

# 4 Speak NOW

COMMUNICATE *with* CONFIDENCE

TEACHER'S  
BOOK

## LEVEL GUIDE

*helps you expand on Student Book lessons with activities from the Multi-Skill Bonus Pack*

## TESTING PROGRAM CD-ROM



- *Placement Test*
- *8 Unit Quizzes*
- *4 Midterm Exams in a variety of standardized testing styles*
- *4 Final Exams in a variety of standardized testing styles*

**Mari Vargo**  
Carmella Lieske

مرجع زبان ایرانیان  
www.irLanguage.com

OXFORD

4

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BOOK

**Mari Vargo**  
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این مجموعه با لوگوی مرجع زبان ایرانیان  
به صورت نشر برخط و حامل به ثبت رسیده است  
.کپی برداری از آن خلاف قانون، شرع و اخلاق است شامل پیگرد خواهد شد

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# 4 Speak NOW

## Level Guide

### Student Book Lessons

	LESSON	PAGE	LISTENING AND PRONUNCIATION	CONVERSATION Functional Language
PEOPLE	1 I learned a lot from...	2	<b>Listening:</b> Listen for significant experiences	Asking about significant experiences Talking about important events
	2 Did you hear about...?	4	<b>Pronunciation:</b> Linking vowels in phrases	Introducing interesting stories Asking for details
	3 I can't stand it when...	6	<b>Listening:</b> Listen for pet peeves	Describing pet peeves Sympathizing
	4 You put up with a lot.	8	<b>Pronunciation:</b> Reduction of <i>have you</i>	Making suggestions Commenting on suggestions
>>>> VIDEO REVIEW AND CLOZE ACTIVITY: THE NEW ROOMMATE				
SOCIALIZING	5 How do you know...?	12	<b>Pronunciation:</b> Noun stress	Getting to know people Asking about people's jobs
	6 Are you up for...?	14	<b>Listening:</b> Listen for invitations	Making invitations Declining politely
	7 I had thought she was...	16	<b>Pronunciation:</b> Intonation for a change of opinion	Talking about false assumptions Summarizing
	8 It's just not my thing.	18	<b>Listening:</b> Listen for opinions	Expressing a lack of understanding Expressing opinions without offending someone
>>>> VIDEO REVIEW AND CLOZE ACTIVITY: THE CAFE OPENING				
LIFESTYLES	9 What exactly is a...?	22	<b>Pronunciation:</b> Word stress in a sentence	Asking for clarification Giving clarification
	10 I decided to...	24	<b>Listening:</b> Listen for reasons	Giving reasons Expressing approval
	11 I spend too much time...	26	<b>Pronunciation:</b> Reduction of <i>-ing</i> endings	Talking about lifestyles Evaluating lifestyle
	12 You have a point, but...	28	<b>Listening:</b> Listen for persuasions	Persuading Disagreeing politely
>>>> VIDEO REVIEW AND CLOZE ACTIVITY: ROOMMATE TROUBLE				
CAREERS	13 My short-term goal is...	32	<b>Pronunciation:</b> Adjective stress	Asking about career ambitions Talking about career ambitions
	14 I'm very organized.	34	<b>Listening:</b> Listen for strengths and weaknesses	Asking interview questions Describing strengths and weaknesses
	15 The first thing you need...	36	<b>Pronunciation:</b> Intonation in clarifying questions	Giving clear instructions Restating to show that you understand
	16 I'm here to talk about...	38	<b>Listening:</b> Listen to a presentation	Giving presentations Asking follow-up questions
>>>> VIDEO REVIEW AND CLOZE ACTIVITY: ALEX'S PRESENTATION				

Expand the *Speak Now Student Book* lessons with activities from the Multi-Skill Bonus Pack, available on iTools. This Level Guide provides you with a map of the course's various resources, allowing you to build a rich and comprehensive syllabus. Through targeted expansion activities, students gain confidence in English across every skill area.

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**Multi-Skill Bonus Pack Worksheets**

VOCABULARY	READING AND WRITING	GRAMMAR Power Point™ Support	LEARNING OUTCOMES <i>Now I can...</i>
Significant experiences	A Big Break	<b>A:</b> Present perfect  <b>B:</b> Adjective clauses	...talk about my experiences.  ...share my opinion.
Interesting stories	The Bystander Effect		
Pet peeves	Pete's Pet Peeves		
Suggestions	Is this Friendship Toxic?		
Relationships	The Hunger Games	<b>A:</b> Relative clauses  <b>B:</b> Past perfect	...get to know a person.  ...talk about false assumptions.
Weekend activities	Weekend Plans?		
Personalities	First Impressions		
Staying connected	Facebook Addiction		
Eating habits	Brazil: Moqueca and Other Regional Specialties	<b>A:</b> Too much  <b>B:</b> Second conditional I	...can ask for and give clarification.  ...talk about my lifestyle.
Home environment	Professional Organizers Plus		
Online activities	English Learners Tips Exchange		
Environmental problems	Green Cities		
Career ambitions	Finding Your Dream Job	<b>A:</b> Future tenses  <b>B:</b> Present perfect v past tense	...respond to interview questions.  ...give a presentation.
Working habits	Evaluations		
Making purchases	Server/Barista Procedures		
Job interviews	Common Interview Questions		

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# Speak NOW

## Level Guide

### Student Book Lessons

	LESSON	PAGE	LISTENING AND PRONUNCIATION	CONVERSATION Functional Language	
FEELINGS	17	Are you afraid of...?	42	<b>Pronunciation:</b> Using a low tone to show negative emotion	Asking about fears Talking about fears
	18	I'm overworked.	44	<b>Listening:</b> Listen for causes of stress and advice	Talking about causes of stress Giving advice by talking about personal experiences
	19	If I could go anywhere...	46	<b>Pronunciation:</b> Using a high tone to show positive emotion	Talking about dreams and wishes Expressing interest and asking for reasons
	20	I wish I had...	48	<b>Listening:</b> Listen for regrets	Asking about regrets Talking about regrets
>>> VIDEO REVIEW AND CLOZE ACTIVITY: MARIA'S BIG BREAK					
POP CULTURE	21	It started out kind of slow.	52	<b>Pronunciation:</b> Pausing when relating stories	Relating the plot of movies Describing reactions to movies
	22	It has a really good beat.	54	<b>Pronunciation:</b> Syllable stress in longer words	Describing music Joining discussions
	23	Did you hear about...?	56	<b>Listening:</b> Listen for trends	Asking about trends Describing trends
	24	Have you heard...?	58	<b>Listening:</b> Listen for surprising news	Sharing surprising news Expressing surprise
>>> VIDEO REVIEW AND CLOZE ACTIVITY: THE NEW ALEX					
TRAVEL	25	Is the flight on time?	62	<b>Pronunciation:</b> Stress in two-syllable words	Checking in at the airport Confirming information
	26	I'm afraid...	64	<b>Listening:</b> Listen for bad news and advice	Reporting bad news Asking for help or advice
	27	Do you think...?	66	<b>Pronunciation:</b> Linking with -s	Comparing and contrasting alternatives Giving reasons for choices
	28	It's important to...	68	<b>Listening:</b> Listen for cultural faux pas	Describing cultural differences Explaining why something is a problem
>>> VIDEO REVIEW AND CLOZE ACTIVITY: ALEX WOOS THE CLIENTS					
IN THE NEWS	29	Did you see the game?	72	<b>Pronunciation:</b> Intonation to convey extreme emotion	Talking about sporting events Changing the subject
	30	Hold on.	74	<b>Listening:</b> Listen to the news	Interrupting to ask for clarification Clarifying
	31	Studies have shown...	76	<b>Listening:</b> Listen for opinions	Giving evidence to support opinions Giving examples to support opinions
	32	What's your opinion?	78	<b>Pronunciation:</b> Stress in two-syllable verbs	Asking for opinions about issues Politely giving opinions
>>> VIDEO REVIEW AND CLOZE ACTIVITY: BIG NEWS					

## Multi-Skill Bonus Pack Worksheets

VOCABULARY	READING AND WRITING	GRAMMAR Power Point™ Support	LEARNING OUTCOMES <i>Now I can...</i>
Fears	Fear or Phobia		...express my feelings.  ...talk about my dreams and wishes.
Stress	Stress Relief Forum		
Dreams and wishes	Encouraging Creativity		
School lifestyles	Letter to My Teenage Self		
Movies	Movie Matters	<b>A:</b> Present tense for narration  <b>B:</b> Negative question:	...relate the plot of a movie.  ... talk about trends.
Music	What Your Taste in Music Says about You		
Trends	How to be a Trendsetter		
Celebrity gossip	The Gossip Gab		
Traveling by plane	Making the Best of Air Travel	<b>A:</b> Tag questions  <b>B:</b> Shouldn't have	...check in at the airport.  ...describe cultural differences.
Bad news	Common Travel Problems and Solutions		
Travel options	South American Adventure		
Cultural differences	Bhutanese Customs		
Sporting events	Big Sports Blowouts	<b>A:</b> Articles  <b>B:</b> Passives with modals	....talk about the news.  ...support my opinions.
News stories	Bringing Crime Down		
Advertisements	Advertising Strategies that Work		
Social problems	City Priorities		

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## The *Speak Now Testing Program CD-ROM* contains the following:

### Spoken Interview Placement Test

### Scoring Rubric and Testing Instructions

#### Quizzes

Quiz 1	Quiz 5	Quizzes Answer Key
Quiz 2	Quiz 6	Quizzes Audio Script
Quiz 3	Quiz 7	
Quiz 4	Quiz 8	

#### Speaking Assessment: General

Presentation Topics	Presentation Feedback Form
Interview Questions	Presentation Tips
Role-Plays	

#### Midterm Exam: Written; Speaking Assessment in the form of Standardized Tests

Midterm Written Exam	Midterm Exam IELTS™ style
Midterm Exam TOEFL® style	Midterm Written Exam Answer Key
Midterm Exam TOEIC® style	Midterm Exam Audio Scripts

#### Final Exam: Written; Speaking Assessment in the form of Standardized Tests

Final Written Exam	Final Exam IELTS™ style
Final Exam TOEFL® style	Final Exam Answer Key
Final Exam TOEIC® style	Final Exam Audio Scripts

#### Additional Teacher Resources

Speak Now 4 Video Scripts	Speak Now 4 Class Audio Script
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# How to teach a *Speak Now* lesson

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Each lesson has five parts—Vocabulary, Conversation, Language Booster, Listening or Pronunciation, and Speak with Confidence.

## Lesson Introduction

- Read the lesson title as students follow along. When applicable, have students answer the question.
- Point out the functions they will be studying and explain them or reword them when necessary.

## 1 Vocabulary

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The purpose of this section is to get students thinking about the topic, activate their background knowledge, and introduce them to vocabulary that they will use during the lesson. To prepare the students to use the vocabulary, preteach it. When the vocabulary is unfamiliar to your students, present it through visual aids (for example, photos), actions and gestures, and rephrasing or English definitions.

- If necessary, have students use an English Learners' dictionary, perhaps before coming to class, to better understand not only the meanings but also how to use the words.
- Avoid giving students definitions in their first language. Although doing so may initially save time, students do not acquire the language as thoroughly and will rely on their first language rather than developing their English ability. In addition, nuances in languages often vary, creating additional complications as students continue to use the language.
- When you have time, further reinforce the vocabulary with personalization (for example, using the vocabulary in true sentences about themselves).

## 2 Conversation

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There are two types of lesson patterns for the Conversation section. Some of the lessons follow the “Conversation with Additions” model and others follow the “Conversation with Expansions” model. Teaching procedures for each lesson pattern are outlined below. Both conversations follow the same procedure for Part A.

## Conversation with Additions

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### A

- This section helps students become comfortable with the topic and provides a model conversation that uses the functional language from the Language Booster section.
- Read the questions aloud. Ask students to guess the answers by looking at the photos or illustrations. Ask students questions about details in the art.
- Play the audio and select students to answer the questions. If necessary, play the audio again.
- Make sure students understand the answers to the questions by asking concept questions or reforming the question to check understanding.

### B

By practicing the conversation, students become more aware of functional language and more comfortable with language in “chunks.” This prepares them for the Language Booster section and will also help them notice the changes in Part C.

### C

- Tell students that they will listen to the conversation again, but three sentences are on the audio program which are not printed in the book. Explain that they should write the sentences they hear in the correct places.
- Play the audio. Check answers. If necessary, have students compare answers in pairs, play the audio again, and then check answers as a class.
- After checking answers, play the audio again so students can focus on the pronunciation and intonation. Have students pay attention to the words they did not understand before.
- Have students practice the conversation at least two times, once for each role.

## 2 Conversation with Expansions

---

### A

- Follow the same procedure as Conversation with Additions, Part A.

### B

- Practice the conversation in Part A.
- Have students read the sentences below the conversation. They should place the expansion

sentences in the conversation by writing the number of the sentences in the correct place within the conversation.

