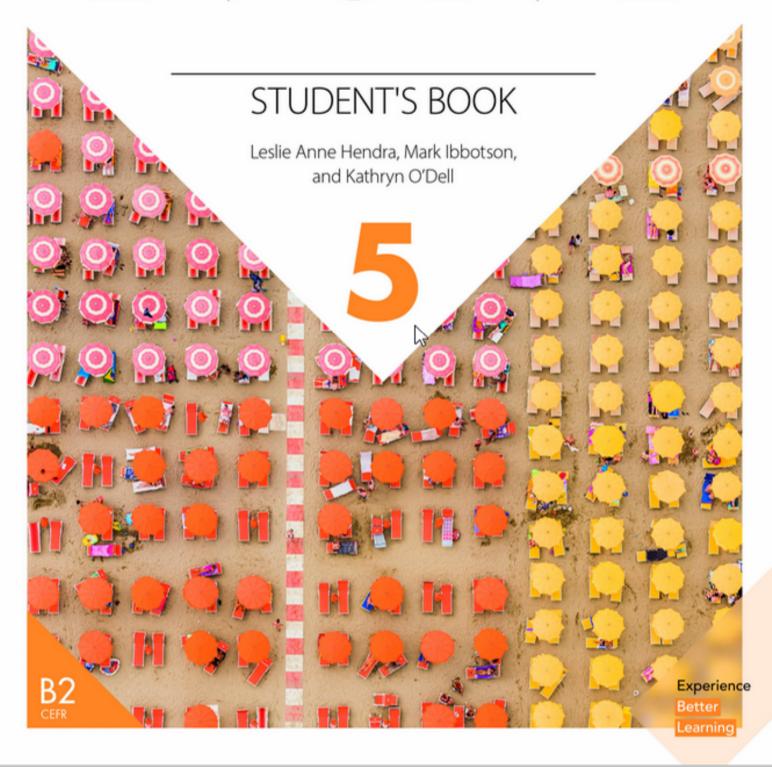
EVOLVE



CAMBRIDGE UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314-321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi - 110025, India

79 Anson Road, #06-04/06, Singapore 079906

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781108405331

© Cambridge University Press 2020

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2020

```
20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1
```

Printed in Dubai by Oriental Press

A catalogue record for this publication is available from the British Library

```
ISBN 978-1-108-40533-1 Student's Book
ISBN 978-1-108-40511-9 Student's Book A
```

ISBN 978-1-108-40926-1 Student's Book B

ISBN 978-1-108-40534-8 Student's Book with Practice Extra

ISBN 978-1-108-40513-3 Student's Book with Practice Extra A

ISBN 978-1-108-40927-8 Student's Book with Practice Extra B

ISBN 978-1-108-40907-0 Workbook with Audio

ISBN 978-1-108-40881-3 Workbook with Audio A

ISBN 978-1-108-41195-0 Workbook with Audio B

ISBN 978-1-108-40519-5 Teacher's Edition with Test Generator

ISBN 978-1-108-41074-8 Presentation Plus

ISBN 978-1-108-41205-6 Class Audio CDs

ISBN 978-1-108-40800-4 Video Resource Book with DVD

ISBN 978-1-108-41450-0 Full Contact with DVD

ISBN 978-1-108-41156-1 Full Contact with DVD A

ISBN 978-1-108-41421-0 Full Contact with DVD B

Additional resources for this publication at www.cambridge.org/evolve

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter.

ACKNOWLEDGMENTS

The Evolve publishers would like to thank the following individuals and institutions who have contributed their time and insights into the development of the course:

Asli Derin Anaç, Istanbul Bilgi University, Turkey; Claudia Piccoli Diaz, Harmon Hall, Mexico; Daniel Martin, CELLEP, Brazil; Daniel Nowatnick, USA; Devon Derksen, Myongji University, South Korea; Diego Ribeiro Santos, Universidade Anhembri Morumbi, São Paulo, Brazil; Esther Carolina Euceda Garcia, UNITEC (Universidad Tecnologica Centroamericana). Honduras; Gloria González Meza, Instituto Politecnico Nacional, ESCA (University), Mexico; Heidi Vande Voort Nam, Chongshin University, South Korea; Isabela Villas Boas, Casa Thomas Jefferson, Brasilia, Brazil; Ivanova Monteros, Universidad Tecnológica Equinoccial, Ecuador; Lenise Butler, Laureate Languages, Mexico; Luz Libia Rey G, Centro Colombo Americano Bogotá, Colombia; Maria Araceli Hernández Tovar, Instituto Tecnológico Superior de San Luis Potosi, Capital, Mexico; Monica Frenzel, Universidad Andres Bello, Chile; Ray Purdey, ELS Educational Services, USA; Roberta Freitas, IBEU, Rio de Janeiro, Brazil; Rosario Aste Rentería, Instituto De Emprendedores USIL, Peru; Verónica Nolivos Arellano, Centro Ecuatoriano Norteamericano, Quito, Equador.

To our speaking competition winners, who have contributed their ideas:

Alejandra Manriquez Chavez, Mexico; Bianca Kinoshita Arai Kurtz, Brazil; Gabriel Santos Hernández, Mexico; Gerardo Torres, Mexico; Giulia Gamba, Brazil; Hector Enrique Cruz Mejia, Honduras; Jorge, Honduras; Ruben, Honduras; Stephany Ramírez Ortiz, Mexico; Veronica, Ecuador.

To our expert speakers, who have contributed their time:

Bojan Andric, Carolina Hakopian, Jacqueline Castañeda Nuñez, Lucia D'Anna, Odil Odilov, Wendy Sanchez-Vaynshteyn.

And special thanks to Wayne Rimmer for writing the Pronunciation sections, and to Laura Patsko for her expert input.

Authors' Acknowledgments

The authors would like to extend their warmest thanks to the team at Cambridge University Press. They'd particularly like to thank Gillian Lowe and Nino Chelidze for their kind, thorough, and encouraging support.

Leslie Anne Hendra would like to thank Michael Stuart Clark, as always.

Mark Ibbotson would like to thank Nathalie, Aimy, and Tom.

Kathryn O'Dell would like to thank Kevin Hurdman for his support throughout the project and for his contribution to this level.

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting and in the next update to the digital edition, as applicable.

Key: REV = Review, U = Unit.

Text

U1: Text from 'The Maker Movement Taking Over America. Here's How.' by Zara Stone, 11.12.2015. Copyright © Zara Stone. Reproduced with permission; U3: Adapted text from 'Quiet Revolution'. Copyright © Susan Cain. Reproduced with kind permission; U5: Wareable Ltd. for the adapted text from '1 tried VR therapy to cure my fear of flying' by Luke Johnson. Copyright © Wareable Ltd. Reproduced with kind permission; U6: The Moth for the text from 'Storytelling Tips & Tricks'. Copyright © The Moth. Reproduced with kind permission; MailOnline for the adapted text from 'Man trades up from a paperclip to a house', MailOnline, 11.07.2006. Copyright © MailOnline. Reproduced with permission; U7: Interview text of 'Sofian and Nathalie'. Copyright © Nathalie Grandjean and Sofian Rahmani. Reproduced with kind permission of Mark Ibbotson; TalentSmart Inc. for the text from 'Why You Should Spend Your Money on Experiences, Not Things' by Travis Bradberry. Ph.D. Copyright © TalentSmart and Dr. Travis Bradberry. Reproduced with kind permission; U8: The Guardian, 18.02.2010. Copyright Guardian News & Media Ltd 2018. Reproduced with permission; U9: The Art of Manlliness for the text from 'How to Make Small Talk with Strangers: My 21-Day Happiness Experiment' by John Corcoran, https://smartbusinessevolution.com/. Copyright © Art of Manlliness. Reproduced with kind permission;

U10: Telegraph Media Group Limited and Michal Ben-Josef Hirsch for text 'Can you find your doppelganger in a day?' by Maxine Frith. Copyright © Telegraph Media Group Limited 2015 and Michal Ben-Josef Hirsch. Reprinted by permission of Telegraph Media Group Limited and Michal Ben-Josef Hirsch. All rights reserved; Monster Worldwide for the text from '8 ways to make your social media profile an employer magnet' by Mack Gelber. Copyright 2018 - Monster Worldwide, Inc. All Rights Reserved. U11: SiteSell Inc. for the text from 'Fake Reviews: Spot 'em and Stop 'em' by Ken Envoy. Copyright © Ken Evoy. Founder & CEO of SiteSell. Reproduced with kind permission; U12: Interview text of 'Kevin Hurdman'. Copyright © Kathryn O'Dell with Kevin Hurdman. Reproduced with kind permission.

Photography

The following photographs are sourced from Getty Images.

U1-U12: Tom Merton/Caiaimage; U1: Alex Trautwig/Major League Baseball; xavierarnau/E+; Mathisa_s/iStock/Getty Images Plus; MajchrzakMorel/DigitalVision; Spin12/iStock/Getty Images Plus; Steven Puetzer/Corbis/Getty Images Plus; Ryan/Lane/E+; stocksnapper/iStock/Getty Images Plus; Halfdark; Morsa Images/

