** we will see you at the coffee shop later.

Maybe is not the same as the phrase may be.

- **Maybe** I'll see you on Thursday night. But I **may be** too busy with work.

Circle the correct word to complete the sentences.

1. We definitely may/(will) not have printed books in the future.
2. I'm not certain, but we **may/will** not have English teachers someday.
3. Students **will/could** always need teachers—I'm certain of that!
4. **Maybe/May be** we won't use gasoline in the future.
5. However, I'm certain that people **will/might** still drive cars.
6. Cars **might/will** use hydrogen, but other fuels are possible, too.
7. Most likely, people **could/will** live longer in the future.
8. It **may be/maybe** possible for cars to fly someday!
9. Scientists predict that robots **will/could** do many jobs in the near future.
10. I don't want to be late, so I **might/will** meet you at the theater at 8:45 p.m.
11. It's possible that my car isn't working, so I **will/may** be late.
12. Mara **will/might** certainly graduate in June—she's taken all the required courses.
13. Ronnie **will/might** find a job right away, but it's hard to find good jobs right now.
14. Luke **won't/might not** have any trouble finding a job—he's very talented!
15. I'm not sure what to do after college. I **will/might** travel for a while.