- Check answers as a class. Provide any language support that may be needed (for example, pronunciation within the boxed text).
- Encourage students to read the new conversation aloud. Students should practice both roles and look at each other rather than their books.
- Students who finish the activities quickly can practice the conversation again with their own substitutions.

### 3 Language Booster



#### A

This activity provides students with examples of the target language. In almost every lesson, the language includes both questions and responses. You may want to have students practice the language (i.e., take turns asking and answering the questions) before going on to Part B.

#### B

- This activity allows students to gain confidence as they use the language in short exchanges. This will provide them with the skills to make longer dialogues later in the lesson.
- In mixed ability classes, have students with lower English levels make some notes or sentence starters before they do the activity. These aids will help them to successfully complete the activity and further increase their confidence.
- After students have finished the activity, you may want to randomly choose a few pairs and have them role-play the conversations at the front of the classroom.
- After completing Part B, if students aren't confident with the language, have them continue practicing until they have more confidence. They can even make small substitutions to do this.

### 4 Listening

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- The purpose of this activity is to help students focus on main ideas and details in the listening. Students may listen as many times as needed.
- After students have listened several times, you may want to stop the audio at key points so students can more easily complete the task.
- The Listening sometimes concludes with a pair work or group work activity that allows students to personalize what they have heard.

### 4 Pronunciation

- This section begins by helping students focus on pronunciation or intonation through listening. Students then practice the Pronunciation point. Students may tend to focus on the content and quickly forget to pay attention to their pronunciation and intonation. If this happens, briefly stop the class to remind students that they are practicing both content and pronunciation and then have them continue their practice.
- Play the audio, repeating as necessary.
- Ask students obvious questions to make sure they understand the point. For example, if you are teaching stress in two-syllable words, first say some words and ask students how many syllables are in them.
- To give students more practice with the language, include all class (choral), group, individual, and substitution drills. This additional practice will give students more confidence and reinforce the pronunciation before they return to focusing more on content.

### Speak with Confidence

- This activity allows students to use the target language more freely as they accomplish defined tasks.
- Part A helps students prepare for their interactions in Part B.

### Lesson Expansion

#### Vocabulary Worksheets

- After you have completed the Language Booster activities you can use the Vocabulary Worksheets for supplementary practice.
- The worksheets provide additional opportunities for students to practice the vocabulary and language studied in each lesson.
- Take advantage of the opportunities for additional speaking by having students compare their answers in class. Example conversations are often provided on the worksheets.

#### Reading and Writing Worksheets

- Reading and Writing Worksheets may be found on the iTools CD-ROM or on Oxford Learn, Oxford's Learning Management System. Access Oxford Learn with the code provided in the back of this book.

# How to teach a review unit

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Each review unit has two sections, *English in Action*, which includes a video, and *Speak Now*, which gives students the opportunity to role-play situations and at the same time review the language of the previous four lessons.

## English in Action

- Video is a great way to introduce longer dialogues to students. The video makes the long dialogues less threatening and helps students understand language that otherwise might seem overwhelming to them.
- Video is exciting and different for students, and as a result, it can be both stimulating and motivating.
- Using video is similar to teaching a listening or reading activity—there is a pre-video activity. On the *English in Action* page, this is called **Preview**. After this, there are one or more “while you watch” activities. On the *English in Action* page, this is **Practice**. These activities include comprehension questions to check students’ understanding. These activities usually require two or more viewings. Finally, there is a post-video activity. On the *English in Action* page, this is **Discuss**.
- Before class, make certain your classroom’s Internet connection, computer, and projector are working properly.

### 1 Preview

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- Students are asked to look at one or more photos from the video that they will watch in Part 2. With a partner, they talk about what they see. They also often make predictions.
- When possible, use this opportunity to have students talk about what they see in more detail. For example, the Preview for Lessons 25–28 asks students to talk about what advice they think the article gives. You could have them brainstorm other advice than that provided on the page.

### 2 Practice

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During Part 2, students watch a video that recycles content, vocabulary, and language they have studied during the last four lessons. This allows students to see the material used in real-world situations and apply their learning more broadly.

### A

- Explain what students must do (for example, they should number photos in Part 1 or listen and decide if their predictions were correct).
- Play the video. Have students answer the questions in pairs or as a class.

### B

- Part B asks students to listen for more details.
- Play the video and then have students answer the questions in pairs or as a class.
- Play the video again, as necessary, perhaps stopping to explain where an answer was within the dialogue.

### 3 Discuss

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- The Discuss activity allows students to personalize what they saw.
- After students finish their discussions, have them do the **Confidence Booster** at the back of their books. This provides further reinforcement and review of the four units.

## Speak Now

- In pairs, have students role-play each situation.
- After they have finished practicing, have some pairs role-play for the class.
- Remind students to assess their own abilities for each lesson. For any lessons that they check *I need more practice*, encourage them to review the Language Boosters. (Page numbers are provided on the Speak Now review pages.)
- For a formal assessment, a Testing Program CD-ROM accompanies this book.

## Review Unit Expansion

### Video Worksheets

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- Video worksheets with a cloze/gap fill activity may be found on the iTools CD-ROM or on Oxford Learn. Access Oxford Learn with the code provided in the back of this book.
- These worksheets provide additional listening practice for the *English in Action* video.

### Grammar Support

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- Grammar PowerPoint™ presentations and Grammar Worksheets may be found on the iTools CD-ROM or on Oxford Learn.

# Speak Now Testing Program Overview

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The *Speak Now* series helps learners Communicate with Confidence by using language accurately, fluently, and appropriately. The *Speak Now Testing Program*, found on the CD-ROM in the back of this book, allows teachers to perform a wide range of assessments—many in the style of popular standardized exams.

*Speak Now's* written and oral assessment tools can be customized to fit the needs of a range of program types and learning goals.

The Testing Program offers two main sets of tools:

1. **10 paper-based tests: 8 quizzes, 1 midterm exam, and 1 final exam** with listening that measure comprehension of the vocabulary and functional language of *Speak Now*.
2. A range of different types of questions, prompts, and topics for **speaking assessment**.

Teachers may choose to use any one or more of these materials alone or in different combinations. The **Scoring Guidelines** can be found on the *Speak Now Testing Program CD-ROM*.

## Written Tests with Listening

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There is a quiz for each 4-lesson unit of *Speak Now*. The **quizzes** are designed to be used after students have completed each group of four lessons and *Speak Now* review section in the Student Book. The quizzes have 10 items each. There is an audio track for the listening items in each quiz on the *Speak Now Testing Program CD-ROM*.

There is also a written **midterm exam** and a written **final exam**. These are designed to measure comprehension of the target language after students have completed Lesson 16 and Lesson 32 of the book, respectively. The midterm and final exams have 20 items each. There is an audio track for the listening items in each exam on the *Speak Now Testing Program CD-ROM*.

All answer keys and audio scripts are on the *Speak Now Testing Program CD-ROM*.

## Speaking Assessment: General

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The *Speak Now Testing Program* offers options for speaking assessment:

- **Interview questions** (a list of teacher-led interview questions)
- **Role-play cards** (cards for students to role-play situations in pairs)
- **Presentation topics** (lists of ideas for students to prepare and deliver short oral presentations related to the unit topics)

The *Speak Now Testing Program* features one set of the three speaking-assessment options profiled above for each unit or set of four lessons. Any or all of the speaking assessments can easily be used after students have completed a unit of work. To use these materials for midterm or end-of-term speaking assessment, simply choose from this list of materials, based on the units covered in the class.

## Speaking Assessment: Standardized-testing Focus

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The *Speak Now Testing Program CD-ROM* also offers speaking assessment in the style of popular standardized tests of English as a foreign language. For each **midterm exam** and **final exam**, you'll find:

- **TOEFL®-style speaking tasks**
- **TOEIC®-style speaking tasks**
- **IELTS™-style speaking tasks**

The goal of these standardized-testing tasks is to prepare students for the kinds of questions they would be asked on exams such as the TOEFL®, TOEIC®, or IELTS™ tests. As these materials are preparatory in nature, the rubrics do not reflect the type of scoring or grading that a test-taker would receive in a standardized testing situation.

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# Lesson 1 I learned a lot from...

Page 2

## 1 Vocabulary

A

### Answers

Answers will vary. Sample answer.

- ✓ overcome an obstacle    ✓ face a challenge
- ✓ get into (a new interest)    ✓ make a change
- have a setback
- make the decision to (do something different)
- ✓ have an/the opportunity to (do something you wanted to do)
- take a risk

B

### Example conversation

A: I had an opportunity to do something I've always wanted to do.

B: Really? What was that?

A: I was working at a restaurant and I met a movie producer. He asked me to audition for a small part in a movie that became really famous.

B: Really? What movie?

## 2 Conversation

A

[CD 1, Track 02]

### Answers

Louis recently had the chance to work with a photographer, and he discovered he wants to become a professional photographer.

Kristin recently moved because she got a new job in São Paulo (after losing her previous job).

B

### Answers

Louis: Yeah, I have. I just got a job as a photographer. 3

Kristin: Oh, wow! How did you get into photography? 1

Kristin: Yes, I did...I just got a much better job, and I moved to São Paulo. 4

Louis: I'm sorry to hear about your setback, but so glad to hear about your new job! 2

Page 3

## 3 Language Booster

A

### Optional Activity

Have students brainstorm statements to use when the event isn't positive, or isn't positive at the beginning. **Examples include:**

It's the worst decision I've ever made.

At first I thought it was a bad decision, but now I've realized it was a good change.

B

### Example conversation

A: I hear that something exciting happened to you recently.

B: Yes, it did. I ran a marathon. It was one of the biggest challenges I've ever faced.

## 4 Listening

A

[CD 1, Track 03]

### Answers

- |            |          |
|------------|----------|
| a. Victor  | c. Clara |
| b. Larissa | d. Alex  |

B

[CD 1, Track 03]

### Answers

1. T
2. F (Alex lost his job last year.)
3. F (Victor opened his own bakery two weeks ago.)
4. F (Larissa got married last month.)

### Optional Activity

Have students correct the false statements. (Answers above.)

# Lesson 2 Did you hear about...?

## Optional Activity

Before students open their books, ask them how often they read newspapers, watch TV news, and read news on the Internet. Then have students talk about which news stories they are most interested in (for example, sports, entertainment, the weather forecast).

Page 4

## 1 Vocabulary

A

### Answers

- |              |               |
|--------------|---------------|
| 1. witnessed | 4. reported   |
| 2. responded | 5. reacted    |
| 3. injured   | 6. passed out |

## Optional Activity

Tell students that *human interest stories* are about something that happened to people and the stories often evoke emotions in the listeners. Have students brainstorm typical human interest stories (for example, a person saves or helps someone during a natural disaster or war).

B

### Example conversation

A: Yesterday I heard a story about a man who saved a boy from drowning.

B: Really? How old was the boy?

## 2 Conversation

A

[CD 1, Track 04]

### Answers

The man fell onto the subway track because he wasn't watching where he was going.  
After he woke up, he finished typing his text message.

C

[CD 1, Track 05]

### Answers

Additional sentences underlined.  
Adam: He was texting a friend, and he wasn't watching where he was going. He fell, hit his head, and passed out. He was just lying there, and a train was coming.

Adam: Luckily, someone witnessed the whole thing. He jumped onto the track and pulled the guy out. Someone else called the emergency services.  
Teresa: Wow! Did the guy injure himself in the fall?  
People really shouldn't text while they're walking.

Page 5

## 4 Pronunciation

A

[CD 1, Track 06]

- Remind students that linking sounds is an important aspect of smooth speech and that they should work to say phrases smoothly rather than as individual words.
- Point out that both consonants and vowels are linked with vowels.
- Explain that when we link a consonant with a vowel, it is almost like we repeat the consonant sound twice, so *heard about* sounds like *heard dabout* and *passes out* becomes *passes sout*.
- Explain that when we link a vowel with another vowel, it may be helpful to imagine another sound linking them together. For example, when saying *to a*, our lips are round at the end of *to*. We link by almost saying *towa*, inserting a *w* sound to help create the link.

B

### Answers

**Answers will vary.** Sample answer.  
Did you hear about the woman in California who gave \$500,000 to a charity to help students study music education?  
Well, this woman realized that her music teacher had encouraged her to never give up on her dreams, and she wanted to help other people become music teachers.

## 5 Speak with Confidence

A

### Answers

- Answers will vary.** Sample answer.
1. a dog saved a boy from a fire
  2. a teacher offers to pay for a student's operation
  3. a group of elementary school students make a charity event to raise money for the homeless
  4. people on the Internet give a man enough money to give his daughter her last wish

# Lesson 3 I can't stand it when...

Page 6

## 1 Vocabulary

A

### Answers

Answers will vary. Sample answer.