DigitalVision; Emma Farrer/Moment; TommL/E+; Hero Images; Pacific Press/ LightRocket: JGI/Jamie Grill: alexsl/E+: Pekic/E+: Halfdark: kozak kadr/iStock/Getty Images Plus; Images Of Our Lives/Archive Photos/Getty Images Plus; TonyBaggett/ iStock/Getty Images Plus; SuperStock/Getty Images Plus; Michelle Bennett/ Lonely Planet Images/Getty Images Plus; Ryan/Lane/E+; George Marks/Retrofile RF; U2: Tunatura/iStock/Getty Images Plus; frentusha/iStock/Getty Images Plus; Science Photo Library - NASA/ESA/STSCI/J.HESTER & A.LOLL, ASU/Brand X Pictures; Rodolfo Parulan Jr/Moment; Martin Damian Monterisi/iStock/Getty Images Plus; Jonathan Therrien/500px Prime; robas/iStock/Getty Images Plus; PeopleImages/ E+; damircudic/E+; Emilija Manevska/Moment; AFP/Stringer; Wolfgang Kaehler/ LightRocket; Wildroze/E+; THEPALMER/iStock/Getty Images Plus; tdub_video/E+; swissmediavision/E+; U3: andresr/E+; Roger Hunt/500px; Lisa Barber/Photolibrary/ Getty Images Plus; sergoua/iStock/Getty Images Plus; Ekaterina Gorskikh/EyeEm; Franziska Uhlmann/EyeEm; Svetlana Zhukova/Moment; Sisoje/E+; Noah Clayton; Tara Moore/Taxi/Getty Images Plus; Ronnie Kaufman/DigitalVision; Martin Beck/ arabianEye; Anthony Charles/Cultura; Jon Feingersh Photography Inc/DigitalVisio Jose Luis Pelaez Inc/DigitalVision; Francesco Carta fotografo/Moment; Seth Joel/ The Image Bank/Getty Images Plus; Blair_witch/iStock/Getty Images Plus; Reinhardt Dallgass/EyeEm; kali9/E+; Patrick Frischknecht/robertharding/Getty Images Plus; H. Armstrong Roberts/ClassicStock/Archive Photos/Getty Images Plus; FG Trade/ E+; Cris Cantón Photography/Moment; Ippel Naoi/Moment; Mawardi Bahar/ EyeEm; Emmanuel Nalli//Stock/Getty Images Plus; Putra Kurniawan/EyeEm; Angela Bax/EyeEm; ajr_images/iStock/Getty Images Plus; Delmaine Donson/E+; REV1: fotoVoyager/iStock Unreleased; U4: Graiki/Moment Unreleased; GeorgePeters/ E+; Pete Saloutos/Image Source; Klaus Vedfelt/DigitalVision; Vesnaandjic/E+; Emilija Manevska/Moment; Peoplelmages/E+; Sean Gladwell/Moment; Hinterhaus Productions/DigitalVision; South_agency/E+; Michel Dória/Moment; Caiaimage/Chris Ryan; U5: Visual China Group; Ariel Skelley/DigitalVision; real444/E+; Luis Alvarez/ DigitalVision; Asia-Pacific Images Studio/E+; FREDERIC J. BROWN/AFP; SOPA Images/ LightRocket; Brent Olson/Moment; John Lamb/The Image Bank/Getty Images Plus; pbombaert/Moment; 10'000 Hours/DigitalVision; SolStock/E+; Django/E+; Hero Images; U6: SAFIN HAMED/AFP; Michel PONOMAREFF/PONOPRESSE/Gamma-Rapho; Idaho Statesman/Tribune News Service; Bryn Hughes Photography/DigitalVision; Sm3photos/Moment; Calaimage/Chris Ryan/OJO+; Daniele Čarotenuto Photography/ Moment: kozmoat98/iStock/Getty Images Plus; Chayapon Bootboonneam/EyeEm; by wildestanimal/Moment Open; ADRIAN DENNIS/AFP; Calaimage/Sam Edwards; Butsaya/IStock/Getty Images Plus; WHL; ilbusca/E+; Hiroshi Watanabe/Stone/Getty Images Plus: Chris Tobin/DigitalVision; Simon Winnall/Stone/Getty Images Plus; Martin Barraud/The Image Bank/Getty Images Plus; REV2: selimaksan/E+; U7: Barcroft Media; Flying Colours Ltd/DigitalVision; Ariel Skelley/Photodisc; Nancy Honey/Cultura; Sophie Powell/EyeEm; wanderluster/IStock/Getty Images Plus; kolderal/Moment; Bread and Butter/DigitalVision; Erik Isakson; Franz Pritz/Picture Press/Getty Images Plus; Elizabeth Beard/Moment; maurizio siani/Moment; maurizio siani/Moment; Barry Winiker/Stockbyte; U8: 10'000 Hours/DigitalVision; momentimages; Louis Turner; Alexander Walter/DigitalVision; Abraham/Moment; Mikael Dubois/Publisher Mix; Igor Golovniov/EyeEm; aluxum/IStock/Getty Images Plus; PhotoAlto/Frederic Cirou; 3alexd/IStock/Getty Images Plus; TokioMarineLife/IStock/Getty Images Plus; PhonlamaiPhoto/iStock/Getty Images Plus; RapidEye/E+; Suparat Malipoom/EyeEm; frema/iStock/Getty Images Plus; monkeybusinessimages/iStock/Getty Images Plus; U9: Boston Globe; Andrew Brookes/Cultura; 10'000 Hours/DigitalVision; Rubberball/ Mike Kemp; Michael Blann/DigitalVision; Dan Dalton/Caiaimage; GoodLifeStudio/ DigitalVision Vectors; Fentino/E+; The AGE/Fairfax Media; miodrag ignjatovic/E+; fstop123/E+; REV3: Sky Noir Photography by Bill Dickinson/Moment; U10: Trevor Williams/DigitalVision; Juanmonino/E+; Fuse/Corbis; Ken Reid/The Image Bank/Getty Images Plus; xavierarnau/E+; maxicake/iStock/Getty Images Plus; Junior Gonzalez; YinYang/E+; kupicoo/E+; Jose Luis Pelaez/Photodisc; Maskot; sturti/E+; twomeows/

VCG/Visual China Group; TANG CHHIN SOTHY/AFP; PHILIPPE LOPEZ/AFP; anilakkus/ iStock/Getty Images Plus; Donald Bowers/Stringer/Getty Images Entertainment; NASA/Handout/Getty Images News; SeppFriedhuber/Ee; JohnnyGreig/E+; Stephen Marks/The Image Bank/Getty Images Plus; cglade/iStock/Getty Images Plus; KatarzynaBialasiewicz/iStock/Getty Images Plus; Nataba/iStock/Getty Images Plus; AndreyPopow/iStock/Getty Images Plus; U12: ANDY BUCHANAN/AFP; Devon Strong/ The Image Bank/Getty Images Plus; Roberto Ricciuti/GettyImages Entertainment; FablanCode/DigitalVision Vectors; mrPliskin/iStock/Getty Images Plus; sal73ti/iStock/ Getty Images Plus; Tetra Images; Carlos Alvarez/Stringer/Getty Images Entertainment; DenKuvaiew/iStock/Getty Images Plus; Nick Dollding/DigitalVision; Westend61; Indeed; Flashpop/DigitalVision; trinetuzun/iStock/Getty Images Plus; REV4: Stephan Zirwes; gawraw/E+.

The following photographs are source from other libraries/sources.

U1: Copyright © Hailey Dawson. Reproduced with kind permission of Yong Dawson; U6: Dinodia Photos/Alamy Stock Photo; Copyright © Kyle MacDonald. Reproduced with kind permission; U10: Copyright © Telegraph Media Group Limited 2015; U12: Copyright © JD Dworkow.

Front cover photography by Bernhard Lang/Stone/Getty Images Plus/Getty Images.

Illustrations

U1, U3: Alessandra Ceriani (Sylvie Poggio Artists Agency); U4: Denis Cristo (Sylvie Poggio Artists Agency); U9: Ana Djordjevic (Astound U5); U12: Lyn Dylan (Sylvie Poggio Artists Agency).

Audio production by CityVox, New York.

EVOLVE

SPEAKING MATTERS

EVOLVE is a six-level American English course for adults and young adults, taking students from beginner to advanced levels (CEFR A1 to C1).

Drawing on insights from language teaching experts and real students, EVOLVE is a general English course that gets students speaking with confidence.

This student-centered course covers all skills and focuses on the most effective and efficient ways to make progress in English.

Confidence in teaching. Joy in learning.



Meet our expert speakers

Our expert speakers are highly proficient non-native speakers of English living and working in the New York City area.

Videos and ideas from our expert speakers feature throughout the Student's Book for you to respond and react to.

Scan the QR codes below to listen to their stories.



Wendy Sanchez-Vaynshteyn from Bolivia Data scientist



Bojan Andric from Serbia Interpreter



Carolina Hakopian from Brazil Dentist





Jacqueline Castañeda Nuñez from Mexico Urbanist



Lucia D'Anna from Italy Lead Promotion Specialist



Odil Odilov from Tajikistan Finance Assistant



INSIGHT

Research shows that achievable speaking role models can be a powerful

CONTENT

Bite-sized videos feature expert speakers talking about topics in the Student's Book.

RESULT

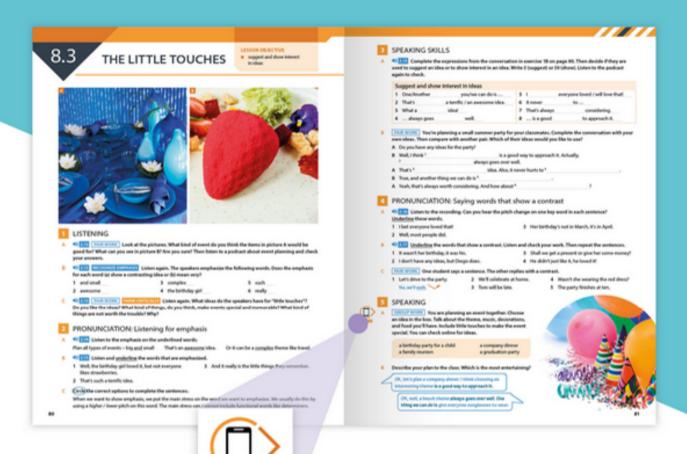
Students are motivated to speak and share their ideas.

Student-generated content

EVOLVE is the first course of its kind to feature real student-generated content. We spoke to over 2,000 students from all over the world about the topics they would like to discuss in English and in what situations they would like to be able to speak more confidently. Their ideas are included throughout the Student's Book.

"It's important to provide learners with interesting or stimulating topics."

Teacher, Mexico (Global Teacher Survey, 2017)



Find it

INSIGHT

Research with hundreds of teachers and students across the globe revealed a desire to expand the classroom and bring the real world in.

CONTENT

FIND IT

Find it are smartphone activities that allow students to bring live content into the class and personalize the learning experience with research and group activities.

RESULT

Students engage in the lesson because it is meaningful to them.

Designed for success



Pronunciation

INSIGHT

Research shows that only certain aspects of pronunciation actually affect comprehensibility and inhibit communication.

CONTENT

EVOLVE focuses on the aspects of pronunciation that most affect communication.

RESULT

Students understand more when listening and can be clearly understood when they speak.

Insider English

INSIGHT

Even in a short exchange, idiomatic language can inhibit understanding.

CONTENT

Insider English focuses on the informal language and colloquial expressions frequently found in everyday situations.

RESULT

Students are confident in the real world.



Register check

INSIGHT

Teachers report that their students often struggle to master the differences between written and spoken English.

CONTENT

Register check draws on research into the Cambridge English Corpus and highlights potential problem areas for learners.

RESULT

polite. Direct

This is unacceptable. Mr. Clark should be friendlier.

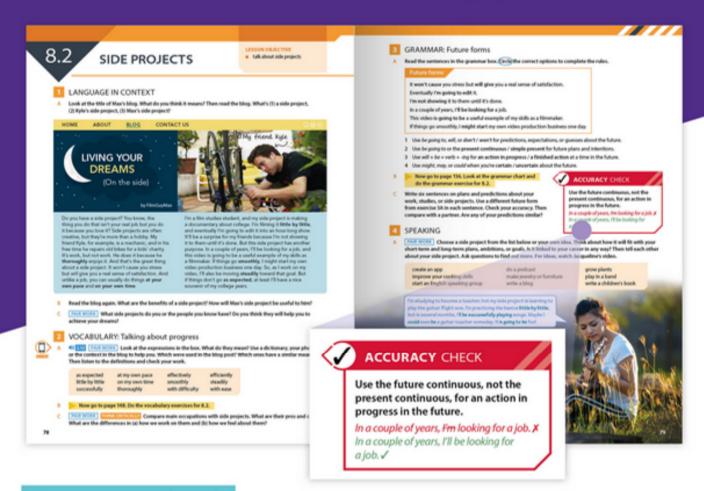
I find this unacceptable.

I feel Mr. Clark should be friendlier.

Less direct

Students transition confidently between written and spoken English and recognize different levels of formality as well as when to use them appropriately. "The presentation is very clear, and there are plenty of opportunities for student practice and production."

Jason Williams, Teacher, Notre Dame Seishin University, Japan



Accuracy check

INSIGHT

Some common errors can become fossilized if not addressed early on in the learning process.

CONTENT

Accuracy check highlights common learner errors (based on unique research into the Cambridge Learner Corpus) and can be used for selfediting.

RESULT

Students avoid common errors in their written and spoken English.

You spoke. We listened.

Students told us that speaking is the most important skill for them to master, while teachers told us that finding speaking activities which engage their students and work in the classroom can be challenging.

That's why EVOLVE has a whole lesson dedicated to speaking: Lesson 5, *Time to speak*.

Time to speak

INSIGHT

Speaking ability is how students most commonly measure their own progress, but is also the area where they feel most insecure. To be able to fully exploit speaking opportunities in the classroom, students need a safe speaking environment where they can feel confident, supported, and able to experiment with language.

CONTENT

Time to speak is a unique lesson dedicated to developing speaking skills and is based around immersive tasks which involve information sharing and decision making.

RESULT

Time to speak lessons create a buzz in the classroom where speaking can really thrive, evolve, and take off, resulting in more confident speakers of English.





Experience Better Learning with EVOLVE: a course that helps both teachers and students on every step of the language learning journey.

Speaking matters. Find out more about creating safe speaking environments in the classroom.

EVOLVE unit structure

Unit opening page

Each unit opening page activates prior knowledge and vocabulary and immediately gets students speaking.

Lessons 1 and 2

These lessons present and practice the unit vocabulary and grammar in context, helping students discover language rules for themselves. Students then have the opportunity to use this language in well-scaffolded, personalized speaking tasks.