- ✓ when people **interrupt** me
- ✓ when salespeople are **rude**
- when a server **ignores** me
- when people **stare** at me
- when people **leave** dirty dishes
- when people are **arrogant**
- ✓ when people **chew** loudly
- when people have poor driving **etiquette**

B

### Example conversation

- A: One of my pet peeves is when people interrupt me. I think it's rude because they think what they have to say is more important than what I am saying.
- B: I agree. It's one of my pet peeves, too. I try not to interrupt, and I want people to do the same.
- A: Another pet peeve is when people chew loudly...

## 2 Conversation

A

[CD 1, Track 07]

### Answers

Marco is annoyed because a guy talked during the movie Marco went to.  
Jenny and Marco are also annoyed at people who text during movies, chew their popcorn loudly, and don't throw away their trash after the movies.

B

### Answers

Jenny: What's wrong, Marco? 2  
Marco: Yeah, I hear you. 4  
Jenny: Oh, same here! 1  
Marco: Maybe we should just start watching movies at home from now on. 3

Page 7

## 4 Listening

A

[CD 1, Track 08]

### Answers

- |      |      |
|------|------|
| a. 4 | c. 1 |
| b. 2 | d. 3 |

B

[CD 1, Track 08]

### Answers

- |        |        |
|--------|--------|
| 1. no  | 3. no  |
| 2. yes | 4. yes |

If students have difficulties with numbers 1 and 3, point out that sympathizing does not always mean the person has the same pet peeve.

### Optional Activity

Have students get into pairs and talk about whether they have the same pet peeves, providing reasons for their answers. Also ask them to discuss how they would handle each situation.

## 5 Speak with Confidence

A

### Answers

Answers will vary. Students should complete the chart with names and pet peeves.

Encourage students to ask follow-up questions and make notes in the margins of their books.

B

Encourage students to include the details they learned when they asked follow-up questions.

### Example conversation

- A: Sam said he hates getting email forwards from his parents. They are always about the president, and he doesn't want to read them.
- B: That is interesting. Natsuki said she can't stand people who only wear one color, like all black. I don't see a problem with it, though. They're just expressing themselves.
- C: Margret said she hates it when people text her in the middle of the night and it wakes her up.

# Lesson 4 You put up with a lot.

Page 8

## Optional Activity

After students open the book, have them get into groups and speculate on what the title means. Have a few groups share their ideas. If necessary, remind students that they must often group words together to understand a phrase. You may want to emphasize this by making comical gestures of putting something up on an imaginary shelf that has a lot of things on it.

## 1 Vocabulary

A

### Answers

Answers will vary. Sample answer.

- |      |      |      |
|------|------|------|
| – 1. | – 4. | ✓ 7. |
| ✓ 2. | – 5. |      |
| ✓ 3. | ✓ 6. |      |

B

### Example conversation

- A: What kind of problem have you had with your friend?
- B: Well, she got upset and thought I was spending too much time with my boyfriend. I think she was jealous.
- A: What did you do? Are you still friends?

## 2 Conversation

A

[CD 1, Track 09]

### Answers

Pablo isn't with Ingrid and Robert because at the last minute he decided not to join them.  
Robert is going to text Pablo to tell Pablo how he feels.

C

[CD 1, Track 10]

### Answers

Additional sentences underlined.  
Ingrid: Again? You put up with a lot from him. He did this last time.  
Ingrid: Have you tried confronting him about it? You should talk to him.  
Ingrid: If you don't feel comfortable talking to him, you might want to consider texting him about it. And you can think about what you're going to write.

## Optional Activity

Have students get into groups and talk about whether they agree with Ingrid's suggestions. Encourage them to also discuss how they feel about texting about problems. Have groups think of alternative ways to deal with the problem.

Page 9

## 3 Language Booster

A

### Optional Activity

Have students brainstorm other ways to make suggestions. Examples include:

Why don't you (confront him)?

You could (confront him).

What about (confronting him)?

If necessary, point out the different grammar constructions (i.e., confront and confronting).

## 4 Pronunciation

A

[CD 1, Track 11]

Emphasize that students must not only reduce *have you* but must also say the rest of the sentence fluently. Give an exaggerated example with *havyya* followed by each word clearly and slowly enunciated to demonstrate the unnatural rhythm.

B

### Example conversation

- A: You said your friend was ignoring you. *Havyya* thought about telling her your friendship is important to you?
- B: That's not a bad idea. How about you? *Havyya* tried talking to your friend about telling your secret to others?



# Lessons 1 to 4 Review

## English in Action

Page 10

### 1 Preview

#### Answers

**Answers will vary.** Sample answer.  
I think they are talking about the apartment, the (cost of the) rent and utilities, and the furniture.  
I would ask Kate about her job, her daily routine, and why she is leaving her current living situation.

### 2 Practice

A

#### Answers

1. T
2. F (Maria interviewed about five people before Kate.)
3. F (She was upset, but it turned out to be one of the best things that ever happened to her.)
4. F (Maria is still looking for a job.)
5. T
6. F (Maria is upset because Kate has just moved in but the place is a mess.)

B

Answers above.

### Optional Activity

Why is Kate moving? (She is moving to a different city for a new job.)

Why did a woman sue her roommate? (She sued because the house was so messy and the roommate wouldn't clean it up.)

What was the problem with Maria's previous roommate? (She was always late.)

### 3 Discuss

#### Example conversation

- A: So, do you think Kate lied to Maria?  
B: Yeah. She talked about being a neat freak, but then as soon as she moved in, the apartment was messy.  
C: I agree. People like to make good first impressions. If she didn't do the dishes when she first moved in, she probably won't do them in the future either.  
D: But what do you think about Tom's advice? Do you think Maria should confront her right away?

6

Lessons 1 to 4 Review

## Speak Now

Page 11

Provide an example of each conversation when necessary.

If many students need more practice with a particular unit, you might want to review it in class.

### 1 Example conversation

- A: I hear that you lost your job.  
B: Yeah. It was one of the most challenging things I've ever experienced. The good news is that I have found a better job! But what about you? I heard...

### 2 Example conversation

- A: Did you hear about the man who found a box full of gold coins hidden in his basement?  
B: No! Where did they come from?  
A: No one knows. The house was over 100 years old, and some people think the coins were left there by pirates!  
B: Amazing. But did you hear about the dog that learned how to tell the time?  
A: How did that happen?

### 3 Example conversation

- A: I hate it when people eat with their mouths open. It makes me lose my appetite.  
B: Yeah, I know what you mean. Who wants to see the food in someone's mouth? And it gets on my nerves when people are always late to appointments.  
A: Same here. I respect their time. They should respect mine.

### 4 Example conversation

- A: My friend has been gossiping about me.  
B: I'm sorry to hear that. Have you thought about telling her how much it hurts your feelings?  
A: I'm not really sure that would work. She gossips about everyone! She's just never gossiped about me before this.

# Lesson 5 How do you know...?

## Optional Activity

Before students open their books, ask them how they meet new people (make new friends).

Page 12

## 1 Vocabulary

### A

#### Answers

Answers will vary. Sample answer.

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

- Explain that in numbers six and seven *old* means *former* or *from a long time ago* and does not refer to age.
- If necessary, tell students that an *in-law* is someone who becomes a family member by marriage, giving the following examples: my sister's husband is my brother-in-law, my husband's father is my father-in-law.
- Explain that we only use *in-law* with sister, brother, mother, and father because other family members are not part of our nuclear family. For extended family members, we use the same term whether the relationship is by blood or marriage (for example, I say *my aunt*, whether she is my mother's sister or my husband's mother's sister).

## 2 Conversation

### A

[CD 1, Track 12]

#### Answers

Sarah and Eva used to live in the same apartment building.  
Luisa is an assistant in an advertising firm.

## Optional Activity

Who is meeting for the first time? (Sarah and Luisa are meeting for the first time, but they've seen each other before.)

### C

[CD 1, Track 13]

#### Answers

Additional sentences underlined.

Sarah: Well, Eva's my old neighbor. I used to live in the apartment across from hers. I lived there for about five years.

Luisa: I work as an assistant in an advertising firm. We do a lot of car advertisements.

Luisa: Yes, I do. It's a great job.

Page 13

## 3 Language Booster

### A

You may want to use this opportunity to discuss questions considered impolite when you are getting to know people (for example, questions about salaries, the price of things, and age).

## 4 Pronunciation

### A

[CD 1, Track 14]

Remind students that by stressing the noun, the speaker is emphasizing what he/she considers to be the important content. Tell students that, in contrast, by stressing the adjective or another part of the sentence, the speaker is correcting the listener's misperception. **Give examples:**

He is my former **neighbor**. (*a neighbor* is the important information)

He is my former neighbor. (not some other person)

He is **my** former neighbor. (not some other person's former neighbor)

He is my **former** neighbor. (not a current neighbor)

### B

- If many students are having problems with noun stress, have them practice stressing just the noun. Then have them practice the noun with the adjective, and finally have them practice an entire sentence.
- After students finish their practice, you may want to have several pairs perform their dialogues for the class.

### Example conversation

A: How do you know Pedro?

B: He's a new acquaintance.

# Lesson 6 Are you up for...?

## Optional Activity

Before students open their books, have them talk about what they usually do on the weekend.

Page 14

### 1 Vocabulary

A

#### Answers

Answers will vary. Sample answer.

- |      |      |
|------|------|
| ✓ 1. | ✓ 5. |
| – 2. | – 6. |
| ✓ 3. | ✓ 7. |
| – 4. |      |

## Optional Activity

Have students get into pairs and rephrase each of the sentences, using different expressions in place of the bolded phrases. Sample answers: 1. On Friday and Saturday nights, I usually want to go out. 2. I like to go to (watch) a movie with my friends once a week or more. 3. I like to go out to eat with friends at least once a week. 4. I'm really busy, but I'll try to come for a little while. 5. I like to go to new restaurants whenever I can. 6. I'm usually really tired after work or school, so I don't go during the weekdays. 7. On some nights, I just don't feel like going out, so I stay home.

### 2 Conversation

A

[CD 1, Track 15]

#### Answers

Max doesn't go with Bruno because he is tired, and Lia declines Bruno's invitation because she has to study for an exam.  
Bruno is going to go to a Thai restaurant for dinner.

B

#### Answers

Bruno: Hey, Max...I was thinking we could try out the new Italian restaurant on Market Street. 1  
Max: I'm not really in the mood to go out, actually. I'm pretty beat. 3  
Lia: I really wish I could, but I have to study for an exam. 2  
Bruno: Sure, I'll eat anything at this point. 4

Page 15

### 3 Language Booster

A

Point out that we don't say *no* directly and that we often show our desire to go before declining.

B

#### Example conversation

- A: Are you in the mood to go to Lisa's art show tonight?  
B: Sorry. I promised my roommate I would help him study tonight, but maybe I can swing by afterward.

### 4 Listening

A

[CD 1, Track 16]

#### Answers

- |      |      |
|------|------|
| a. 2 | c. 1 |
| b. 4 | d. 3 |

B

[CD 1, Track 16]

#### Answers

- |  |                                    |
|--|------------------------------------|
| 1. She's going to see a movie with Tina. | 3. He has to work.                 |
| 2. She's tired.                          | 4. She feels sick./She has a cold. |

## Optional Activity

Who made plans to meet another time, and when? (Conversation two: They will meet at 7:00 the next night. Conversation three: He may come after work. Conversation four: Kim says she'll bring Maria some chicken soup in half an hour.)

### 5 Speak with Confidence

B

#### Example conversation

- A: Do you feel like trying out the new cafe downtown?  
B: I wish I could, but I have to work.

# Lesson 7 I had thought she was...

Page 16

## 1 Vocabulary

A

### Answers

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Answers will vary. Sample answer.

1. Sidney
2. Yuki
3. Tom
4. Lisa
5. Kim
6. Darrell
7. Mike
8. Kyle
9. Tim

### Optional Activity

In pairs, have students talk about whether they feel people are born with these personality traits or the traits develop over time.

B

- Monitor the students to make sure they are not being mean or hurting the feelings of other students.
- If students don't use the adjectives in their descriptions, encourage partners to confirm which adjectives describe the people.

### Optional Activity

In pairs, have students talk about which adjectives people probably use to describe them, providing reasons for their answers.

## 2 Conversation

A

[CD 1, Track 17]

### Answers

At the beginning of the conversation, Anna thinks Susan is conceited. Anna also thinks that Susan doesn't like her.

At the end of the conversation, Anna realizes Susan may be quiet and introverted, not conceited, so she decides to try to talk with her.

C

[CD 1, Track 18]

### Answers

Additional sentences underlined.

Crystal: Yeah, I know her. We had a few classes together last semester. Why do you ask?

Anna: I don't think she likes me. She seems kind of conceited. She never talks to me.

Crystal: Yeah, I do. Once she felt comfortable with me, she opened up. We get along great now.

Page 17

## 4 Pronunciation

A

[CD 1, Track 19]

Explain that we use falling intonation to show false assumptions, even if they come in the middle or at the end of the sentence.

## 5 Speak with Confidence

A

Allow students to make up names if they feel talking about their false assumptions could hurt their relationships with classmates.