Lesson 3

This lesson is built around an off-the-page dialogue that practices listening skills. It also models and contextualizes useful speaking skills. The final speaking task draws on the language and strategies from the lesson.

Lesson 4

This is a skills lesson based around an engaging reading text. Each lesson asks students to think critically and ends with a practical writing task.

Lesson 5

Time to speak is an entire lesson dedicated to developing speaking skills. Students work on collaborative, immersive tasks which involve information sharing and decision making.

CONTENTS

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 1 Step forward	 Talk about how we deal with change Talk about past difficulties Discuss issues and agree strongly Write an opinion essay Talk about daily life in the past 	Present habits Past habits	 Facing challenges Describing annoying things 	 Listening for main stress Saying /tf/
Unit 2 Natural limits	 Talk about exploration and research Talk about life forms in different environments Exchange important information Write a description of an area Plan an outdoor experience 	 Comparative structures Superlative structures; ungradable adjectives 	 Space and ocean exploration The natural world 	Listening for weak forms and rhythm Saying /w/ and /v/
Unit 3 The way I am	 Talk about personality types Talk about things you love or hate Make and respond to requests Write a personal statement for a job application Interview for a full-time position 	 Relative pronouns; reduced relative clauses Present participles 	 Describing personality Strong feelings 	 Listening for /t/ at the ends of words Using polite intonation for requests
	Review 1 (Review of Units 1-3)			
Unit 4 Combined effort	 Talk about your support team in life Make decisions Discuss advantages and disadvantages Write a summary Plan a fund-raising event 	 Adding emphasis: so that, such that, even, only Reflexive pronouns; pronouns with other/ another 	 Professional realationships Assessing ideas 	 Listening for consonant-vowel linking between words Using stress in compounds
Unit 5 The human factor	 Discuss how new technology can help people Discuss the future of communication Consider and contrast ideas Write an online comment with examples Plan a community improvement project 	 Real conditionals Conditionals: alternatives to if 	 Dealing with emotions Willingness and unwillingness 	■ Listening for lower pitch information ■ Saying front vowels /i/, /e/, and /æ/
Unit 6 Expect the unexpected	Describe unexpected fame Talk about unexpected situations Make assumptions Write an interesting story Tell a story	 Narrative tenses Reported speech with modal verbs 	 Talking about fame Reporting verbs 	 Listening for complex verb phrases Saying short and long vowels
w 5				

Listening	Speaking skills	Reading	Writing	Speaking
Upgrade ■ A conversation between two coworkers	■ Discuss issues and agree strongly	Back to basics ■ An article about the Maker Movement	An opinion essay Organize information	Talk about your attitude toward change Talk about things from when you were younger that aren't around anymore Compare things in your past and present life Talk about the Maker Movement Time to speak Talk about what life was like in a past decade
Finding out ■ A conversation between a guide and a tourist	Exchange information	Extreme living An interview about living in Antarctica	A description of an area Use numerical words and phrases	Talk about the most important areas of research and exploration Talk about life forms in difficult environments Give advice on doing a free-time activity you enjoy Talk about living in an extreme environment Time to speak Plan an outdoor vacation
Asking for favors Conversations between an intern, an employee, and their bosses	Make and respond to requests	The right job for me ■ An advertisement for jobs in a zoo	A personal statement Compose and evaluate a personal statement	Talk about introverts and extroverts Talk about how different things or experiences make you feel Make and respond to requests Talk about a job you would like to do and a job you would be best at Time to speak Interview a job candidate
Two people, one job A counseling session on job sharing	 Discuss advantages and disadvantages 	The me team ■ An article about disadvantages of teamwork	Summary of an article Summarize main points	 Talk about an experience of coordinating a group of people Talk about making group decisions Discuss advantages and disadvantages of job sharing Talk about your attitude toward teamwork Time to speak Discuss organizing a fund-raising event
Stop blaming gaming A TV debate about video games	■ Consider and contrast ideas	What language barrier? An article about translation apps	Online comments State opinion and give examples	Discuss how VR programs can help people in different areas of life Discuss how the development of technology can affect the way we communicate with different people Discuss benefits of video games Discuss translation apps Time to speak Plan a community improvement campaign
Something in the water An interview with a couple who thought they saw a shark	 Make, contradict, and clarify assumptions 	Getting it wrong ■ Posts about being in the wrong place at the wrong time	A story ■ Make a story interesting	Tell a story about someone who went viral Talk about managing expectations Describe an interesting experience Talk about unexpected situations resulting from small mistakes Time to speak Tell a story for a contest

	Learning objectives	Grammar	Vocabulary	Pronunciation
Unit 7 Priorities	Discuss worthwhile experiences Talk about purchases Bargain for a purchase Write a for-and-against essay Negotiate a boat trip	 Gerunds and infinitives after adjectives, nouns, and pronouns Infinitives after verbs with and without objects 	Positive experiences Making purchases	Listening for vowel linking between words Saying /ŋ/
Unit 8 Small things	Talk about neatness and messiness Talk about side projects Suggest and show interest in ideas Write a complaint letter Make a podcast on ways to reduce stress	Modal-like expressions with be Future forms	Describing neatness and messiness Talking about progress	 Listening for emphasis Saying words that show a contrast
Unit 9 Things happen	 Talk about how your life might be different Talk about mistakes Reassure someone about a problem Write an article giving tips Talk about key events in your life 	 Unreal conditionals Wishes and regrets 	 Luck and choice Commenting on mistakes 	 Listening for different word groups Using intonation in conditional sentences
	Review 3 (Review of Units 7–9)			
Unit 10 People, profiles	 Talk about people's characteristics Talk about customer research Give your impressions Write a professional profile Develop a plan to improve a company website 	 Gerunds after prepositions Causative verbs 	 Describing characteristics Describing research 	■ Quoting from a text ■ Recognizing /eɪ/, /aɪ/, and /ɔɪ/
Unit 11 Really?	Talk fake goods Talk about untrue information Express belief and disbelief Write a persuasive essay Share tips on solutions	 Passive forms Passives with modals and modal-like expressions; passive infinitives 	 Describing consumer goods Degrees of truth 	Listening for intonation on exclamations and imperatives Saying /ou/ and /au/
Unit 12 Got what it takes?	Talk about talent Discuss how to make life better Describe your ambitions Write a review of a performance Give a presentation about yourself	 Adverbs with adjectives and adverbs Making non-count nouns countable 	 Skill and performance Describing emotional impact 	 Listening for sounds that change Using syllable stress in words
	Review 4 (Review of Units 10–12	2)		
	Grammar charts and practice, p	ages 129–140 Vocabula	ry exercises, pages 141–15	52

Listening	Speaking skills	Reading	Writing	Speaking
A good bargain Price negotiation for a purchase	■ Negotiate a price	Money's worth ■ An article about spending money on experiences vs. things	A for-and-against essay Organize an essay	 Talk about your job or a job you would like to do Talk about purchases Talk about bargaining Discuss spending money on experiences vs. things Time to speak Negotiate features of a boat trip
The little touches A podcast about event planning	Suggest and show interest in ideas	A smile goes a long way An article about complaining effectively	A complaint Avoid run-on sentences and sentence fragments	 Talk about qualities of a good roommate Talk about side projects Plan an event Discuss effective ways to complain Time to speak Discuss ways to reduce stress
My mistake ■ A radio phone- in about an embarrassing situation	■ Give reassurance	Good conversations An online article about making small talk with strangers	An article ■ Parallel structures	Talk about how your life might be different if you'd made different choices Talk about small regrets and make wishes Describe a problem and offer reassurance Discuss what makes a good conversationalist Time to speak Talk about your news at a school reunion
				a lakaboat your news at a school realion
A careful choice A conversation between two friends discussing which company to order a cake from	■ Give your impressions	A professional profile An article about rewriting your professional profile	A professional profile ■ Use professional language	 Talk about the ways we like to be similar to or different from others Talk about your customer profile Choose a gym based on its online profile Give advice on writing a professional profile Time to speak Come up with tips on making the career section of a website attractive to potential employees
Believe it or not Two conversations about a NASA probe sent to the sun	 Express belief and disbelief 	Convince me An article with tips on identifying fake product reviews	Persuasive essay Use persuasive language	Talk about counterfeit goods Talk about false stories you've read online Talk about rumors Discuss how to identify fake information Time to speak Talk about common problems people search for online and solutions for them
Maybe one day ■ A college interview for a theater program	 Describe ambitions; express optimism and caution 	Success behind the scenes A personal narrative by a guitar tech	A concert review Show reason and result	 Talk about being good at something due to practice or natural talent Talk about small things you can do to make people happy Talk about your ambitions Talk about what contributes to success in a job Time to speak Make a presentation about yourself



UNIT OBJECTIVES

- talk about how we deal with change
- talk about past difficulties
- discuss issues and agree strongly
- write an opinion essay
- talk about daily life in the past

STEP FORWARD



START SPEAKING

- A Describe what you see in this picture. What do you think is special about the girl's right hand? Read the caption and check.
- B In what ways can 3D-printed objects improve our lives? How might a 3D-printed object cause us problems?
- Talk about something you often use or do that has improved your life. This could be an app, a gadget, or something else.
- With a partner, list some other helpful inventions. How can they help us? For ideas, watch Jacqueline's video.





1.1

LIFE CHANGES

LESSON OBJECTIVE

 talk about how we deal with change

1 LANGUAGE IN CONTEXT

A What are some of the biggest changes that people experience in life? Are they positive or negative?

B 1.02 Read and listen to an episode from Christa Garcia's podcast "No Fear." What life changes does she mention?

1.02 Audio script

Ten months ago, as regular listeners will know, I made two big life changes: I moved to a new city, and I changed jobs. My work situation wasn't great: I'd just lost a job, and I couldn't find a single engineering position anywhere in Florida. Then this job in Chicago came up. It was perfect and too good to refuse. But ... but ... but

I'd lived in Florida all my life. My family was here, and my friends. And I was frightened of tackling a new job. Plus, it's really cold in Chicago, and this girl is 100% Florida. You know what I mean?

I said to my brother, "I can't take all this change!" He just said, "Get a grip, Christa. You're perfectly capable of handling all this."

After I stopped being mad at him for not being more understanding, I realized that I'm always looking for an excuse to avoid change, and I'll do anything to keep my life simple. And I'm not alone. We often talk negatively about the future, don't we? We tend to fear change. And when we're feeling scared, we underestimate our ability to cope with things. But actually, we adapt to new situations extremely well. Think about huge changes like starting college, getting your first job, having a baby – people get through challenges like this all the time. We should accept that we're terrific at surviving, and instead of resisting change, we should welcome it. That's what I did, and now life is good, and that's a real step forward!

C = 1.02 Read and listen again. What did Christa realize about people's ability to change? How did her own attitude change?





1.03 PAIR WORK Look at the expressions in the box. Look at how they're used in the podcast and describe each one using other words. Use a dictionary or your phone to help you. Then listen and check.

accept	adapt	be a step forward	be capable of	be frightened of resist
can't take	cope with	get a grip	get through	
survive	tackle	underestimate	welcome	



Now go to page 141. Do the vocabulary exercises for 1.1.

PAIR WORK Do you agree with Christa's thoughts about our ability to change?

Tell your partner, and use examples if you can. Use the words in exercise 2A.







GRAMMAR: Present habits

Read the sentences in the grammar box. Circle the correct options to complete the rules.

Present habits

I'm always looking for an excuse to avoid change, and I'll do anything to keep my life simple. We often talk negatively about the future, don't we?

We tend to fear change.

When we're feeling scared, we underestimate our ability to cope with things.

- 1 For a habit that is more noticeable or frequent than usual, you can use always or constantly with the simple present/present continuous.
- 2 You can use the modal will for present/past habits.
- 3 You can use the verb tend to / keep + a verb to talk about present habits.
- 4 You can use the simple present / present continuous for a continuing activity that happens at the same time as another habit.
- В Now go to page 129. Look at the grammar chart and do the grammar exercise for 1.1.
- PAIR WORK Think of something you do regularly, such as going to the gym, meeting friends, studying, or working. Describe your present habits using the prompts below. Then compare your sentences with a partner. How different or similar are your regular habits?
 - 1 I tend to ...
 - 2 My friends and I often ...
 - 3 When I'm feeling ...
 - 4 I'm always ...
 - 5 When I'm tired, I'll ...
- Think of one thing you'd like to change about your life. What habits do you have that prevent you from moving forward? How can you tackle these habits?

SPEAKING

GROUP WORK THINK CRITICALLY Do you welcome change, or do you prefer to stick to your habits? Explain your answers. Is it easier to adapt to changes that you decide to make or ones that are outside your control? Think of some examples.

I tend to worry about big changes. I'll follow the same routine every day and be perfectly happy about it. I think things outside our control, like losing your job or your best friend moving away, are harder to cope with because you can't plan and prepare for them.









1.2 MEMORY LANE

LESSON OBJECTIVE

talk about past difficulties

LANGUAGE IN CONTEXT

- PAIR WORK Look at the pictures. When were the items popular? When did people stop using these items? Why?
- Read Amy's blog post. What time period does she describe? How old do you think she was then? How old is she now?







Do you ever binge-watch TV shows and feel like you've taken a time machine to a different place and time? I just watched Stranger Things, which takes place in the 1980s. It was like going back in time to my childhood.

Remember those bikes with banana-shaped seats? One of the boys in the series rides one, just like the one I used to ride to school every day. I wouldn't even lock it - I'd just leave it outside all day. In many ways, life was simple then. But some things were frustrating ...

When you're on the phone, do you move around a lot, like me? Well, in the 1980s, we could only walk as far as the cord reached. And with only one phone in the house, we didn't use to have any privacy. I'd drive my brother crazy because I talked to my friends for hours. Making calls away from home was tricky, too. Have you ever used a pay phone? I never used to have enough coins with me it was infuriating! And how about sharing music? You probably use a music app, right? My older sister used to make me mixtapes with different songs she liked. I realize now how complex and time-consuming it was. Even watching TV was more difficult then. It got on my nerves to have to get up and change the channel all the time because there was no such thing as a remote control. Now I just push the "off" button from the couch to travel back to the present and take a break from binge-watching!





GLOSSARY

binge-watch (v) to watch many or all episodes of a TV show in one session

VOCABULARY: Describing annoying things

Cover the blog post. Can you remember which seven words and phrases from the box below Amy uses? What does she describe with the words?

awkward complex infuriating

be a waste of time drive sb crazy lose patience

be hard to operate frustrating time-consuming

clumsy get on sb's nerves tricky





 1.04 Look at the words in the box again. Which ones are adjectives, and which ones are verb phrases? Use a dictionary or your phone to help you. Then listen and check. Which words mean annoying? Which mean difficult, uncomfortable, takes a lot of or too much time?



PAIR WORK THINK CRITICALLY Describe some present-day everyday objects using words from exercise 2A. Which of them do you think will still be used in ten years' time? How might they change?

3 GRAMMAR: Past habits

A Read the sentences in the grammar box. Circle the correct options to complete the rules. Can you find more examples in the text in exercise 1B on page 4?

Past habits

We didn't use to have any privacy. I never used to have enough coins.
I'd drive my brother crazy.

It got on my nerves to have to get up and change the channel all the time.

- 1 Used to, didn't use to, and never used to can show past habits, single / repeated past actions, and past states.
- 2 Would (not) can mean the same thing as (not) used to / could (not) for past habits and repeated actions. Do not use would (not) for past states.
- 3 You can / can't use the simple past for past habits, repeated past actions, and past states.
- Now go to page 129. Look at the grammar chart and do the grammar exercise for 1.2.
- Change the sentences so they're true for you. Use (not/never) used to or would (not). Then check your accuracy. Compare your statements with a partner.
 - When I was a child, I rode my bike without a helmet.
 - 2 My parents cooked with a microwave.
 - 3 I didn't stream music in the 1990s.
 - 4 When I was a kid, I texted my friends every day.
 - 5 Before cell phones, I had to memorize my friends' phone numbers.

ACCURACY CHECK

Do <u>not</u> use be before used to when talking about past habits.

Use the simple past

for single completed

past actions:

last episode of

I just watched the

Stranger Things.

I am used to cycle to school. X
I used to cycle to school. ✓

4 SPEAKING

A PAIR WORK Think of objects from when you were younger that aren't around anymore. Why aren't they around anymore? Do you miss those objects? Why or why not? For ideas, watch Jacqueline's video.

I used to have this game console that fit in my pocket. It only had one game, but I'd carry it around everywhere and play the game all the time. It was really frustrating if I forgot to bring it with me. Now I simply play games on my phone ...









1.3

UPGRADE

LESSON OBJECTIVE

 discuss issues and agree strongly

1 LISTENING

- A PAIR WORK In what situations do you send or receive emails? Do you think it's an effective way to communicate? Why or why not?
- B 1.05 Listen to coworkers Shawn and Lorena talk about problems with email. What other ways of communication do they mention?
- C 1.05 LISTEN FOR OPINIONS Listen again. What does Lorena think the problems with email are? Do you agree with her? What does Shawn think about the alternative that Lorena mentions? Do you agree with him?
- D PAIR WORK THINK CRITICALLY Compare different ways of communication, such as face-to-face conversations, texts, IMs, video calls, etc. What are their advantages and disadvantages? Which ways of communication do you find most effective in which situations?





PRONUNCIATION: Listening for main stress

- A 106 Listen. What do you notice about the underlined words?
 - 1 ... I can get some real work done.
 - 2 ... people usually choose the easy option.
 - 3 All this technology was supposed to help us be more efficient ...
- B 1.07 <u>Underline</u> the word in each item that you think has the main stress. Listen and check.
 - When it comes to technology, ...
 - 2 ... waiting to use the single fax machine we had in our office.
 - 3 And don't forget about all that paper!
- Circle the correct words to complete the sentences.

One word / Several words in each word group will have the main stress. Words with the main stress are usually near the beginning / end of the word group, and they give information that is new (and important) / old (and not so important) to listeners.

INSIDER ENGLISH

When something used to connect to the internet isn't working, it's "down."

It looks like the server is down. My Wi-Fi is down again!



3 SPEAKING SKILLS

A 105 Look at the sentences from the conversation in exercise 1B on page 6. Are the speakers discussing issues (D) or agreeing strongly (A)? Write D or A. Where, do you think, is the main stress in each sentence? Listen to the conversation again to check.

D	Discuss issues and agree strongly				
1	When it comes to technology, you can rely on the server to be unreliable.				
2	That's so true!				
3	You can say that again.				
4	I couldn't agree more.				
5	Looking at the big picture, I think email isn't that bad.				
6	Overall, if I had to choose				

- PAIR WORK With your partner, take turns making and responding to statements using the prompts below and bold expressions from exercise 3A.
 - 1 writing / easier / laptop / tablet

7 Have it your way!

- 3 video calls / for work / personal communication
- 2 texting / the best way to communicate with ...
- 4 face-to-face / most important for ...
- C PAIR WORK Student A: Go to page 157. Student B: Go to page 159. Follow the instructions.

4 PRONUNCIATION: Saying /tʃ/

A 1) 1.08 Listen to the /ff/ sound in these words and then repeat the words.

pic<u>tu</u>re <u>ch</u>eap sugges<u>ti</u>on a<u>ch</u>ieve tou<u>ch</u> ques<u>ti</u>on

B Underline the /tʃ/ sound in each pair of words.

status statue stomach watch actual action nature major

109 Listen and check. Then repeat the words with the /g/ sound.

- Underline the /tf/ sounds in the conversation below. Then take turns practicing the conversation with a partner.
 - A Looking at the bigger picture, we've got more of a chance now.
 - B Actually, I don't think we're going to achieve very much. We need to make some big changes.

5 SPEAKING

A GROUP WORK Compare something from your past with something in your present life. Look at the ideas below. Discuss your views on the issues.

last job / current job high school / college last home / current home old device / current device Generally speaking, I think the atmosphere in college is more relaxed than in high school.

I couldn't agree more.



1 READING

A IDENTIFY MAIN IDEAS

What skills or knowledge have your grandparents and parents passed on to you? Can you tell your partner something that you do or make that they taught you? Read the article and say what Barbara's grandparents passed on to her. What is the Maker Movement?

COMING AROUND AGAIN

When I was a kid, I used to spend weekdays with my grandpa and grandma while my mom was at work, I'd sometimes help my grandma make her special oatmeal cookies. To be honest, I used to be better at eating them than I was at baking them. They were so good! But in those days, more often than not, I'd watch my grandfather in his workshop - actually their garage - where he spent most mornings. He was an amateur inventor, and he would take old pieces of metal or wood and make something new and practical that he or my grandmother could use around the house. He once gave me a wallet to hold dollar bills that he had made out of flat cardboard, leather, and elastic. It was a magic wallet - you opened the wallet, placed the bill on top of the elastic inside, closed the wallet, opened it again from the other side and - lo and behold - the bills were behind the elastic and held securely. He had put a ten dollar bill in there, "just in case you need it." Every time I use it I think of my grandfather, and I know it's the only wallet in the world like it.

Fast forward to earlier this year. I went to a Maker Faire with my friend. "What's a Maker Faire?" I hear you ask. Well, first I need to tell you about the Maker Movement. This was founded way back in 2005 as a way to encourage DIY through art, electronics, and craft projects. Since then, it's gone from strength to strength around the

world. There are about
135 million makers in the
U.S. alone — that's over half
the population. Maker Faires
are basically festivals which
celebrate and promote these
skills. The 2015 Maker Faire had over
1.1 million visitors — the same audience
size as Taylor Swift's 1989 World Tour.

So, how is the Maker Movement different to what my grandpa was doing in his workshop all those years ago? It's hard to define, but a lot of it is about individuals using new technologies — technologies that are accessible to you and me, like 3D printers — so that they can create unique items and projects that have a use beyond their original intention. A maker is anyone who is creating, and if you're building or adapting something or trying to make something new, that means you. The future could be pretty exciting for all makers out there. Dale Dougherty, founder of Maker Media which published Maker: Magazine back in 2005, and that kicked off the movement, believes the future of makers depends on education. He says young people need help to develop their creative and technical abilities. "When kids play Minecraft they expect not just to play, but also to evolve," Dougherty said. It's fun, and everyone tackles projects and learns skills together.

My grandparents are gone now, but I'd love to think that if they were around today they would be makers, too. I've inherited my grandfather's love of finding out how things work, and I've just sold my first handmade lamp that I made from recycled glass and other materials. By using the creative skills they passed down to me, in my own way I've joined the maker movement.

By Barbara Cohen



GLOSSARY

amateur (adj) doing something as a hobby

craft (n) an activity in which you make something using a lot of skill, especially with your hands

DIY (do-it-yourself) (n) repairing and making things yourself instead of paying someone to do it

B IDENTIFY SPECIFIC INFORMATION Read the article. What's the significance of these numbers?

a 2005 b 135,000,000 c 2015 d 1,100,000

THINK CRITICALLY Why do you think the Maker Movement has become so popular around the world? What do you think of this movement? Would you be interested in becoming a maker?

WRITING

Read Carmen's essay about forgotten skills. Which ones does she mention? What was good about them?

Reviving forgotten skills

Recently, there has been some discussion about reviving skills from the past, such as repairing mechanical items like watches and raising animals. These skills are good for the environment, save money, and can be extremely enjoyable. I think this is an excellent trend and would like to share two almost-forgotten skills that my grandmother used to have.

The first is sewing. Most of us buy our clothes at the store, and we throw them away when they're worn. My grandmother, however, used to make clothes for my father, and later in life for my sisters and me. She would fix holes and small tears in our clothes, too, so they would last until we grew out of them.