### Answers

Answers will vary. Sample answer.

Names	First assumptions	What you learned
Randy	shy	really kind
Rich	really hard working	wants to have fun more than study
Stan	insecure	humble but self-confident

B

### Example conversation

A: When I first met Rich, I thought he was really hard working, but it turns out that he doesn't study very hard. He wants to have fun more than learn English, even though we are only in the United States for a few months.

B: So, what you're saying is, the two of you have very different goals for your time in the United States.

A: Yeah. How about you? What was an assumption that you later learned wasn't right?

# Lesson 8 It's just not my thing.

Page 18

## 1 Vocabulary

A

### Answers

Answers will vary. Sample answer.

1. I text or use social networking sites to keep up with old friends.
2. Of course I participate in social networking.
3. I post messages on people's walls at least twice a day.
4. I share links to articles and videos about once a week.
5. I'm connected to about 850 people (through social networking).
6. I upload and tag people in photos all the time.

B

Encourage students to ask follow-up questions and include more details in their answers.

### Example conversation

A: So how do you keep up with old friends?

B: I text or use social networking sites to keep up with old friends. There's no other way to keep up with everyone.

## 2 Conversation

A

[CD 1, Track 20]

### Answers

Nina likes to keep up with old friends and connect with new friends on Facebook. She also likes to share photos and check out other people's links.  
Andy doesn't spend time on Facebook because he's a private person and isn't interested in Facebook.

B

### Answers

Andy: Oh, sorry. I hardly ever read those messages. 1  
Andy: It's just not really my thing. 4  
Nina: Really? I don't see why you don't like to be tagged. 2  
Nina: Yeah, I can understand that. But I also like to check out the links that people share. 3

Page 19

## 3 Language Booster

A

Point out that when expressing an opinion, the speaker often acknowledges the value of the other person's idea. Also point out that the speaker doesn't refer to the idea in a negative way (for example, the speaker doesn't say *Facebook is so stupid*).

B

### Example conversation

A: I don't really understand why you don't like spending time on social networks.

B: I'm sure it can be fun, but it's not for me. Why do you like it?

A: Well, I get to keep in touch with old friends, and...

## 4 Listening

A

[CD 1, Track 21]

### Answers

	Name
Pinterest	Ben
Facebook	Ben, Dana
Twitter	Dana

B

[CD 1, Track 21]

### Answers

Pinterest: (Ben) Can keep track of and share things you are interested in; great photos; gets lots of art ideas  
Facebook: (Ben, Dana) Interesting posts  
Twitter: (Dana) Can connect with thousands of people around the world with same interests; can get information and news updates

## 5 Speak with Confidence

B

### Example conversation

A: Why don't you like to ski?

B: I hate the cold.

# Lessons 5 to 8 Review

## English in Action

Page 20

### 1 Preview

#### Answers

**Answers will vary.** Sample answer.

- 4 (or 3) They are having a nice time together.
- 2 They feel awkward and shy.
- 3 (or 4) They are starting to relax.
- 1 They are nervous.

### 2 Practice

A

#### Answers

**Wording of answers will vary.** Sample answers.

- Tom is going to the cafe because his friend, Anna, just opened it./He's going to a small party.
- Alex doesn't want to go with Tom because Alex thinks Anna is mean.
- Tom and Anna are old friends./Tom and Anna grew up together.
- Kate and Anna exercise together.
- Kate has seen Tom in pictures on Facebook because Kate's brother's best friend was Tom's roommate.
- Tom says this because they have mutual acquaintances.

B

#### Answers

**Wording of answers will vary.** Students should write three of the following answers.

- They are both friends with Anna.  
They both love watching commercials and looking at advertisements.  
Neither is interested in eating shabu-shabu.  
They both love pasta.  
They both know Eric Martino.



### 3 Discuss

#### Example conversation

- A: So, do you like to meet new people?  
B: Yeah. It's fun to learn about people. How about you?  
C: I like to meet new people, too. One time I met a guy. It turns out we had three friends in common, and we'd both gone on the same study abroad program. It really is a "small world."

- D: What else did you have in common?  
C: We both liked sports, and we both loved eating all kinds of junk food.  
A: Did you hit it off right away?

### Speak Now

Page 21

Provide an example of each conversation when necessary.

If many students need more practice with a particular unit, you might want to review it in class.

#### 5 Example conversation

- A: Hi. I'm Edgar.  
B: Hi, Edgar. I'm Heidi. You look familiar.  
A: Do you ever go to *Dance the Night Away*? I'm a guitar player in the band there.  
B: Ah, that's where I've seen you. How did you get interested in playing the guitar?

#### 6 Example conversation

- A: How about trying out a new raw food restaurant?  
B: Going out sounds fun, but I'm afraid I don't think I'd like raw food. What do you say we go to a cafe to listen to my friend's band instead?

#### 7 Example conversation

- A: Do you know the new club president?  
B: Yeah, why?  
A: She seems really sarcastic.  
B: I used to think she was, too, but the truth is she is quite sweet.

#### 8 Example conversation

- A: I don't get why you like Skype so much.  
B: I can see my friends as we talk, and it's free.  
A: I'm sure it can be fun, but I like chatting online better. With chat, you can do other things at the same time.  
B: I can see why some people like that, but it's just not for me. I like to see people's reactions. I guess that's why I just don't get why you love blogging.

# Lesson 9 What exactly is a...?

Page 22

## 1 Vocabulary

A

### Answers

Answers will vary. Sample answer.

	Not at all true	Somewhat true	Very true
1.	✓		
2.	✓		
3.			✓
4.	✓		
5.	✓		
6.		✓	
7.		✓	
8.	✓		

### Optional Activity

- Have students define the difference between a vegan and a vegetarian, providing the answer if necessary. (A *vegan* is a strict vegetarian; a *vegan* doesn't eat dairy products and doesn't use animal products (such as leather). Some vegetarians eat cheese and other dairy products.)
- Have students deduce the two parts of the word *locavore*, providing the answer if necessary. (*Loca* for *local* and *vore* as is used in *carnivore*, *herbivore*. A *locavore* is a person who tries to eat locally-grown food whenever possible.)
- Have students determine how *locally-sourced* and *locavore* are different, providing the answer if necessary. (*Locally-sourced* describes food while a *locavore* is a person.)

B

Example:

A: How did you answer the first item?

B: I checked "not at all true" because I never eat junk food.

## 2 Conversation

A

[CD 1, Track 22]

### Answers

Julia wants to go to a hamburger restaurant downtown.  
Eric doesn't want to go there because he is a vegan, and because he doesn't like to eat junk food.

C

[CD 1, Track 23]

### Answers

Additional sentences underlined.

Eric: Yeah, I'm hungry, too. Where do you want to go?

Eric: I've been wanting to try the new sandwich place. All their food is organic and locally-sourced. It's supposed to be really good.

Julia: I'm not sure what you mean by "locally-sourced." I've never heard of that before.

Page 23

## 4 Pronunciation

A

[CD 1, Track 24]

Have students identify the words in the example conversation in Language Booster Part B that should be stressed (for example, can't eat pizza, dietary restrictions, what, mean).

B

Example conversation

A: I'm a **locavore**, but it's kind of **hard**.

B: I'm not sure how you **only eat local food**.

A: Well, I have a **garden**, and I go to the **farmer's market every weekend**.

## 5 Speak with Confidence

A

### Answers

Answers will vary. Sample answer.

Foods you like to eat: cookies, potato chips

Foods you don't eat: liver

Foods you eat frequently: chicken, vegetables

Foods you should eat more often: fruits

B

Example conversation

A: I love to eat junk food.

B: What exactly is junk food to you?

A: Cookies, potato chips, stuff like that.

C: Do you eat that kind of food every day?

A: Yeah. I know it's not good for me, but I need the energy to study and work.

D: What do you mean work? Do you have a job while going to school?

# Lesson 10 I decided to...

Page 24

## 1 Vocabulary

A

### Answers

- |                  |                       |
|------------------|-----------------------|
| 1. clutter       | 5. declutter          |
| 2. procrastinate | 6. at the last minute |
| 3. Tidy up       | 7. stick to it        |
| 4. organizing    |                       |

B

### Example conversation

- A: I think clutter can make it hard to think.  
B: I disagree. I don't think you have to have a neat home to think and be organized.

### Optional Activity

Have students get into pairs and discuss how their family members deal with clutter. For example, *My mom says you should never touch mail twice, so she opens the mail, and then does what she needs to do with it—writes a check, files it, throws it away.*

## 2 Conversation

A

[CD 1, Track 25]

### Answers

Leo cleaned up his work station and got organized. He got organized because he could never find anything and he was always doing things at the last minute.

B

### Answers

Michele: Hey, Leo. Your desk is so neat now. 2  
Michele: That's great! And is that a calendar on your computer screen? 3  
Leo: Yes, it is. I'm always procrastinating and doing things at the last minute, so I decided to make a schedule for myself and stick to it. 4  
Leo: Not really... And I think my desk is too neat now! 1

Page 25

## 3 Language Booster

A

You might want to have students brainstorm expressions to use instead of expressing approval.

For example:

(Getting rid of a lot of papers) sounds like a good idea, but (scanning) takes a lot of time.

## 4 Listening

A

[CD 1, Track 26]

### Answers

- 2 try on clothes  
forgot what clothes she had and what they looked like  
5 get rid of some clothes and books  
she has too much of everything/her room is too small to hold everything she has  
1 neaten up closet  
make it easier to find clothes so she can decide what to wear more quickly  
4 make room on bookshelf  
bought new books and needed to make room for them  
3 organize desk  
can never find anything in the desk

### Optional Activity

Does Tina really have class now? (No. Her answer is just a polite way to say she doesn't want to help Sandra get organized.)

B

[CD 1, Track 26]

See answers above.

## 5 Speak with Confidence

A

### Answers

- Answers will vary.** Sample answer.  
1. Get a scanner to organize papers on desk  
2. Give the books I've read to friends who want them  
3. Try on clothes and get rid of those that don't fit  
4. Eat food in my house before I buy new food

B

### Example conversation

- A: I decided I should get a scanner.  
B: How would that help you organize your life?  
A: I could scan all the papers in my room and then throw them away.  
C: Since I can never find the papers I need, I decided to buy some file folders and file everything away.

# Lesson 11 I spend too much time...

Page 26

## 1 Vocabulary

A

### Answers

Answers will vary. Sample answer.

- |      |      |
|------|------|
| ✓ 1. | ✓ 5. |
| ✓ 2. | ✓ 6. |
| – 3. | ✓ 7. |
| ✓ 4. | – 8. |

B

### Example conversation

A: I read blogs a lot. I probably read about four blog posts a day. What about you?

B: I don't read blogs, but I listen to podcasts.

## 2 Conversation

A

[CD 1, Track 27]

### Answers

Michael looks so tired because he spent the whole night on the Internet (updating his website and posting on message boards).

Michael decides that he needs to sleep more and spend less time online.

C

[CD 1, Track 28]

### Answers

Additional sentences underlined.

Michael: Yeah, I spent the whole night updating my website and posting on message boards. I'm exhausted.

Michael: I know. I was busy researching and writing new blog posts. I was also uploading videos to a video-sharing site. You should watch my videos.

David: I'm surprised that you can even talk to me right now. Your eyes are almost closed.

Page 27

## 3 Language Booster

B

### Example conversation

A: So which ones apply to you?

B: Well, I watch TV until late at night. I should really go to bed earlier. How about you?

## 4 Pronunciation

A

[CD 1, Track 29]

Tell students that like linking, they must say the rest of the sentence fluently. Emphasize this by clearly enunciating each word in sentence 1 but saying *updatin'* rather than *updating*.

B

### Example conversation

A: Yesterday was really busy. I was workin' until 9, and then I met friends for dinner. We were chattin' until midnight, and then I went home. I was too excited to sleep, so I spent two hours watchin' TV. Then I realized I needed to check email. I spend too much time readin' email. It was 4 before I went to bed. How about you? How did you spend your busy day?

## 5 Speak with Confidence

A

### Answers

Answers will vary. Sample answer.

1. Checking email every five minutes
2. Texting friends as soon as I get a text
3. Watching TV until late at night

B

### Example conversation

A: I spend too much time checking email. I should really only check it a few times a day.

B: I know what you mean. I need to limit my time on email, too.

C: How about TV? I spend too much time watching TV.



# Lessons 9 to 12 Review

## English in Action

Page 30

### 1 Preview

#### Answers

**Answers will vary.** Sample answer.  
I think Maria is trying to save energy and do more recycling.

### 2 Practice

A

#### Answers

Ln 2 <del>updating her blog</del> reading a lot of blogs	Ln 7 <del>chatting on the phone</del> chatting online
Ln 3 in order to <del>save money</del> in order to reduce her impact on the environment and climate change	Ln 7 <del>Chinese</del> Portuguese
Ln 4 use <del>flashlights</del> use candles	Ln 8 at a <del>park</del> at a cafe
Ln 6 <del>very lazy lately</del> feeling pretty stressed out lately	Ln 9 <del>sarcastic</del> messy
	Ln 11 <del>was the same person</del> had the same name

B

Answers above.