The second skill is preserving food. My grandmother used to preserve all kinds of fruit and vegetables in the fall and store them in jars. Then, in the middle of the winter, she'd bring out a jar of raspberries or cucumbers, and it would immediately bring back a wonderful feeling of summer. It also cost less than buying them in the store.

I think bringing back skills like these is a fantastic idea. In fact, I'm planning to research how to raise chickens so I can have fresh eggs.

GLOSSARY

revive (v) to make something from the past exist again preserve (v) to treat food in a particular way so it can be kept for a long time

ORGANIZE INFORMATION Read about organizing an opinion essay. Then check if Carmen's essay has all

these features.

1st paragraph: Introduce the topic and state your opinion.

2nd paragraph: Use a topic sentence to introduce your example and give the main idea of the paragraph;

describe the example.

3rd paragraph: (same as second paragraph)

4th paragraph: Restate your opinion but with different words than before.



- PLAN You're going to write a formal opinion essay about skills from the past. With your partner, discuss two or three forgotten skills and what you would like to say about them. Choose from the skills in the pictures below or use your phone to find other ideas. Then think how you will organize your essay, using the structure described in exercise 2B. What points are you going to include in each paragraph?
- Write your opinion essay. You can write a similar introduction and conclusion to Carmen's.









PAIR WORK Read your partner's essay. What do you think of the skills he or she describes?



1910

TIME TO SPEAK Blast from the past

LESSON OBJECTIVE

talk about daily life in the past

1980

1990



A PREPARE Look at the pictures. In pairs, discuss which decade you think each picture is from. Then work with another pair and discuss your ideas. How else was life different in each time period?

1950

B DECIDE Imagine you are on a reality TV show where you have to live for a week the way people did in the past. In groups, say which decade you want to live in, from 1910 to 1990, and why. Then decide on one decade together.



- **RESEARCH** In your group, answer the questions about what life was like in the decade you chose. You can go online to research ideas.
- 1 How did people use to do everyday chores?

1930

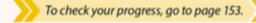
- 2 What transportation did they use?
- 3 What styles of clothes did they wear?

4 What tech items did they have?

1970

- 5 How did they entertain themselves?
- Imagine you just finished your week on the TV show. In your group, talk about your imagined experiences.

 How does living in that decade compare to life today? What was better? Worse? What did you enjoy about the experience? What difficulties did you have?
- DISCUSS You are going to debate whether it's better to live now or in the decade you discussed. Make two teams within your group. Team A: Think of reasons why life was better then. Team B: Brainstorm the reasons why it's better to live in the present day. Each team has two minutes to present their points to the other team.
- Report the results of your debate to the class. Would most people prefer to live in the past or now?



USEFUL PHRASES

PREPARE

It was very awkward. It was hard to operate. It used to drive ... crazy It was really tricky.

DISCUSS

It was a step forward from ...
We shouldn't underestimate ...
It helped to cope with ...
It was a waste of time.
It used to be so time-consuming.

Generally speaking, ...

Looking at the big picture ...

Overall ...

When it came to ...

UNIT OBJECTIVES

- talk about exploration and research
- talk about life forms in different environments
- exchange important information
- write a description of an area
- plan an outdoor experience

NATURAL LIMITS



START SPEAKING

- A What can you see in the picture? What effect do you think it has on the fish and other wildlife in the ocean?
- B In what other ways does human activity affect wildlife? Can you think of examples from your area or country?
- What are the benefits and drawbacks of human activity you discussed in exercise B? Do you think the activity is justified? For ideas, watch Odil's video.





2.1

DEEP OCEAN OR DEEP SPACE?

LESSON OBJECTIVE

 talk about exploration and research

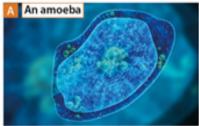
1 VOCABULARY: Space and ocean exploration

A Look at the pictures. Which one is in space? Which is in the ocean? Which do you think most people would want to learn about?



1.10 PAIR WORK Look at the words and phrases in the box and discuss their meanings. Use a dictionary or your phone to help you. Then listen and check your work. Which words and phrases could you use to talk about space, which about the ocean, and which about both?

atmosphere	come across	exploration	investigation
launch	monitor	observe	preserve
resources	satellite	species	surface
use up			







Now go to page 142. Do the vocabulary exercises for 2.1.

D PAIR WORK THINK CRITICALLY Why do we explore space and the ocean? What effect can it have on our daily lives? Are there other issues we should be using our resources on instead?

2 LANGUAGE IN CONTEXT

A 1) 1.11 PAIR WORK Read and listen to the podcast. What are the advantages and disadvantages of space and ocean exploration according to the speakers? Which speaker do you agree with more. Why?

4) 1.11 Audio script

Host Today's guests on Discovery Now, Ronnie Jones and Johanna Flores, are here to discuss the question: Which is more important, space or ocean exploration? Ronnie?

Ronnie I would definitely prefer to explore space rather than study the ocean. There's so much mystery beyond Earth's atmosphere. And we can learn more from research into space than most people realize. Without it we would probably never have inventions like phone cameras, ear thermometers, wireless headsets, and even clean energy technology.

Johanna I disagree. How about the benefits of underwater research for industry, for medicine, for technology? And it's much less expensive and a lot safer than space travel. Space exploration just isn't useful enough to justify the cost.

Host Good point. Can you justify the cost, Ronnie?

Ronnie Of course. The earth is getting overcrowded, and it won't be long before we'll need other places to live. Solving future problems on Earth is worth any price.

Johanna It's less important to fix future problems than to fix current ones. People depend on the ocean for jobs, food, and even breathing! Ocean plants produce about 70 percent of Earth's oxygen. Maybe we should find ways to preserve our oceans' resources instead of using them up – which is a lot easier than trying to live in space.

Ronnie But what about life in space? On Mars, for example, there's water, and where there's water, there could be life!

Johanna But we don't know for sure if any other planets support life. However, there's definitely life below the surface of the ocean we still know almost nothing about. We keep discovering amazing species deep under the water. Only about five to ten percent of the deep ocean has been explored. Overall, it is obvious to me that there are fewer benefits to space exploration.

3 GRAMMAR: Comparative structures

A Read the sentences in the grammar box. Circle the correct options to complete the rules.

Comparative structures

I would definitely prefer to explore space rather than study the ocean.

We can learn more from research into space than most people realize.

Space exploration just isn't useful enough to justify the cost.

It's less important to fix future problems than (it is) to fix current ones.

There are fewer benefits to space exploration.

- 1 When comparing, put the thing you like less after prefer / rather than. To compare actions, use a gerund or the base form of the verb / past participle after rather than.
- 2 When using more or less as a pronoun, put it after / before a verb.
- 3 Use a gerund / an infinitive after an adjective + enough.
- 4 Use less with count / non-count nouns. Use fewer with count / non-count nouns.
- 5 You always have to / don't always have to repeat the first subject + verb in comparative structures.
- Now go to page 130. Look at the grammar chart and do the grammar exercise for 2.1.
- Complete the sentences with your own ideas using the constructions in parentheses. Then check your accuracy.
 Compare ideas with a partner.
 - Ocean exploration is ... (adjective + enough + infinitive)
 Ocean exploration is not important enough to justify the risks.
 - 2 Space travel is ... (adjective + enough + infinitive)
 - 3 Space exploration is ... (comparative adjective + than)
 - 4 I prefer ... (verb/gerund + rather than + verb/gerund)
 - 5 We can learn ... (more or less as a pronoun)
 - 6 It's less important ... (infinitive than infinitive)

4 SPEAKING

THINK CRITICALLY What environments do people explore? What do you think are the top areas of research and exploration that can help us and the planet? Why? For ideas, watch Odil's video.

People explore the natural world around them and also their own biology. It may be easier to solve our most urgent issues by observing the results of human activity or studying our DNA, rather than trying to investigate ...

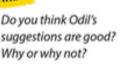


Use than, not then, with comparative structures.

There is less oxygen on Mars then on Earth. X

There is less oxygen on Mars than on Earth. ✓











2.2 EXTREME LIFE

LESSON OBJECTIVE

 talk about life forms in different environments

LANGUAGE IN CONTEXT

- PAIR WORK Make a list of ten wild animals in your country. Where can you usually find them? Does your country have an official national animal?
- Read the article about four unusual animals. What are they? Where do they live?

We often discuss how to preserve endangered species of wildlife but rarely talk about the opposite side of nature; creatures that can survive in extremely difficult environments. So here are four examples of nature's "tough cookies."

Nicaragua's Masaya Volcano is one of the most active volcanoes in Central America. Poisonous gas rises from the volcano. It's an absolutely awful place to live. Yet hundreds of small, green parrots have made it their home. Experts aren't sure how they survive in a habitat that would kill other forms of life, but somehow they've managed to adapt to it.

In Alaska, where temperatures remain below zero for several months, wood frogs survive by freezing. Almost two-thirds of their body water turns to ice. They become very hard and appear to be dead. But in the spring, they thaw out and head straight for the nearest pond.

Super-hot water and poisonous gases boil up from holes in the ocean floor off the coast of Ecuador. This is surely the least suitable environment for anything to live. Yet in and around these holes, various forms of sea life exist. The tiniest and most common are microbes called "extremophiles." Their existence may help explain the origins of life on earth.

The final "tough cookie" has few limits to its territory. Rats are the most adaptable mammal that we know of. They live almost everywhere and recover fast from whatever we do to them. They won't win a popularity contest, but they definitely get the first prize for being super survivors.



head (straight) for (v) go toward something

microbe (n) a very small living thing that can only be seen with a microscope

mammal (n) an animal that feeds its babies milk

- Read the article again. What makes each living thing a "tough cookie"? Which one do you think is the toughest? Why?
- **INSIDER** ENGLISH

Someone is a tough cookie if they are not easily hurt emotionally or physically.

You don't need to worry about Rachel. She is a really tough cookie.

VOCABULARY: The natural world

 1.12 Look at the words in the box. Which two are not in the article? Which ones are nouns or noun phrases, and which are adjectives? Listen and check your work.

adaptable animal life creature endangered environment form of life habitat plant life origin poisonous sea life pond survivor territory volcano



- Now go to page 142. Do the vocabulary exercises for 2.2.
- THINK CRITICALLY What are some endangered animals that you know of? What do you think can be done to protect them?

GRAMMAR: Superlative structures; ungradable adjectives

Read the sentences in the grammar boxes. Circle the correct options to complete the rules.

Superlative structures

Nicaragua's Masaya Volcano is one of the most active volcanoes in Central America.

Yet in and around these holes, various forms of sea life exist. The tiniest and most common are microbes. Rats are the most adaptable mammal (that) we know of.

Ungradable adjectives

It's an absolutely awful place to live.

They become very hard and appear to be dead.

The final "tough cookie" has few limits to its territory.

- 1 After one of the most + adjective, use a singular / plural noun.
- 2 Nouns are not always repeated after superlative adjectives. After "the tiniest and most common," the missing words are holes / forms of sea life.
- 3 For superlative structures with that clauses, that is always / not always needed.
- 4 You can / can't use ungradable adjectives with absolutely and completely.

Now go to page 130. Look at the grammar chart and do the grammar exercises for 2.2.

C	Complete the sentences about the natural world	. Compare with a partner.	. Answers are at the	bottom of the page

The black mamba is one of the most poisonous

2 The dwarf lantern shark is one of the animals in the ocean.

3 Out of all the planets in the solar system, Neptune and Uranus are the

4 The water in the geysers can be very hot or even absolutely

SPEAKING



PAIR WORK Choose one of the topics below. Where can these life forms be found? How difficult is life for them? You can check online if you want. Then tell another pair about the topic you chose.

wild animals that have adapted to life in your city

the rarest animals, birds, or plants in your country / the world

the most beautiful or the most dangerous forms of life you know of

One of the most common wild animals in our city is the raccoon. A common habitat of urban raccoons are people's sheds and attics. Raccoons come out into the streets to find food, but city life is extremely dangerous for them ...

3 coldest or farthest from the sun Answers: 1 snakes 2 smallest





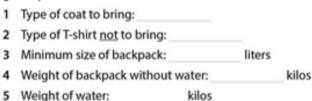
2.3 FINDING OUT

LESSON OBJECTIVE

 exchange important information

LISTENING

- PAIR WORK Do you think hiking is a fun activity? Why or why not? Tina is preparing to go hiking in the mountains of Peru. She calls her guide to ask about things she needs to take with her. Imagine you're Tina. Think of some important questions to ask.
- 113 Listen. What are the four different problems with water and sweat that the guide discusses?
- 1.13 LISTEN FOR DETAILS Listen again. Complete the information that the guide provides.





In your opinion, which of the water problems described by the guide is the most dangerous? Explain why.

PRONUNCIATION: Listening for weak forms and rhythm

11.14 Listen to the phrase a couple of questions. What pattern does it have?

a couple of questions a couple of questions a couple of questions

115 Put the phrases into the columns. Then listen and check your answers.

at least 50 liters what sort of coat a risk of snow prepare for the worst I'm sure you know a good waterproof coat

Pattern 2 🛑 🌞 🏮 Pattern 1 • • • • (

Are these statements true or false?

- 1 Phrases usually have a rhythm where there is a combination of stressed and unstressed words.
- 2 Words that carry the main meaning, like nouns and verbs, are usually stressed.
- 3 Functional words, like prepositions and articles, are also usually stressed.



3 SPEAKING SKILLS

A 1.13 Look at these sentences from the conversation in exercise 1B on page 16. Find two expressions that indicate danger (D), and two expressions that indicate essential information (E). Write D or E. Which words in these sentences are unstressed? Listen again to check.

Asking for information Is there any danger of really bad weather? What exactly do you mean by "the worst"? Is there a risk of snow? What sort of coat would you recommend taking? Providing information The most important thing to consider is that mountain weather is unpredictable. First and foremost, you need a good waterproof coat. One thing to keep in mind is that you don't want a thick coat. Another thing to consider is the kind of T-shirt you wear.



- PAIR WORK | Student A: Go to page 157. Student B: Go to page 159. Follow the instructions.
- Imagine you are going hiking somewhere in the mountains. What two pieces of information would you like to ask for? What information would you give someone going hiking somewhere near you? Use expressions from exercise 3A.

4 PRONUNCIATION: Saying /w/ and /v/

A 116 Listen to the /w/ sound in these words and then repeat the words.

weather	<u>w</u> ear	waterproof	<u>w</u> orst	<u>w</u> ould
quick	quite	s <u>w</u> im	lang <u>u</u> age	

8 1.17 Listen and circle the word you hear twice. Then check and repeat the words.

1 wet vet 3 worse verse 2 vine wine 4 vest west

- Underline the /w/ and /v/ sounds in the questions below. Then work in pairs and ask one another the questions.
 - 1 What's the worst weather you've experienced?
 - 2 What would you wear if you were going hiking in winter?
 - 3 Have you ever been worried about your safety?
 - 4 What makes people do very dangerous or weird sports?

5 SPEAKING

- A Think of a free-time activity you enjoy. Imagine you're going to give some advice to someone who'd like to take up the activity. What important information could you provide?
- B PAIR WORK Give the advice to a partner. Answer your partner's questions. Then change roles.

What sort of equipment would you recommend buying?

Well, first and foremost, you need ...

EXTREME LIVING

LESSON OBJECTIVE

write a description of an area

1 READING

A Look at the picture. What do you think would be the most difficult thing about living in this place?

Read the article. Did Noah Harris mention your idea?

EXECUTE AND A SECTION OF THE SECTIO

by Piper Reid

Noah Harris is usually behind the camera, filming documentaries in unusual places. But last month, he took some time out to talk about his most recent – and most extreme – trip. He spent a month at a research center in one of the coldest places on Earth, Antarctica.

First and foremost, I have to ask the question everyone wants to know. How cold was it?

It was absolutely freezing! Where I was, the average temperature was -5°C in January, the warmest month, and -28°C in August, one of the coldest months. I was there in October, and it was about -15°C during the day.

How about the climate in general? What was the weather like, besides cold?

They say Antarctica is the driest, windiest, and brightest continent. It's dry because it's a desert, and surprisingly, it doesn't snow a lot. The area only gets 60 to 80 millimeters of snow a year, but the wind blows up to 185 kilometers per hour. It's full of snow and ice, and everything turns white. But many days there are blue skies and sunshine. It can actually be more difficult to see when the sun is bright.

I am also wondering about the temperature indoors. Where does everyone stay? Is it warm?

I stayed at one of New Zealand's research centers, and all of the buildings are heated. It's one of the 37 centers in Antarctica open all year. In fact, 4,000 people live in Antarctica in the summer months, but only about 1,000 stay for the winter. Where I visited, up to 85 people are at the research center in the warmer months. Fewer people are there when it's colder – about 25. When it's less crowded, everyone has their own bedroom, but when more people are there, it's four to a room.

I am curious about living so close to the same few people in such limited space. What is it like? Does everyone get along?

I was only there for a month – imagine a year of living and working with the same 20 people every single minute of

every single day! But everyone really got along well, and they all seem very happy. They have to have good attitudes to survive, but they also love what they do. They're doing some of the most incredible land and ocean exploration in the world.

How was the food? Always an important question!

Eating was the least difficult part of my stay. The chef was totally amazing. People often wanted her to cook meals from New Zealand rather than having international dishes. When you live in an extreme environment, it's nice to have the comforts of home sometimes.

You didn't mention eating local food. What about the fish?

It's against the law to kill any animals in Antarctica. It's also illegal to bring plant life there, so they don't grow food at the research center. All of the food comes by boat or plane. You can't "eat local" in Antarctica!

Final question: What is the most extreme part of living in Antarctica, the biggest challenge?

The scientists often go on trips far from the center to study plant and animal life. Sometimes they camp for up to 100 days! I went on a three-day research trip with a team. After staying in a tent and having no running water or indoor bathroom, the research center seemed like a five-star hotel when I got back!

B PAIR WORK What are Noah's main points about the weather in Antarctica? The people? The food? What do you think about his experience? Could you live there for a month?

C UNDERSTAND NUMERICAL WORDS AND PHRASES Look at the meanings of some expressions with numbers.

Find examples in the article. Then think of other things to describe with the expressions.

about = approximately, could be a few more or a few less

average = usual

to = shows a range, the number can fall anywhere in that range

up to = no more than

THINK CRITICALLY In what kind of text would you expect to see a lot of numbers? What kind of information do they provide?

2 WRITING

A Read the description of a town in Canada. What are the town's attractions?

• • • KD

Drumheller in Alberta, Canada

Drumheller is a town of about 8,000 people in southern Alberta. It's 138 kilometers northeast of Calgary and is located in a desert-like environment. The highest rainfall it gets is about 60 millimeters in June. Temperatures can be extreme. The record highest was 40.6° C, and the lowest was -43.9° C, but the normal range is -18° to 26° C.

Drumheller seems like the least likely place to visit, but almost 500,000 tourists arrive every year. This is because it's the Dinosaur Capital of the World. The Royal Tyrrell Museum has one of the world's largest collections of dinosaur fossils, including more than 200 complete skeletons.

For nature lovers, however, the landscape is even more attractive than the dinosaurs. Parts of it look as strange and dry as the moon's surface, but many species of wildlife live there. The hoodoos are the most fascinating things to see. They're natural towers of rock, up to 6 meters high, with "caps" on the top. People love taking selfies with them.



GLOSSARY

fossil (n) part of an animal or plant from thousands of year ago, preserved in rock

B USE NUMERICAL WORDS AND PHRASES Complete the phrases with numbers from the description in exercise 2A. Which ones are about distance (D), height (H), quantities (Q), or temperatures (T)?

1	a town of about people		5	almost	tourists
2	2 kilometers northeast of Calgary		6	more than	complete skeletons
3	3 the record highest temperature was		7	up to	meters high
4	the normal temperature range is	to			





- PLAN You are going to write a description of an area. With your partner, talk about an area with an interesting environment or features you know. Describe what makes it interesting. You can check online for ideas. Then look at the description in exercise 2A. Do you need to divide your description into paragraphs? What kind of information could you start and end your description with?
- Write your description of the area you discussed in exercise 2C.
 Use comparative and superlative structures and numerical words and phrases.

REGISTER CHECK

Make an adjective with a noun + -like to show that something is similar to something else.

It's 138 kilometers northeast of Calgary and is located in a **desert-like** environment.

The ground is very dry and rock-like.

This is more common in less formal texts, like personal writing, magazines, and web pages.

E PAIR WORK Read your partner's description. Have you visited the area? Would you like to?



TIME TO SPEAK Going wild

LESSON OBJECTIVE

plan an outdoor experience

- PREPARE With a partner, talk about natural places you've been to and any outdoor activities you've done. Discuss how they made you feel.
- Imagine you and your partner work for the Wild Ideas travel agency. You're planning a vacation for your class. What kinds of outdoor vacations might they like? Come up with several different ideas and compare them. Use the questions below to help you.

Home

News

About

Contact Us

Questions we ask

Where do you want to go? Mountains? Ocean? ...

What do you want to see? Landscapes? Wildlife? ...

What do you want to do? Hiking? Biking? Kayaking? ...

Where do you want to sleep? In a hotel? In a tent? ...

How long do you want to stay? A day? A week? ...

For many people, outdoor vacations are way too wild. They're too tough, too long, and too far away. At Wild Ideas, we're changing that by listening to our customers. They tell us how wild they want to go, and we design a suitable experience for them.







Work with another pair and share your ideas. Ask for and give each other advice on how to improve your ideas, and note down any useful advice.



DECIDE With your partner, use the advice from part C to help you choose your best idea and improve it. Include interesting facts with numbers. You can look online if you want.

PRESENT Tell the class about your plan. Use superlatives to make it sound attractive. The class compares plans, considers the points below, and votes for the best one. Why is it the best plan?

has most interesting facts is something all would enjoy

sounds like the most fun your own ideas

is not too wild or difficult



To check your progress, go to page 153.

USEFUL PHRASES

PREPARE

I've been to ...

It felt absolutely ...

I've been ... before.

I went ... once.

It made me feel extremely ...

I've gone ... in the past.

It was the ... of my life.

The environment was ...

PRESENT

One of the most exciting ideas was ...

Another great option was ...

But that's not all!

Overall, ...

UNIT OBJECTIVES

- talk about personality types
- talk about things you love or hate
- make and respond to requests
- write a personal statement for a job application
- interview for a full-time position

THE WAY



START SPEAKING

- A Imagine you were on this ride. Which person's expression would yours be most like? What would you say when you got off the ride?
- B What does this picture tell us about the personalities of the people? Do you think their faces reveal their true feelings?
- What situations can you think of that reveal what people are really like? For ideas, watch Wendy's video.





POWER IN QUIET

LESSON OBJECTIVE

talk about personality types

1 LANGUAGE IN CONTEXT

- A PAIR WORK Look at the picture. Which person are you most like? Would you describe yourself as an outgoing person? Why or why not?
- B 1.18 Read and listen to part of a radio show. What are the three personality types mentioned?



Welcome to Book Ends. It's Saturday morning, when we discuss my choice of the week. Today, it's Susan Cain's book titled Quiet: The Power of Introverts in a World That Can't Stop Talking, as well as ideas on her website called Quiet Revolution. Cain, whose work explores the character of introverts, feels that American society often prefers extroverts. Her goal is to show that there is power in quiet. She says,



"I prefer listening to talking, reading to **socializing**, and cozy chats to group settings. I like to think before I **speak** (**softly**)." She feels you don't have to **be an extrovert** to be heard.