### 3 Discuss

If some students are doing most of the talking, stop the discussion. Remind students that they can include everyone in the group by asking the quieter students their opinions (for example, by asking *How about you?*).

#### Example conversation

- A: Who would you rather have as a roommate, Maria or Kate?
- B: Kate, because I don't think you can see with candles at night. And I think Maria doesn't respect Kate enough. Respect is an important quality in a roommate. How about you? What qualities do you think are important in a good roommate?
- C: Being able to read each other's moods.
- D: Oh, yeah, I agree. The other day, I was trying to write a report, do laundry, and cook dinner all

at the same time. I didn't have time to chat, but my roommate kept trying to chat. What kinds of things do you do at the same time?

- A: Well, I watch TV and surf the Web while I eat dinner.
- B: And I text, drive, listen to music, and talk on the phone at the same time.
- C: Uh, that doesn't sound very safe.

### Speak Now

Page 31

Provide an example of each conversation when necessary.

If many students need more practice with a particular unit, you might want to review it in class.

#### 9 Example conversation

- A: I can't eat lasagna. I am on a dairy-free diet.
- B: What do you mean by dairy-free diet?
- A: A dairy-free diet is when you don't eat any milk, cheese, or other milk products. I'm lactose intolerant.

#### 10 Example conversation

- A: I decided to get a complete makeover because I think it will help me get a better job.
- B: That's great. I decided to reorganize my home because I think I waste a lot of time looking for stuff.
- A: Good for you! I'm always...

#### 11 Example conversation

- A: I spend a lot of time shopping. And because I spend a lot of time shopping, I don't spend enough time studying. I should really make studying more of a priority.
- B: To change, you first need to recognize what you need to change, so it sounds like you are on the right path. I...

#### 12 Example conversation

- A: If everyone rode a bike to school or work, then there would be a lot less air pollution.
- B: You have a point, but then we'd get to work all hot and sweaty. We can't look like professionals after biking to work.
- A: You could change clothes after getting there.
- B: I see what you mean, but how would you carry a suit to work if you were biking?

# Lesson 13 My short-term goal is...

## Optional Activity

Before students open their books, have them get into small groups and talk about what job they would like to have, if they could have any job (i.e., their dream job). Also have students imagine what they might need to do to get that job (for example, take an exam to be a lawyer).

Page 32

## 1 Vocabulary

### A

Answers		www.irLanguage.com
1. c	5. h	
2. e	6. d	
3. g	7. b	
4. f	8. a	

### B

#### Example conversation

A: What are your short-term goals?

B: I want to take an English class this summer.

A: What are your long-term goals?

B: I want to get a job in an international business company.

## 2 Conversation

### A

[CD 1, Track 32]

Answers
Juliana is going to an interview to be a production assistant. Dan wants to be a nurse.

### C

[CD 1, Track 33]

Answers
Additional sentences underlined. Dan: What kind of job are you hoping to get? <u>What's your long-term goal?</u> Juliana: Well, I'm interviewing for the position of production assistant, but my long-term goal is to become a film director. <u>I love movies.</u> Juliana: How about you? <u>What field do you want to get into?</u>

Page 33

## 3 Language Booster

### A

You may want to have students brainstorm other questions to ask about ambitions. (For example, Do you want to have a family?)

## 4 Pronunciation

### A

[CD 1, Track 34]

- If necessary, tell students that compound nouns have two or more words but act as a single unit. Explain that they can be modified like any other noun (for example, with adjectives and other nouns).
- Remind students that we normally stress important words. Explain that the speaker uses stress to help the listener differentiate compound nouns from nouns with adjectives. For example, *a greenhouse* is a building in which we grow plants but *a green house* is a house that is painted green.

### B

#### Example conversation

A: Would you take an entry-level job in the field that you're interested in?

B: I hope to get a job working in Africa, helping people find hope, but to do that, I think I need to do volunteer work first and then take an entry-level job.

C: That sounds great. Would you take a job even if it's not part of your long-term goal?

B: Well,...

## 5 Speak with Confidence

### A

Answers
<b>Answers will vary.</b> Sample answer. Short-term goal: Do volunteer work to learn more about relief agencies; learn French. Long-term goals: Go to Africa to help people.

# Lesson 14 I'm very organized.

Page 34

## 1 Vocabulary

A

### Answers

Answers will vary. Sample answer.

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

## 2 Conversation

A

[CD 1, Track 35]

### Answers

Answers will vary for second question. Sample answer.

One of Kyle's strengths is his organizational abilities. He's also efficient and can keep track of different tasks at the same time. He's also a team player. His weakness is that sometimes he's too detail oriented. Yes, I think he will get the job.

B

### Answers

Olivia: All right, Kyle. Now I'd like to ask, what would you bring to our organization? 3  
Olivia: I see. 2  
Kyle: Also, I'm extremely efficient. 4  
Kyle: Good question. Well, once I had to work with a team of 30 people. 1

Page 35

## 3 Language Booster

A

Tell students that phrases such as *well*, *let's see*, and *let me think* allow the speaker to pause and gather his/her thoughts before continuing. Explain that they are called fillers, and these fillers are preferable to silence because they tell the listener that the speaker understood the question.

B

### Example conversation

A: What is your greatest strength?

B: I think I'm organized, but people who look at my room don't think so. I know where things are, but they just see a mess.

A: So is that your biggest weakness, too?

## 4 Listening

A

[CD 1, Track 36]

### Answers

Lina	Gil	Lina	Gil
cooperative		a perfectionist	
✓	✓	✓	
detail oriented		a professional	
✓		✓	
good people skills		responsible	
✓	✓	✓	✓
organized		a self-starter	
✓	✓	✓	

B

[CD 1, Track 36]

### Answers

Lina only had one day to prepare for a presentation for 50 employees.  
Gil managed ten projects at the same time.

## 5 Speak with Confidence

A

### Answers

Answers will vary. Sample answer.

Greatest strengths: cooperative, good people skills

Biggest weaknesses: I used to be unorganized but now I'm very organized. Sometimes I'm too detail oriented, but that can be useful when I'm doing research.

Biggest challenges: not being able to ask others for help

B

### Example conversation

A: What are your greatest strengths?

B: I cooperate with people. I think I have good people skills.

# Lesson 15 The first thing you need...

Page 36

## 1 Vocabulary

A

### Answers

- |            |         |
|------------|---------|
| 1. g, c    | 3. b    |
| 2. f, a, e | 4. h, d |

B

### Example conversation

- A: What is the word for how much you save on your purchase?  
B: That's the discount.

## 2 Conversation

A

[CD 1, Track 37]

### Answers

The first step in completing a sales transaction is to enter your employee code on the touchscreen. The last step is to hit the "total" key so you see the total amount at the top of the cash register.

C

[CD 1, Track 38]

### Answers

Additional sentences underlined.  
Pam: I want to show you how to complete a sales transaction... Then scan the bar code on the first item to ring it up. It's important to scan each item only once.  
Pam: Exactly. The next step is to make sure that the customer gets the correct discount if the item is on sale. We usually have a lot of items on sale.  
Pam: Yes, that's right. . . The total amount will appear at the top of the register. If the customer uses a credit card, your cash drawer stays closed.

Page 37

## 3 Language Booster

B

- A: OK. I'll tell you how to make garlic toast. I love garlic toast! The first thing you need to do is cut the bread, butter it, and spread garlic on. After you've done that, you broil it. It's important to be careful that you don't burn it. It only takes a few seconds for delicious bread to turn black!

## 4 Pronunciation

A

[CD 1, Track 39]

- Tell students that in casual conversation we use *right* much more often than *isn't it*, *aren't you*, and other similar tag question forms.
- Point out that number 2 is actually a statement that has been turned into a question by using rising intonation.
- You might want to have students turn number 2 into a question (So are you saying that I turn on the alarm before I lock the front door?) and ask the question again, using rising intonation.

B

### Example conversation

- A: (Same as Language Booster B example.)  
B: So what you're saying is that I have to watch the bread very carefully while it is broiling, right?

## 5 Speak with Confidence

A

### Answers

- Answers will vary.** Sample answer.
1. Mix flour, baking powder, and salt together.
  2. Cream butter and sugar together before adding vanilla.
  3. Slowly add the flour mixture and milk to the butter mixture.
  4. Pour into pan and bake for 20–25 minutes.
- Important thing to keep in mind: The mixture should be smooth before you pour it into the pan.

B

### Example conversation

- A: The first thing you need to do is mix the flour, baking powder, and salt together. The next step is to cream together the butter and sugar, and then add the vanilla.
- B: So you're saying the butter and sugar are completely mixed before you add the vanilla?
- A: Right. After...

# Lesson 16 I'm here to talk about...

Page 38

## 1 Vocabulary

A

### Answers

Answers will vary. Sample answer.

- rehearse with a friend ✓
- research the company ✓
- prepare a list of questions ✓
- send your resume ✓
- be punctual ✓
- dress professionally ✓
- be positive ✓
- talk about what you don't like to do ✓
- make eye contact ✓
- stay calm ✓
- say negative things ✓
- write a thank you note ✓

B

If you have students from different cultures, after the pair work, you may want to have students share their answers with the class and then talk about how cultural differences may influence what is considered appropriate.

### Example conversation

A: Did you check "write a thank you note"?

B: Yes, I did. It's something you should do after the interview.

## 2 Conversation

A

[CD 1, Track 40]

### Answers

The speaker is giving a presentation about how to have a successful interview.  
For the second question, students should give one of the following answers:  
research the company  
be punctual  
prepare a list of questions  
rehearse with a friend  
be positive



B

### Answers

Speaker: I'm here to talk about how to have a successful interview...You should also rehearse with a friend. 2  
Speaker: Next, let's explore ways to make a good first impression...It's also important to be positive... 1  
Speaker: Does anyone have any questions? 3  
Student: Yes, at the beginning of your presentation, you said we should research the company. Should we prepare a list of questions to ask? 4

Page 39

## 3 Language Booster

A

- Remind students that presentations are like reports: they start with an introduction, have a body with the content, and finish with a conclusion.
- Explain that many speakers ask the audience to wait to ask questions until after the presentation is over, and this can be referred to as the Q & A (question and answer time).
- Have students divide the "giving presentations" expressions into parts of the presentation (introduction: first two lines; body: third and fourth lines; conclusion: fifth line; Q & A: final question).

## 4 Listening

A

[CD 1, Track 41]

### Answers

- \_ How to talk to your boss about your achievements at work
- \_ How to get along better with your co-workers and your supervisor
- ✓ How to ask for more money or more responsibility at work

B

[CD 1, Track 41]

### Answers

Students should write any four of these tips.  
Research company's pay policies; ask boss what you need to do to get a raise or promotion; tell boss what you bring to the company; rehearse meeting; dress professionally; be positive

# Lessons 13 to 16 Review

## English in Action

Page 40

### 1 Preview

#### Answers

Answers will vary. Sample answer.

- |      |      |
|------|------|
| 1. ✓ | 5. _ |
| 2. _ | 6. ✓ |
| 3. ✓ | 7. _ |
| 4. ✓ | 8. ✓ |

### 2 Practice

#### A

#### Answers

[www.irLanguage.com](http://www.irLanguage.com)

Answers will vary for the second question.

Advice from Maria and Tom: numbers 1, 3, 4, and 6 in Preview.  
Yes, I did./No, I didn't.

#### B

#### Answers

Answers will vary. Sample answer.

1. Tom is happy because things are going really great.
2. Alex has to give a presentation at work tomorrow/ he can't stand public speaking/he's never spoken in front of such a large group before, and his boss is going to be there.
3. Alex's boss is a difficult person/she's really controlling and critical.
4. Maria still doesn't have a job.
5. Maria and Tom are encouraging Alex to keep working on his presentation.

### Optional Activity

What kind of job does Maria want? (Management.)

How long did they practice? (Three hours.)

Why does Maria say "Maybe management isn't for me"? (After working with Alex for three hours, she's less certain she wants to help people learn how to give presentations and listen to bad presentations [perhaps one of her job requirements as a manager] in the future.)

What happened at the end? (Alex's boss texted him to say he doesn't have to do the presentation.)

## Speak Now

Page 41

### 13 Example conversation

- A: If I want to be a successful novelist I think I need to read a lot of books to get an idea about what interests people.
- B: Yeah. And short-term, you probably have to work in restaurants while you are waiting for your big break.
- A: And after I write my first book, I have to get some people I trust to read it. They can tell me how to improve it.

### 14 Example conversation

- A: Being a video game creator isn't just fun. What would you bring to our organization?
- B: Well, I'm creative and I work well with others.
- A: That's important. And what is the biggest challenge you've ever faced in your job?
- B: One time we were trying to develop five new games all at the same time. This was hard because I can be a little disorganized. But we worked together and finished everything before the deadlines.

### 15 Example conversation

- A: To use this photocopier, the first thing you need to do is enter your employee code.
- B: That makes sense. The company wants to know which department to charge the copies to.
- A: Right. The next step is...

### 16 Example conversation

- A: Today I'm going to talk about the two best restaurants in this neighborhood. First, I want to talk about the Mexican restaurant. They have every kind of food you can imagine. The servings are huge, and the prices are reasonable. Next, I'd like to tell you about the Japanese restaurant just down the street from the school. It has the best raw fish, called *sashimi*, in town. They fly it in fresh every day. To wrap up, there are lots of great restaurants near our school, so let's have fun eating together one night after class. Does anyone have any questions?
- B: You mentioned *sashimi*. Is it expensive?
- A: Well, it's not cheap, but we could order one plate for several of us. That would make it more reasonable. Are there any other questions?

# Lesson 17 Are you afraid of...?

## Optional Activity

Before students open their books, ask them to say a few things that many people are afraid of (for example, getting sick, losing a wallet).

Page 42

## 1 Vocabulary

### A

Answers		
Answers will vary. Sample answer.		
	You	Someone you know
1.	✓	
2.	✓	
3.		
4.		
5.		
6.		✓
7.		

### B

#### Example conversation

A: I checked “fear of heights.” Did you?

B: No, I didn’t check that one, but I checked “fear of flying.”

## Optional Activity

After students have finished making their comparisons, take a class poll to discover the most and least common fears for the students.

## 2 Conversation

### A

[CD 2, Track 02]

Answers
Daniel is afraid of public speaking. Anthony is afraid of being in small spaces (claustrophobia). He’s also afraid of snakes and spiders.

### C

[CD 2, Track 03]

Answers
Additional sentences underlined. Daniel: I’m really nervous. I have to give a presentation tomorrow. <u>I have to talk in front of 200 people.</u> Daniel: Really? <u>I didn’t know that.</u> Anthony: No, not really. <u>I enjoy public speaking, actually.</u>

Page 43

## 4 Pronunciation

### A

[CD 2, Track 04]

- If students are having problems recognizing the differences, play the CD several times. Each time you stop the CD, have students repeat the sentence.
- Say a sentence (for example, I’m afraid I can’t come tonight.) and have students identify the tone (low). Try saying the sentence again with the opposite tone and ask students if they heard the difference. Repeat with additional sentences as necessary.

### B

#### Example conversation

A: What’s your greatest fear? [low tone]

B: I’m afraid of centipedes. They give me the creeps. [low tone]

## 5 Speak with Confidence

### A

Answers
Answers will vary. Sample answer. Getting bad grades Not being successful Missing my bus to school Forgetting to study for a test

### B

#### Example conversation

A: So, what is everyone afraid of?

B: Well, being away from my cell phone for too long makes me nervous.

C: What?

B: Yeah. I’m afraid I might miss an important text or phone call.

D: That’s interesting. So what’s your greatest fear?

# Lesson 18 I'm overworked.

Page 44

## 1 Vocabulary

### A

Before students start, tell them that there is more than one possible answer for some of the items.

#### Answers

- |         |               |
|---------|---------------|
| 1. c, e | 4. a, b, c, e |
| 2. d    | 5. a, b, c, e |
| 3. c, e |               |

### B

#### Example conversation

- A: If you have too many deadlines, one thing you can do is talk to your boss about your workload.
- B: That's true. You can also drop a class if you are studying and working at the same time.

## 2 Conversation

### A

[CD 2, Track 05]

#### Answers

Walker is stressed because he has too many deadlines with his classes, and Julia is stressed because she is overworked at her job. Julia tells Walker he should drop a class and take it the next semester. Walker advises Julia to talk to her boss about being overworked.

### B

#### Answers

Julia: Hi, Walker. Are you OK? 4  
Julia: How many classes are you taking? 2  
Walker: You're right. How are you doing? 3  
Walker: Wow, that's a lot! 1

If students misplace numbers 3 and 4, point out the *too* and remind them that this implies there has already been a discussion about someone being stressed.

Page 45

## 4 Listening

### A

[CD 2, Track 06]

#### Answers

- 3 a. 1 b. 2 c.

### B

[CD 2, Track 06]

#### Answers

**Wording of answers will vary.** Sample answer.

1. move to a different apartment; talk to the roommate and find out why she doesn't want a new roommate; get the facts before making any decisions
2. ask him if he's angry; talk to him
3. try to understand why the co-worker acts the way he does; help the co-worker become more secure with his own work

## 5 Speak with Confidence

### A

#### Answers

**Answers will vary.** Sample answer.

1. too many papers to write (get them done little by little)
2. not enough money (put yourself on a budget and stick to it)

### B

#### Example conversation

- A: I'm under a lot of pressure because I have too many papers to write.
- B: That used to happen to me, too. But I've found that it's really helpful to start writing the papers as soon as I get the assignment. That way, you can write them little by little, rather than at the last minute. Now I'm not as stressed, because I know the work is done with time to spare.
- A: That's a good idea, but I don't know if I can do it. So, what is one cause of stress in your life?

# Lesson 19 If I could go anywhere...

Page 46

## 1 Vocabulary

A

### Answers

1. establish
2. discover
3. develop
4. invent
5. revolutionize
6. explore
7. create

If students switch *develop* and *establish*, explain that *develop* implies something exists but becomes bigger or better. Because we don't currently have any colonies on the moon, we cannot develop them, but we could establish (start and then allow to gain acceptance) a moon colony.

B

### Example conversation

A: If you could do anything, what would you do?

B: I would explore the Amazon. What about you?

## 2 Conversation

A

[CD 2, Track 07]

### Answers

Alex's dream is to be a scientist and discover cures for diseases./Alex's dream is to have a different job.  
Sandra's dream is to take a vacation to the Bahamas and explore underwater caves.

C

[CD 2, Track 08]

### Answers

Sandra: I know! I could use a vacation. I haven't taken a trip in a long time.  
Sandra: First of all, it's beautiful there. Second, I could explore underwater caves. And I could lie in the sun.  
Alex: I would love to discover cures for diseases. Also, I've always loved science.

Page 47

## 3 Language Booster

A

- You might want to tell students that we call these wishes "unreal" conditionals because the situations are improbable, if not impossible. For example, *If I could do anything, I would fly* is physically impossible, but we can have the wish.
- Point out that we use *could* and a present tense verb in the *if* clause and *would* in the main part of the sentence. For example, *If I could go anywhere, I would go to Brazil.*
- Remind students that when we make these conditionals without *could*, we always use *were* for the *be* verb in the *if* clause. For example, *If I were a doctor, I'd try to find a cure for cancer.*

## 4 Pronunciation

A

[CD 2, Track 09]

Remind students that they previously studied using low tone to show negative emotion (page 43).

B

### Example conversation

A: So, if you could do anything, what would you do? [high tone]

B: If I could do **anything**, I would explore the Amazon. [high tone]

## 5 Speak with Confidence

A

You might want to tell students that Gloria Steinem is a writer and activist who has been involved in equality movements for over 40 years. Victor Hugo was a French writer, perhaps best known for *Les Misérables* and *The Hunchback of Notre Dame*.

### Example conversation

A: What do you think? Do you think dreaming is a form of planning?

B: I've never thought about it before, but yeah, I guess I do. Sometimes dreams become reality because of the way we work them out beforehand. So I guess I agree with Hugo, too.

# Lesson 20 I wish I had...

Page 48

## 1 Vocabulary

A

Answers			
Answers will vary. Sample answer.			
	Yes	No	Sometimes
1.		✓	
2.			✓
3.		✓	
4.		✓	
5.			✓
6.	✓		
7.	✓		
8.	✓		

B

### Example conversation

A: I goofed off sometimes, but I was a pretty good student.

B: I goofed off all the time. I got in trouble a lot!

## 2 Conversation

A

[CD 2, Track 10]

Answers
Nina regrets not taking school more seriously. If Nina could do something differently, she would not have gotten involved in a clique because maybe she would have been a better student.

B

Answers
Paul: Are you taking a math class this semester, Nina? 2 Nina: Yeah, I am...I wish I had taken school more seriously. 1 Nina: I wish I hadn't gotten involved in a clique...If only I had had nicer friends, I might have been a better student. 4 Nina: You're right. 3

Page 49

## 3 Language Booster

B

### Example conversation

A: What's one regret you have from your early teen years?

B: I wish I'd taken school more seriously.

A: What do you wish you could do differently?

B: Well, I got good grades, but I didn't study to learn, just to pass tests. If I could do it over, I would study to make myself a better person.

## 4 Listening

A

[CD 2, Track 11]

Answers			
✓ 1.		✓ 6.	
– 2.		– 7.	
✓ 3.		✓ 8.	
– 4.		– 9.	
✓ 5.		– 10.	

B

[CD 2, Track 11]

Answers
1. Clara went to <u>the city</u> . If she could do it again, she would go to <u>the mountains to go hiking and swimming in a lake</u> .
2. Jack went to <u>South Beach</u> . If he could do it again, he would go to <u>Baker Beach and come home on Saturday night so he could rest on Sunday</u> .

## 5 Speak with Confidence

A

Answers
<b>Answers will vary. Sample answer.</b>
1. not learning more sports
2. not going on vacation with my family
3. not meeting my friends on Saturday night

B

### Example conversation

A: What do you wish you had done differently last year?

B: I wish I'd taken a vacation with my family.

C: Really? I wish I'd taken a vacation with my friends, not my family.

A: So if you could do something over from your childhood, what would you do differently?

# Lessons 17 to 20 Review



## English in Action

Page 50

### 1 Preview

#### Answers

**Answers will vary.** Sample answer.

I think Alex feels stressed out. He might feel that way because he has a lot of deadlines.

I think Maria, Alex, and Tom are closing their eyes and imagining something wonderful.

I think they are doing this to try to relax.

### 2 Practice

A

#### Answers

**Answers will vary.** Sample answer.

Yes, they were./No, they weren't.

B

#### Answers

- |      |      |
|------|------|
| 1. A | 5. M |
| 2. A | 6. M |
| 3. M | 7. A |
| 4. M | 8. B |

### 3 Discuss

#### Example conversation

A: What advice would you give to Alex and Maria?

B: Well, I'd tell them both to take Tom's advice.

They can start small in plays. That will help Alex's fear of public speaking and Maria's chance for a career in acting.

C: I agree. So what causes you the most stress, and how do you deal with it?

D: Deadlines cause me the most stress. I try to get everything done early so I don't have the stress in the first place.

E: That's a good idea, but not always practical. Let's go on. What is your dream job?

A: I'd love to be a flight attendant. I'd need to be able to work without much sleep, so I don't think I'll ever have that job. I have to have ten hours a night! How about you?...

## Speak Now

Page 51

Provide an example of each conversation when necessary.

If many students need more practice with a particular unit, you might want to review it in class.

### 17 Example conversation

A: What are you afraid of?

B: Well, I'm terrified of public speaking.

A: Why don't you practice speaking alone, or in front of a pet? Then you could practice in front of one friend, and then a few friends. Slowly, you'll gain confidence.

B: That's a good idea. Thanks. So, what's...?

### 18 Example conversation

A: I'm under a lot of pressure because I have too much work.

B: In my experience, it's better to focus on one small project at a time. If you think about everything, it's overwhelming. But if you think about one small thing, you feel a sense of accomplishment and can then move on.

A: That's great advice. Thanks. How about you? What causes you stress?

### 19 Example conversation

A: If I could do anything, I'd be a famous actor.

B: Oh, really? Why is that?

A: It would be fun to meet famous people and be recognized by fans.

B: Interesting. If I could do anything,...

### 20

#### Answers

Students must first write down two more regrets.

**Answers will vary.** Sample answer.  
spending too much money on clothes  
watching sports a lot

#### Example conversation

A: What do you wish you could do differently?

B: Well, I wish I hadn't stayed out so late the other night. I didn't study for the test. And I also regret...

# Lesson 21 It started out kind of slow.

Page 52

## 1 Vocabulary

A

### Answers

**Answers will vary.** Sample answer.

suspenseful	new <i>Spiderman</i> movie
slow	<i>It's Kind of a Funny Story</i>
hilarious	<i>The Big Wedding</i>
offensive	<i>Bachelorette</i>
moving	<i>The Words</i>
depressing	<i>Django Unchained</i>
heartwarming	<i>Diary of a Wimpy Kid: Dog Days</i>
corny	<i>Total Recall</i>
tearjerker	<i>Celeste and Jesse Forever</i>
nail-biter	<i>House at the End of the Street</i>

B

### Example conversation

- A: I thought the new *Spiderman* movie was really suspenseful.
- B: So did I. But *It's Kind of a Funny Story* was kind of slow. The story took a long time to tell.

## 2 Conversation

A

[CD 2, Track 12]

### Answers

Peter thought the movie was kind of slow at the beginning, but it got better./Peter thought the movie was heartwarming but kind of corny. The movie is about a woman whose life falls apart because she gets fired from her job and can't pay her rent. She has to live in her car, but later she gets a lucky break and her book is published.