We often talk about extroverts and introverts, but what do we really mean by these words? An extrovert is someone who easily attracts attention, enjoys the company of others, and can be the life of the party. Some think that extroverts like to show off, whereas an introvert is someone who is reserved, may find it difficult to speak up and express opinions, and often feels left out in social situations. These are the two stereotypes accepted by most people, but there's a third personality type, which Quiet Revolution explores: an ambivert. This is a person who sometimes needs quiet and gets energy from it and at other times works best interacting with people. I'd never heard of an ambivert before but immediately realized I am one! Which means part of me is an introvert. And suddenly, the book got a whole lot more interesting.

stereotype (n) a set idea that people have about what someone or something is like

- THINK CRITICALLY Listen and read again. What is the aim of Susan Cain's work? Why do you think she started this project? Do you think it will be helpful to people?
- VOCABULARY: Describing personality



- Look at the expressions in **bold** in the script in exercise 1B. Which describe introvert behavior? Which describe extrovert behavior? Can any of the expressions describe both? Define each expression using other words. Use a dictionary or your phone to help you. Listen and check your work.
- Now go to page 142. Do the vocabulary exercises for 3.1.
- C PAIR WORK THINK CRITICALLY In what jobs or other areas of life do you think it's helpful to be an introvert?

 An extrovert? Explain why.

3 GRAMMAR: Relative pronouns; reduced relative clauses

A Read the sentences in the grammar box. Circle the correct options to complete the rules.

Relative clauses

It's Saturday morning, when we discuss my choice of the week.

Cain, whose work explores the character of introverts, feels that American society often prefers extroverts.

An extrovert is someone who easily attracts attention.

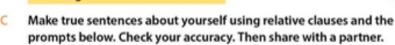
These are the two stereotypes accepted by most people. (= that are accepted).

1 The relative pronoun can be the subject / the subject or the object of a relative clause.



- 3 In relative clauses, who / whose shows possession.
- 4 Reduced relative clauses include / don't include the relative pronoun and the verb be.

Now go to page 131. Look at the grammar chart and do the grammar exercise for 3.1.



- 1 going to parties with a lot of people
- 2 the kind of people you like to be friends with
- 3 something you like to do in a certain type of weather
- 4 something you read recently

Were any of your ideas similar?

5 something to describe one of the jobs you've had

ACCURACY CHECK

Use an article or possessive pronoun with a singular noun followed by reduced relative clauses with -ed.

Use which with times, dates, and days when

the word defined by

the relative clause is a

subject or object, <u>not</u> a time adverbial.

She loves Fridays, which

is the worst day of the

week for me.

Cain wrote about young introverts inbook called Quiet Power. X

Cain wrote about young introverts in a/ the/her book called Quiet Power. ✓

4 SPEAKING

A PAIR WORK THINK CRITICALLY Student A: Talk about advantages of being an introvert. Student B: Talk about advantages of being an extrovert. Then try to convince your partner that you're right. Change roles and repeat. Then say which you agree with more.

People who are introverts often make good choices. They think about things carefully, which helps them make good decisions.

People that are extroverts often speak up at meetings and attract the boss's attention. In the office where I work, people whose voices are heard are promoted faster.





THINGS AND EMOTIONS

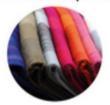
LESSON OBJECTIVE

talk about things you love or

LANGUAGE IN CONTEXT

Look at the pictures and identify the objects in them. What do you think of when you see these things? Then read the posts. What is each post about?











Comments









doug |: I'm just sitting here, thinking about the strange things I love and hate. For example, most people think crows are creepy, but I think they're impressive. A crow flying slowly across the sky looks stunning. Some people like to stand on beaches, watching sunsets. But I watch big black birds flying by. What about you?



@dannys22: I find mushrooms disgusting. Not the taste, It's because they feel like rubber in my mouth. Gross!





@asans5: I love opening a jar of peanut butter and hearing that popping sound! It's more enjoyable than eating the peanut butter.

000

INSIDER ENGLISH

gross = somethingextremely unpleasant

That's gross! Mushrooms are gross.



@davidortiz: Popping bubble wrap. It's so satisfying.





@happyjla: I can't stand touching wool. I find the feel of it really irritating. Just looking at it makes me feel uneasy and tense.





@mandymandy: This might be bizarre, but I think the smell of subway stations is fabulous. I hardly ever go on the subway these days, but as a child living in New York City, I took it a lot with my mom. Now, that smell reminds me of my childhood.





@greatj: The smell of a swimming pool reminds me of my childhood. I just love it!

000



msalex5: I kind of like the smell of gasoline. It reminds me of trips with my family. Maybe we're all a little weird!

000

- Read the posts again. What does each person like or dislike?
- GROUP WORK What little things in life do you love and hate?

2 VOCABULARY: Strong feelings

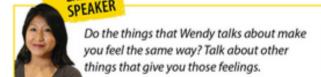
A 1) 1.20 Look at the words in the box. Cover the posts in exercise 1A on page 24 and look at the pictures. Can you remember which words were used to describe them? Which ones are used to talk about things that are good, bad, or unusual? Listen and check your work.

EXPERT

bizarre creepy disgusting fabulous impressive irritating satisfying stunning tense uneasy weird

Now go to page 143. Do the vocabulary exercises for 3.2.

that gives you one of the feelings in exercise 2A. Your partner guesses the feeling. Take turns. For ideas, watch Wendy's video.





GRAMMAR: Present participles

A Read the sentences in the grammar box. Complete the rules.

Present participles

I'm just sitting here, thinking about the strange things I love and hate.

A crow flying slowly across the sky looks stunning.

Some people like to stand on beaches, watching sunsets.

... as a child living in New York City, I took it a lot with my mom.

- 1 To describe two events happening at the same time / different times, put the verb that describes the second event after a comma, and use the -ing form of the verb.
- 2 To add more information about a noun / verb, use the -ing form of the verb.
- Now go to page 132. Look at the grammar chart and do the grammar exercise for 3.2.
- C Look at the present participles in the grammar box in exercise 3A. Make new sentences true for you, using the participles to describe two events happening at the same time or to give more information about a noun.







ASKING FOR FAVORS

LESSON OBJECTIVE

make and respond to requests

1 LISTENING

- A How do you react when your boss or teacher asks you to do something you're not confident about?
- B 1.21 Listen to the conversation. Kelly is an intern at the International Student Services office of a college. What is she asked to do? What is she worried about? What does her boss, Sandra, suggest?

GLOSSARY

intern (n) a student, or someone who has recently finished their studies, who works for a company for a short time, sometimes without being paid, in order to get work experience

C 1) 1.22 Listen to Mateo and his boss, David. What is Mateo asked to do? What excuses does he make? What happens in the end?

GLOSSARY

deadline (n) a time or day by which something must be done



- D 1.21 and 22 LISTEN FOR INFERENCE Listen to both conversations again. What does Kelly say to show that she's not comfortable talking about the program? What does Mateo say to show he's not happy about giving a presentation?
- E PAIR WORK THINK CRITICALLY We can often guess how people feel, even if they don't say it directly. Discuss the speakers' situations and complete the sentences together. What clues or knowledge do you use to guess how people feel?
 - Sandra probably understands that Kelly is uneasy because
 - Hwan is probably happy to help because
 - 3 David wants Mateo to say yes. Therefore, David
 - 4 Mateo probably feels uncomfortable saying no to David because
- F Do you think Mateo acts professionally with his boss? Why or why not?
- PRONUNCIATION: Listening for /t/ at the ends of words
- A 1) 1.23 Listen to the /t/ sounds in this sentence. Which ones are pronounced differently?

 I just want the rest of the team to get a general sense of the project.
- B 124 Underline the /t/ sounds in the conversation. Which ones could be pronounced differently? Listen and check.
 - A That's OK. I just want the rest of the team to get a general sense of the project.
 - B Um ... Sorry, but I wouldn't be comfortable speaking in front of the whole team. My English isn't very good for that kind of thing.
 - A Your English is fine. Don't worry about it. So, will you do it?
 - B Yes, I can probably manage that.
- Circle the correct options to complete the sentences.

When /t/ is at the beginning / end of a word and the sound before it is /n/ or a vowel / another consonant, then the /t/ may be pronounced silently. But if that /t/ is also followed by a vowel / consonant sound, it might be pronounced more like /t/.

3 SPEAKING SKILLS

A Look at the expressions from the conversations in exercises 1B and 1C on page 26. Write M (making a request), A (accepting a request), or R (refusing a request) next to each one.

M	ake and respond to requests		
1	Is there any chance you could?	5	Do you think it would be possible (for you) to?
2	I don't mean to be rude, but	6	I don't know how much I'd be able to
3	Would you be willing to ?	7	Sorry, but I wouldn't be comfortable [-ing verb]
4	I'd be happy to help out.	8	Yes, I can probably manage that.

- B PAIR WORK With your partner, take turns making and responding to requests in the two situations below.

 Use expressions from exercise 3A.
 - You need help with an essay.
- 2 You would like your partner to work next weekend.
- C PAIR WORK Student A: Go to page 157. Student B: Go to page 159. Follow the instructions.

PRONUNCIATION: Using polite intonation for requests

- A 1) 1.25 Listen to each request said twice. Which version sounds more polite to you the first or the second?
 - 1 Is there any chance you could finish the presentation today?
 - 2 Do you think it would be possible to help me right now?
- B 1.26 Listen and circle the ending of the request that you think sounds more polite. Then repeat the polite requests.
 - 1 Could you please think about it? / wait for me outside?
 - 2 Do you think it would be possible for you to call me back later? / to be a little quieter?
 - 3 Is there any chance you could speak to her yourself? / spell that for me?
 - 4 Would you be willing to give the presentation? / check my presentation?
- C PAIR WORK Take turns saying these requests to each other politely and agreeing to help. If you think the request is not said politely, try to explain why you feel this way. Then give your partner the chance to try again.

Would you be willing to work on Saturday?

Would you be willing to share with Alex?

Do you think it would be possible to do that again?

Do you think it would be possible to translate it

Is there any chance you could come ten minutes earlier? into English?

5 SPEAKING

- A PAIR WORK Role play one of the situations. Decide who makes the request and who responds. The person making the request tries to convince the other to say yes. Then change roles, choose another situation, and repeat.
 - Student A: You want help painting your apartment because you're having a party.
 Student B: You don't like painting.
 - 2 Student A: You need someone to take care of your dog for a week because you're going on vacation.
 - Student B: You don't like dogs.
 - 3 Student A: You need someone to give English lessons to your child.
 Student B: You've never worked with children before.

Is there any chance you could take care of my dog for a week, starting this Friday?

Your dog? Um ... I don't mean to be rude, but I'm kind of uncomfortable with dogs.



THE RIGHT JOB FOR ME

LESSON OBJECTIVE

 write a personal statement for a job application

READING

Would you like to work with animals? What kind of work would you like to do? What kinds of zoo jobs do you think involve working with animals? Which don't involve working with animals? Read the text. Were any of the jobs you thought of mentioned?

www.wellsbrookzoo/jobs.mzorg



WELLS ZOO

Job Search • View All Jobs • Internships • Volunteer Opportunities

Are you good with people and penguins? Then the Wells Brook Zoo needs you.

CURRENT JOB OPENINGS

JOB TITLE: Sales Assistant

Position Summary: Sales assistants work in the Wells Brook Zoo gift shop, called Zoovenirs, helping customers with sales.

Responsibilities: You will greet customers as they enter Zoovenirs and answer any questions they may have about the products. You will arrange merchandise, maintaining an organized appearance in the store. You will also be expected to handle cash and credit card sales.

Skills Needed: Experience with customer service and handling cash is preferred. You must have good communication skills and be able to work independently.

JOB TITLE: Face Painter

Position Summary: Face painters work in areas throughout the zoo, painting animal designs on customers.

Responsibilities: You will paint animals on customers' faces and hands, using a variety of Wells Brook Zoo's preset designs. You will greet customers as they walk by and will take cash and make change if required.

Skills Needed: You must be patient and be able to interact well with children. Previous art training is required, and face painting experience is preferred. You must be comfortable working outside.

JOB TITLE: Zookeeper Assistant

Position Summary: Zookeeper assistants help the zookeepers take care of the animals.

Responsibilities: You will feed a variety of animals, including penguins, birds, and turtles, and will keep animal areas clean and safe. You will enter information into a database about animal behavior and health.

You will also give tours and educational information to school groups visiting the zoo.

Skills Needed: Experience working with animals and speaking in front of people is preferred.

JOB TITLE: Assistant Cook

Position Summary: Assistant cooks work in the Wells Brook Zoo cafeteria, helping the cook prepare food.

Responsibilities: You will follow instructions from the head cook as you prepare and cook preset menu items. You will clean kitchen equipment and cookware. You may sometimes have to cook and serve food at food stands located throughout the zoo.

Skills Needed: You must be able to follow instructions but also work independently when necessary. Food service experience is strongly preferred.

Email a personal statement and résumé to wellsbrookzoo.job@mz.org.

GLOSSARY

database (n) information stored in a computer system in an organized way so that it can be searched in different ways cookware (n) items such as pans, bowls, knives, spoons, etc., used in cooking

- B PAIR WORK IDENTIFY AUDIENCE Read again. Who is the audience for the text? What do you think are the most important responsibilities and skills they need to do and have for each job?
- GROUP WORK Which job would you like to have the most? Which job would you be the best at? Give reasons.
- D THINK CRITICALLY Which aspects of each job are good for introverts? Extroverts? Ambiverts?

2 WRITING

A Read Jonathan's personal statement for the zookeeper assistant job at the Wells Brook Zoo. What are his (1) qualifications, (2) experience, and (3) goals? How good of a candidate do you think he is?



Jonathan Mendoza 123 Park Road, Langley, VA 22101 • 575-555-6201 • jmendoza1992@xyz.com

Personal Statement

I am a recent college graduate with a BS in Animal Science and Management, I have a lifelong interest in animals and birds. Summer jobs as an assistant animal keeper at Rosco Wildlife Center gave me practical experience in observing animals for signs of bad health, preparing their food and sleeping areas, cleaning and repairing their living areas, and educating the public about the inhabitants of the zoo. Interacting with children visiting the zoo was particularly rewarding. I am able to work year-round and on weekends and am excited about helping maintain the excellent standards of animal care at the Wells Brook Zoo. My goals are to expand my knowledge and experience in order to become a full-time zookeeper and to provide the animals with the best environment so that they can enjoy their life in the zoo.

REGISTER CHECK!

In order to is often used in more formal writing. To is often used in less formal writing.

Formal

My goal is to expand my experience in order to become a zookeeper.

Less formal

My goal is to get more experience to become a zookeeper.



- PAIR WORK These are useful words for personal statements: lifelong interest, expand, maintain, standards. Find them in the text and discuss what they mean. You can look online for help.
- COMPOSE AND EVALUATE A PERSONAL STATEMENT Read the guide to writing and evaluating personal statements. How well does Jonathan's statement follow this advice?

 IS YOUR PERSONAL STATEMENT ...
 - CONCISE? Keep it short. Avoid unnecessary words that add no meaning. Avoid overusing the word "I." Vary the sentence structure. Put the information in one paragraph.
 - RELEVANT? Write about who you are and what you can do. Emphasize only skills and talents relevant to the job.

Avoid common expressions such as "good at working on a team" or "a dedicated and enthusiastic worker." Say how you can contribute to the organization. Briefly mention your career goals.

ACCURATE? Check your punctuation (avoid exclamation points), spelling, and grammar.



- PLAN You are going to write a personal statement. Work with a partner. Choose one of the other job listings from exercise 1A on page 28. Discuss the skills, experience, qualifications, and goals to include and things to avoid. Then, looking at Jonathan's statement, say how you are going to structure yours.
- Write your personal statement. Then look at the guide in exercise 2C. Have you followed all the tips? Make any changes if necessary.
- F PAIR WORK THINK CRITICALLY Read your partner's personal statement. Which job did they apply for? What are the strongest points in their statement?



TIME TO SPEAK Getting the job

LESSON OBJECTIVE

interview for a full-time position

A DISCUSS In many jobs, it's helpful to be good at the things below. In your opinion, what personal qualities do you need in order to do each of them well?

meet deadlines

work on a team

make decisions

give your opinion at meetings

Work with a partner. Read the text from a company's website. Then imagine you work for this company in human resources. It's your job to interview interns who may have the qualities to become full-time employees. Decide together what to ask in the interviews. Design two or three questions to find out about the things in part A. See the examples below.

MEET DEADLINES

What's the main reason for missing deadlines, and how would you avoid it?

WORK ON A TEAM

How would you handle working with a person you didn't like?

MAKE DECISIONS

What steps would you take before making an important decision?

GIVE YOUR OPINION AT MEETINGS

If you disagreed with everyone else in a meeting, would you speak up?



Our company has a high percentage of "homegrown" employees. These are people who joined us as interns, showed that they were valuable to the company, and were hired for full-time positions.

- PREPARE Work with a different partner. Test your questions from part B. Imagine your partner is an intern and interview them. Change roles and repeat. How well did your questions reveal whether you and your partner have the qualities to work at the company? If necessary, revise your questions to improve them.
- PRESENT Tell the class about your questions and why you chose them. The class compares all the questions and chooses the best four. What were the best answers you heard to the four questions?





To check your progress, go to page 153.

USEFUL PHRASES

PREPARE

This question revealed that ... Our question about ... shows someone who ... would be a good employee.

We thought this question would ..., but it didn't. We could improve this question by ...

REVIEW 1 (UNITS 1-3)

1 VOCABULARY

A Complete the paragraph with the correct words.

soccer and basketball, but I7

active) person they know!

electronics and my car.

A I'm the opposite. I'm 9

B For me, a car 12

accept	adapt	company	complex	cope	extrovert		
frightened	left	resist	socialize	time-consuming	waste		
	d to Tokyo, Japan, w t first. And Tokyo wa			er's job. I couldn't speak a o idea how to ²	ny Japanese, so I v with so many	vas	
changes. I felt 3		_	n though I'm a(n)		I made some frier	y iends , we doi ations advice one ush)	
and started to 5	again.	I also started le	arning Japanese,	which was 6	and 7	_,	
-	nguage is never a(n hange, but instead '		of time. Anyway, and welcome it, v	the whole experience ta we'll probably 11	ught me that if we to new situati		
much better. An	d for those who enj	oy the 12	of people,	it helps to try to make fri	ends right away.		
3 Try not to be	estimate your ability irritated when t's never a waste of						
5 It's tricky to	t s riever a waste or		but I'm sure you	Il be fine.			
GRAMMAI	3						
Complete the conversation with the correct form of the verbs in parentheses (). Use comparative and superlative forms when necessary. Use <i>would</i> and <i>used to</i> when possible. Sometimes there is more than one correct answer.							
A When I was a	kid, I ¹	(hate) vegetal	oles. I ²	(not, eat) them but ³	(pus	h)	
them to the	side of my plate. I 4_	(al	ways, cause) trou	uble at meal times.			
B Well, luckily	our tastes in things	5 (tend, change) as	we get older. In school, I	6 (pla	ay)	

(never, play) any sports now. My friends say I'm 8

(athletic) now than I was before. And what about spending habits? As a child,

(drive) a car.

(not, useful, enough, spend) money on. It's

(big) expenses are

PAIR WORK Discuss how your tastes and habits have changed since you were a child.



(spend) all my money on comics and candy. Now, two of my 11

(important, see) friends than 14

3 VOCABULARY

A Circle the correct options.

Some people believe that instead of exploring space or the ocean, we should explore our own backyards. By "backyards," they mean our own local area. They say there are many interesting 'species / animal life in our local 'surface / environment, including rare, 'sendangered / adaptable ones, that we can discover. So in your area, there might be a field, a park, a 'sea life / pond, or a forest where you can 'slaunch / come across various birds, insects, and small animals. It's fascinating to 'explore / observe these creatures in their natural 'satellite / habitat. Backyard 'exploration / origin can also help teach children why it's important to 'preserve / use up animal and plant 'olife / creature. It creates a healthy and more pleasant environment for us all. We must learn to live with the other 'resources / forms of life around us. The 'zinvestigation / resources of our own backyards makes us appreciate our world.

В	PAIR WORK	Complete the statements with	your own ideas. Then compare ideas with another pa	air.
---	-----------	------------------------------	--	------

1	I think the idea of explorin	g our own backyards	because
2	I find zoos	because the habitat in	many of them is
3	It's	to monitor animal and plant s	pecies because
4	Learning about Earth's res	ources and forms of life is	than learning about
5	The most important thing	we can do in our lives is	. The reason is

4 GRAMMAR

A Complete the sentences with the correct words.

	considered when	found where	living which	selling who	that/which whose
1	In your city, are	there any activit	ies e	ncourage people to	explore their enviro
2	Describe the ar	rea	you live.		
3	As a person	in an	urban environmen	t, how do you keep	in touch with nature
4	Do you know a	ny people	jobs involv	e working in nature	or with animals?
5	Name someon	eh	as helped protect	or preserve animal li	fe or natural areas.
6	Name three pla	aces	to be the most na	atural and untouche	d areas in your count
7	Describe a time	e yo	ou celebrated an o	ccasion outdoors.	
8	What are some	ways in	we can bring	nature into our hon	nes?
9	Of all the natur	al resources	in your co	ountry, which are th	e most valuable?
10	Are there any s	tores	green, nature-fr	iendly products nea	r you?

UNIT OBJECTIVES

- talk about your support team in life
- make decisions
- discuss advantages and disadvantages
- write a summary
- plan a fund-raising event

COMBINED EFFORT



START SPEAKING

- A What are the people doing? Have you or someone you know had a similar experience?
- What are the benefits of teamwork in this situation? What impact is it having on what the people are doing and how they're feeling?
- In your opinion, what are the biggest advantages or challenges of teamwork? Discuss your views. For ideas, watch Lucia's video.



Are any of Lucia's ideas different from yours? Do you agree with them?



IT TAKES A TEAM

LESSON OBJECTIVE

 talk about your support team in life

1 LANGUAGE IN CONTEXT

A PAIR WORK Think of people who are important to you. What roles do they have in your life? Then read about eight important kinds of people in our lives. According to the article, which one knows the most about you?

A TEAM FOR LIFE

We all need help sometimes. Most of us have developed a network of "helpers" who play such important roles in our lives that it would be hard to manage without them. Do you recognize any of these people in your life?

The Listener

quietly **keeps an eye on** you and is willing to listen whenever you want to talk.

The Fixer

demonstrates an amazing ability to solve problems. They can suggest practical and creative solutions to problems with technology, the home, your studies, and even relationships.

The Organizer

knows your schedule, wants to oversee arrangements, and acts as a kind of boss. This helpful person enjoys planning trips, making reservations, buying tickets, and much more.

The Reporter

photographs everything your group does and posts it online. This person helps **build a** good **relationship** in the group by sharing whatever you do together.



The Memorizer

is good at remembering important information. They **take on** the responsibility of reminding you of everything, including what you said and did in the past!

The Teacher

is the one you **turn to** for help, who **assists** you by giving advice about big life decisions. Because of their experience, they can even **steer you away from** trouble.

The Long-Timer

has known you for so long that you've **built** total **trust**. This person knows about your background, experiences, and views. They only need to look at you to know what you're thinking.

The Joker

is always cheerful and makes you laugh. This person enables you to see the funny side of life and contributes a lot to your happiness.

B Read again. Summarize the main way in which each person is helpful.





1) 1.27 Look at the words from the article in exercise 1A in the box. Then describe each one using other words. Use a dictionary or your phone to help you. Listen and check your work.

act as assist build a relationship build trust contribute demonstrate enable (sb) to keep an eye on oversee steer (sb) away from take on turn to



Now go to page 143. Do the vocabulary exercises for 4.1.

PAIR WORK THINK CRITICALLY Think of a situation for each of the personality types described in the article in exercise 1A in which they would be most helpful. Can you think of any situations where they would do more harm than good? Explain your answers.