C

[CD 2, Track 13]

### Answers

Additional sentences underlined.

Jennifer: So, how was the movie you saw last night?

Did you like it?

Peter: It's about this woman whose life completely falls apart... Then she can't pay her rent. So, she gets kicked out of her apartment.

Peter: Yeah, but it gets better... Meanwhile, someone is looking for her. He can't find her, though, because she doesn't have an address.

Page 53

## 4 Pronunciation

A

[CD 2, Track 14]

If necessary, point out that we pause at periods and remind students that we also briefly pause at commas. Explain that we can also pause to build up excitement. Have students find an example of this in their books (the pause before *when suddenly he hears a scream!*).

B

### Example conversation

- A: It starts out when a young man is going to get married. [pause] We find out his parents are divorced.
- B: That sounds interesting. [pause] What happened next?

## 5 Speak with Confidence

A

### Answers

**Answers will vary.** Sample answer.

It's about four people around the world who produce almost no trash.

In the beginning, we watch them in their daily routines.

Later on, they are interviewed.

Eventually, there are interviews with environmentalists about the impact if everyone lived like these four people.

Finally, a list of suggestions is shown on the screen.

B

- A: It's a movie about four people around the world who produce almost no trash.
- B: Really? That doesn't sound very interesting.
- A: In the beginning, it was slow, but by the end, it was really inspiring. These four people spend a lot of time recycling and making the world a better place to live.
- C: But for 90 minutes, they just talk...?

# Lesson 22 It has a really good beat.

## Optional Activity

Before students open their books, have them talk about when and where they usually listen to music. Also have them talk about whether they go to concerts, giving reasons for their answers.

Page 54

## 1 Vocabulary

### A

#### Answers

Answers will vary. Sample answer.

<i>Just Want You to Know</i>	beat
<i>Gangnam Style</i>	catchy tune
<i>What Makes You Beautiful</i>	danceable
<i>Friday</i>	upbeat
<i>Jar of Hearts</i>	poetic lyrics
<i>Lovebug</i>	romantic
<i>Eyes Open</i>	mellow
<i>You Belong with Me</i>	melancholy

### B

#### Example conversation

A: I think “Just Dance” by Lady Gaga has a good beat. It’s really danceable.

B: I think so, too. I also think...

## 2 Conversation

### A

[CD 2, Track 15]

#### Answers

Mike likes mellow songs.  
Carlo doesn’t really like the song because he prefers more upbeat music.

### C

[CD 2, Track 16]

#### Answers

Additional sentences underlined.  
Mike: Hey, I just downloaded this new song...Isn’t it great? It’s my new favorite song.  
Carlo: I want you guys to listen to a song that I just downloaded. It’s really danceable. The tune is really catchy, too.  
Trina: Yeah, I think I’ll download it, too. What’s the name of the song?

Page 55

## 4 Pronunciation

### A

[CD 2, Track 17]

- If necessary, have students identify the syllables (units of sounds that are grouped together when speaking) in each word (mel-an-choly, ro-man-tic, po-et-ic, dance-able, pro-voc-a-tive).
- Say **mel-an-choly**, **mel-an-choly**, and **mel-an-choly** so students can listen to how the word changes.
- Tell students that when we stress one syllable, the other syllables are often said less clearly. Emphasize to students that they should not enunciate each syllable clearly but should instead say the words fluidly, with one syllable stressed.

### B

#### Example conversation

A: Have you heard the song *Lovebug*? It’s really romantic.

B: I think so, too, but it’s a little melancholy. Do you like the song *What Makes You Beautiful*?

## 5 Speak with Confidence

### A

#### Answers

Answers will vary. Sample answer.

Names of songs	Words that describe the songs
1. <i>Just Want You to Know</i>	cool lyrics, good beat
2. <i>What Makes You Beautiful</i>	catchy tune, danceable, fun to listen to
3. <i>Friday</i>	realistic, great music video

### B

#### Example conversation

A: I like *Just Want You to Know*. It has a good beat.

B: I think so, too. And the lyrics are really cool.

C: Oh, are you guys talking about *Just Want You to Know*?

# Lesson 23 Did you hear about...?

## Optional Activity

Before students open their books, have them talk about things that were popular one or two years ago but are no longer popular. Then ask them how often trends usually change (for example, a couple of months).

Page 56

## 1 Vocabulary

A

Answers	
<b>Answers may vary.</b> Sample answer.	
1. My sister	5. Lady Gaga
2. Yudo	6. Tyra Banks
3. Gwen Stefani	7. Matilda
4. Jennifer	



B

### Example conversation

A: Lady Gaga likes to wear modern clothes. Her clothes almost look like they are from the future.  
 B: I agree. And Gwen Stefani wears a lot of vintage clothes. But she's also a trendsetter.

## 2 Conversation

A

[CD 2, Track 18]

Answers
Jodie says really bright pants are in style right now. Shorter skirts are also in style. Jodie says knee-length skirts are out of style.

B

Answers
Jodie: Oh, thanks, Lynn. It's really no problem. 3 Lynn: What do you think of these pants? 4 Lynn: Really? 2 Lynn: Wow, I really do need help. 1

Page 57

## 3 Language Booster

B

### Example conversation

A: So, what do you think is currently in style? These days, not too many people are wearing baggy pants. I think they are out of fashion.  
 B: I agree. And oversized shirts aren't in style, either...

## 4 Listening

A

[CD 2, Track 19]

Clothing	Allie wants to keep it	Allie wants to get rid of it
long black skirt	✓	
red knee-length skirt		✓
short blue skirt	✓	
gray jacket	✓	
white sweater	✓	

B

[CD 2, Track 19]

Answers in Part A.

## Optional Activity

Have students write down other information about each piece of clothing.

Answers
<b>Wording of answers may vary.</b> Sample answer. Long black skirt: down to her feet, few years old; red knee-length skirt: one to two years old, hardly worn; short blue skirt: had for a couple of years, still stylish; gray jacket: was grandmother's, in good condition; white sweater: big, comfortable, totally out of style

## 5 Speak with Confidence

B

### Example conversation

A: Nowadays, it's trendy to wear skinny jeans.  
 B: That's true. But it's funny, because another trend is wide-leg jeans.  
 C: But these days, almost no one...

# Lesson 24 Have you heard...?

Page 58

## 1 Vocabulary

A

### Answers

- |                    |                   |
|--------------------|-------------------|
| 1. the latest      | 5. Apparently     |
| 2. break up (with) | 6. paparazzi      |
| 3. spotted         | 7. (be) with      |
| 4. scandal         | 8. (juicy) gossip |

B

Before students start the pair work, you may want to have them name some popular celebrity gossip magazines, websites, and blogs. Have students talk about what they have in common (for example, they all have the most recent news about famous people, but it isn't always true).

### Example conversation

A: So, do you like celebrity gossip magazines, websites, and blogs?

B: Not really. Do you?

A: Well, I don't read them very often, but once in a while there's a story that interests me. Some people really like to read them. They seem to know all the latest news. Why do you think those people like to read them?

## 2 Conversation

A

[CD 2, Track 20]

### Answers

The lead singer of the band, The Dream Captains, was apparently arrested for trying to rob a store.

B

### Answers

Matt: No, what happened? 3

Brian: Well, apparently, the lead singer was arrested last night. He was spotted trying to rob a store! 4

Matt: No way! Is that for real? 1

Brian: I read about it on a couple of different gossip sites. But of course, it might just be a rumor. 2

Page 59

## 4 Listening

A

[CD 2, Track 21]

### Answers

- |      |      |
|------|------|
| a. 2 | c. 1 |
| b. 4 | d. 3 |

B

[CD 2, Track 21]

### Answers

**Wording of answers will vary.** Sample answer.

1. Marc Allen; also child actor in 1990s; got interested in fashion by reading sister's fashion design textbooks; will start his own line of clothing; will start selling clothes in the fall
2. Twenty years ago was famous actor and was tired of paparazzi so let people think he disappeared; left family and moved to different country; didn't want to be famous anymore; ran out of money and wants to start acting again
3. Athlete paid judges for high score; another judge overheard phone conversation
4. Father was manager of career and in charge of all money; when actor turned 18, wanted to take over own finances but father wouldn't let her; lawyer found out there was no money in bank accounts because father spent money on expensive vacations and dinners; father also lost lots of money in bad investments

### Example conversation

A: So, I'll summarize the story about the athlete. He was going to pay a judge for a high score, but another judge overheard the phone conversation so he didn't get by with it.

B: Great. OK, I'll summarize the story about Marc Allen, the athlete and former child actor, is starting his own line of clothing. He got interested in fashion by reading his sister's fashion design textbooks. His new clothes will start selling in the fall.

## 5 Speak with Confidence

B

### Example conversation

A: Wait till you hear this...

B: No way! Is that for real?

# Lessons 21 to 24 Review

## English in Action

Page 60

### 1 Preview

#### Answers

Answers will vary. Sample answer.

1. Maria and Tom don't really like his clothes.
2. His clothes don't seem very trendy.
3. Maria and Alex like these clothes much better.
4. I think his clothes are cool.

### 2 Practice

#### A

#### Answers

1. F (Alex is going to take some clients out to dinner.)
2. T
3. T
4. F (Alex doesn't watch many new movies so he decides to get online and look up the plot of *Yesterday's Gone*.)
5. F (Kate helped Tom shop for some new clothes.)
6. T

#### B

Answers are in Part A.

### Optional Activity

Why is Maria confused about why Alex is worried about taking his clients to dinner? (She doesn't think it's difficult to find things to talk about with clients.)

Why does Kate compliment Alex at the end of the video? (Because Alex is wearing some new clothes.)

### 3 Discuss

#### Example conversation

- A: I think Alex should also talk about how their visit is going. For example, he could ask them if they've had a chance to visit the Empire State Building.
- B: That's a good idea. Let's go on to number two. Do you follow the trends?
- A: Not really, because it's too expensive to keep buying new clothes every time fashion changes.

C: I agree. So does that mean you don't think it's important to follow popular culture?

A: Not exactly, but I won't follow it by putting myself in debt. How about you? Do you think it's important to follow popular culture?

### Speak Now

Page 61

Provide an example of each conversation when necessary.

If many students need more practice with a particular unit, you might want to review it in class.

#### 21 Example conversation

A: I saw this heartwarming drama the other day. It's about this woman with cancer. It started out kind of slow, but by the end, I was crying with the rest of the audience.

B: I saw this hilarious comedy the other day. It starts with this man sitting on a mountain, holding a hamburger...

#### 22 Example conversation

A: It really has a good beat.

B: And it's so danceable. I love listening to it.

C: Oh, are you guys talking about *Just Want You to Know*?

#### 23 Example conversation

A: So let's imagine it's twenty years from now. What's currently in style?

B: Well, I think skin-tight pants are in, like on *Star Trek*.

A: Yeah, that could be. And I think it's trendy to wear sneakers that have rockets so you can fly...

#### 24 Example conversation

A: Did you know that research now shows that sugar is actually very good for your health?

B: No way! Is that for real?

A: That's what the news said.

B: Well, wait till you hear this. The news also said it's not going to rain here for a whole year.

A: You've got to be kidding! There are going to be lots of problems if that really happens.

# Lesson 25 Is the flight on time?

Page 62

## 1 Vocabulary

A

### Answers

1. a window seat
2. upgrade
3. an emergency exit row
4. check your luggage
5. overhead bin

### Optional Activity

Have students group the words into places in the airport (security check, terminal, gate), places in an airplane (overhead bin, emergency exit row, window seat, aisle seat), and actions (upgrade, board, check your luggage, take a carry-on bag, use your boarding pass).

B

### Example conversation

- A: Do you prefer an aisle seat or a window seat?  
B: I prefer an aisle seat because then I can get up whenever I want.

## 2 Conversation

A

[CD 2, Track 22]

### Answers

Nicolas wants a window seat.  
Nicolas has two pieces of luggage, and he is checking both.

C

[CD 2, Track 23]

### Answers

Additional sentences underlined.  
Airline employee: Thank you... Would you like a window seat or an aisle seat? The flight isn't very full.  
Airline employee: OK... Are you checking any luggage? How many pieces of luggage do you have?  
Airline employee: OK. Here is your boarding pass. You can walk down the hall and go through security.



Page 63

## 4 Pronunciation

A

[CD 2, Track 24]

- Explain that the stress on most two-syllable words is on the first syllable.
- Tell students that some verbs (for example, **increase**, **improve**) and prepositions (for example, **beyond**, **despite**) are the exception to this rule.
- Have students think of two-syllable words and practice the stress (for example, **fa**-ther, **vis**-it, **lis**-ten).

## 5 Speak with Confidence

A

### Answers

**Answers will vary.** Sample answer.

1. No, I'm not.
2. Is a seat available in the emergency exit row?
  1. Your flight leaves from Gate 52.
  2. The flight seems to be on time, but please check the monitors again.
  3. I'm sorry, but it won't.

B

### Example conversation

- A: OK, where do you prefer to sit?  
B: Is a seat available in the emergency exit row?  
A: I'm sorry it's not. I could give you an aisle seat.  
B: That would be great. Thank you.  
A: Are you checking luggage?  
B: No, I'm not.  
A: OK, great. Here's your boarding pass.  
B: What gate does the flight leave from?  
A: You will be departing from Gate 52.  
B: Will dinner be served on the flight?  
A: I'm sorry, but it won't.  
B: I see. Is the flight delayed or on time?  
A: The flight seems to be on time, but please check the monitors again. Have a good trip.  
B: Thanks.

# Lesson 26 I'm afraid...

Page 64

## 1 Vocabulary

A

### Answers

- |      |      |
|------|------|
| 1. f | 5. h |
| 2. c | 6. g |
| 3. b | 7. d |
| 4. e | 8. a |

B

### Example conversation

A: One time I was flying to another country. There was a big storm, and our flight left 12 hours late. When we got to our destination, it was the middle of the night. There were no trains or buses into town.

B: Oh, no! What did you do?

A: Well,...

## 2 Conversation

A

[CD 2, Track 25]

### Answers

Victoria wants to go to São Paulo.  
For the second question, students should write any three of the following problems:  
(1) her flight was canceled, (2) the next flight wasn't for another two days, (3) the hotel didn't have any vacancies, (4) the airport's Internet was down.

C

[CD 2, Track 26]

### Answers

Additional sentences underlined.  
Victoria: Hi, I have to transfer to Flight 734 to São Paulo. What gate does that flight leave from?  
Victoria: Thank you. I'll get online right away.  
Airport employee: No, but I'm afraid our network is down at the moment. We've been having Internet problems all week.

Page 65

## 4 Listening

A

[CD 2, Track 27]

### Answers

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- |      |      |
|------|------|
| a. 2 | c. 1 |
| b. 4 | d. 3 |

B

[CD 2, Track 27]

### Answers

**Wording of answers will vary.** Sample answer.

1. They use the computer in the business center to research the hotels on the list that they were given by the hotel clerk.
2. The speaker gets rebooked onto an 8:00 a.m. flight the next morning.
3. The speaker fills out a form to have the airline pay for a new suitcase as compensation for the tear and broken handle.
4. The speaker checks into the hotel using a different credit card and plans to call the bank to report the theft from the hotel room.

C

### Example conversation

A: Well, the third speaker fills out a form to get money from the airline. I think that's a good solution. Sometimes airlines don't even do that.

B: I agree. I had a huge tear in my suitcase, but the airline called it "normal wear"!

C: Well, I thought it was nice that the hotel gave the traveler access to the business center...

## 5 Speak with Confidence

A

### Answers

**Answers will vary.** Sample answer.

1. Your international driver's license has expired.
2. The ATM is broken.
3. The hotel won't take your brand of credit card.
4. Your bag is stolen while on public transportation.

# Lesson 27 Do you think...?

## Optional Activity

Before students open their books, have them get into groups and talk about their favorite vacations. Alternatively, have them discuss their dream vacation.

Page 66

## 1 Vocabulary

### A

#### Answers

Answers will vary. Sample answer.

- to see the big **tourist attractions**,  to **go off the beaten path**, or  to **lounge around**?
- to take a **guided tour** or  to **explore** on your own?
- to plan and **book things in advance** or  to **keep your options open**?
- to **splurge** or  to **stick to a budget**?
- a **bed and breakfast**,  a **hostel**,  a **luxury hotel**, or  a **budget hotel**?

### B

#### Example conversation

- A: I like to see the big tourist attractions when I travel. For example, when I went to Shanghai, I went in the Pearl TV Tower to look out over the area.
- B: I like to lounge around. My favorite vacation was when I went to a beach resort and didn't do anything for a whole week.

## 2 Conversation

### A

[CD 2, Track 28]

#### Answers

May and Alicia are in London. They discuss guided tours, exploring on their own, splurging, and sticking to their budget. They prefer to explore on their own, and they decide to splurge.

### C

[CD 2, Track 29]

#### Answers

Additional sentences underlined.

Alicia: What do you feel like doing? Do you want to take a guided tour or explore on our own? There's a bus tour that starts at noon.

May: Do you think we should splurge or stick to our budget? This restaurant looks nice, but it's probably expensive.

May: Well, that's true. In that case, let's go shopping after breakfast!

Page 67

## 4 Pronunciation

### A

[CD 2, Track 30]

- Have students identify the final /s/ sound for each word (options /z/, tours /z/, hotels /z/, let's /s/). If necessary, emphasize to students that the linking of the final s occurs with both the /s/ and /z/ sounds.
- Point out that the linking is with words that start with both consonants and vowels.

### B

#### Example conversation

- A: What do you feel like doing today? Do you want to take a guided tour?
- B: Um, guided tours are too crowded. I'd rather explore on our own.

## 5 Speak with Confidence

### A

#### Answers

Answers will vary. Sample answer.

1. go sightseeing or go to a theme park
2. lounge on a beach or do adventure sports
3. go mountain climbing or go scuba diving

### B

#### Example conversation

- A: Do you think we should go mountain climbing or go scuba diving?
- B: It would probably be a good idea to go mountain climbing today because we can't climb mountains right after scuba diving.

# Lesson 28 It's important to...

Page 68

## 1 Vocabulary

A

### Answers

Answers will vary. Sample answer.

1. No, it isn't.
2. It is inappropriate to answer a phone call during a meeting.
3. When you are talking with people you've just met, you shouldn't talk about the cost of things.
4. Well, it's a little inconsiderate to arrive ten minutes late to a dinner party.
5. Yes, it's customary to give gifts at a business meeting.
6. The worst cultural faux pas I've ever made was showing up to someone's house after they invited me. I didn't understand the invitation was a form of greetings.
7. When a visitor is visiting my home country, the most important thing a visitor should be aware of is the system of tipping.

B

### Example conversation

- A: What is an inappropriate thing to do at a meeting?
- B: It's inappropriate to answer a phone call during a meeting. Is that appropriate in your country?

## 2 Conversation

A

[CD 2, Track 31]

### Answers

Patrick is going to go to New York.  
Sophie suggests Patrick not arrive late to his meeting. She also tells him it's inappropriate to kiss people when you first meet. She suggests he shake hands instead.

B

### Answers

Sophie: Oh, I see. What are you not sure about? 2  
Patrick: Well, I have an early morning business meeting the day after I arrive. Is it acceptable to arrive a little late? 3  
Sophie: Not really. In the U.S., it's important to be on time. 4  
Sophie: Well, in the U.S., it's inappropriate to kiss people when you first meet them. It's customary to shake hands when you meet people. 1

## Optional Activity

Have students practice the conversation again, substituting a city in their home country for New York. Also tell them to use real information about their own countries rather than the advice about the United States.

Page 69

## 4 Listening

A

[CD 2, Track 32]

### Answers

a. 2 b. 1 c. 3

B

[CD 2, Track 33]

### Answers

Answers will vary. Sample answer.

1. I think he should have explained the custom of gift giving in his culture and apologized for not realizing this was not universal.
2. I think he should have apologized as soon as he realized his mistake, but since he hasn't, I agree with the advice for him to write an email to apologize.
3. I think he should have asked what time people usually arrive, and then he should have offered to leave and return an hour later.

C

### Example conversation

- A: I think the second man should have apologized as soon as he realized his mistake.
- B: I agree, but since he hasn't, I agree with the advice for him to write an email to apologize.
- C: Yeah, and...

## 5 Speak with Confidence

A

### Answers

Answers will vary. Sample answer.

1. don't ask about salaries
2. don't ask about shoe or clothing sizes
3. don't ask someone's age, unless it is a small child

# Lessons 25 to 28 Review

## English in Action

Page 70

### 1 Preview

#### Answers

Answers will vary. Sample answer.

- |  |  |
|--|--|
| <input type="checkbox"/> Take them out to a nice restaurant. | <input checked="" type="checkbox"/> Speak loudly.  |
| <input checked="" type="checkbox"/> Have a firm handshake.   | <input type="checkbox"/> Copy their gestures.      |
| <input type="checkbox"/> Buy them gifts.                     | <input type="checkbox"/> Ask about their families. |

### 2 Practice

#### A

#### Answers

Answers to the first question will vary, and wording of the second answer will vary. Sample answer. Yes, they were./No, they weren't.

#### B

#### Answers

- |  |                             |
|--|-----------------------------|
| <input checked="" type="checkbox"/> 1. | <input type="checkbox"/> 5. |
| <input type="checkbox"/> 2.            | <input type="checkbox"/> 6. |
| <input type="checkbox"/> 3.            | <input type="checkbox"/> 7. |
| <input type="checkbox"/> 4.            | <input type="checkbox"/> 8. |

### 3 Discuss

#### Example conversation

- A: I think Alex impressed the clients because he took them out to a nice restaurant.
- B: I agree. Out of the ideas in part B, I think numbers 1, 2, and 4 are good.
- C: Yeah, and in certain situations, it might be a good idea to pick them up at the airport or introduce them to the company president.
- D: So have you ever had to entertain visitors that you didn't know very well?
- C: Sure. I took them to a nice restaurant. I made sure the place wasn't too noisy, so it was easy to talk...

## Speak Now

Page 71

Provide an example of each conversation when necessary.

If many students need more practice with a particular unit, you might want to review it in class.

### 25 Example conversation

B: ...OK, here's your boarding pass. Your flight to New York is currently on time.

A: My flight is leaving from Gate 92, right?

B: No, it's departing from Gate 93.

A: And dinner will be served on this flight, won't it?

B: I'm afraid it won't. There's a restaurant near the gate where you can eat.

### 26 Example conversation

A: I hate to tell you this, but your luggage was stolen.

B: Oh, no. Could you please tell me how to report it to the police? And do you have any forms I can fill out to get compensation from you?

### 27 Example conversation

A: What do you feel like doing? Do you want to go to a spa or go for a hike?

B: I'd rather go to a spa. I'm kind of tired.

A: Sounds good.

### 28 Example conversation

A: In the U.S., it's inappropriate to talk about politics or religion.

B: I heard that those topics are considered too personal.

A: Yeah. And people have very strong opinions about them. Some people get very upset if you talk about them.

# Lesson 29 Did you see the game?

Page 72

## 1 Vocabulary

A

### Answers

- |              |              |
|--------------|--------------|
| 1. tied      | 6. quarter   |
| 2. shot      | 7. ejected   |
| 3. overtime  | 8. referee   |
| 4. outscored | 9. half-time |
| 5. close     | 10. blowout  |

B

### Example conversation

- A: So would you rather watch your favorite team win in a blowout or a close game?
- B: A close game because they are so much more exciting. How about you?

## 2 Conversation

A

[CD 2, Track 33]

### Answers

Robert is talking about a World Cup soccer match that he watched recently.  
Tristan is talking about cars and work.

## Optional Activity

Tristan starts talking about cars and then his job. Is this because he doesn't understand what Robert is talking about? (No. He is trying to change the subject because he's not really interested in talking about soccer with Robert.)

C

[CD 2, Track 34]

### Answers

Additional sentences underlined.  
Robert: Uh...the World Cup...Brazil was incredible! It was a close game.  
Tristan: Oh?...So, do you know what kind of car that is? I really like it.  
Tristan: Did they? Speaking of overtime, did I mention how much I've been working lately? I've been working so much.

## Optional Activity

Have students find the play on words that Tristan uses to try to change the subject, providing the answer if necessary. (In sports, *overtime* is the extra time of play because there is a tie. In companies, *overtime* is the hours of work beyond the standard.)

Page 73

## 4 Pronunciation

A

[CD 2, Track 35]

If students find this difficult to remember, remind them that when we say positive statements we are usually happy or excited (i.e., with an *upbeat* attitude), whereas when we say negative things, we are often sad or disappointed (i.e., emotionally *down*).

B

### Example conversation

- A: You should have seen the last shot! It was amazing! [both said with raised intonation]
- B: If only I hadn't been working! [said with lowered intonation]

## 5 Speak with Confidence

A

### Answers

**Answers will vary.** Sample answer.  
I went to the Olympics a few years ago. It was memorable because we watched the United States win the gold medal in ice hockey.

B

## Optional Activity

After students have discussed their memorable experiences, have them practice the conversation again, feigning disinterest by changing the subject.

### Example conversation

- A: Have you been to any memorable sports events?
- B: Yeah, I went to the Olympics a few years ago. It was memorable because we watched the United States win the gold medal in ice hockey.
- A: Speaking of gold, did you see that gold is at an all-time high again?

# Lesson 30 Hold on.

Page 74

## 1 Vocabulary

B

### Example conversation

A: Last night the police finally arrested a man they have been looking for.

B: The criminal has been breaking into homes and stealing jewelry for months.

A: A neighbor saw something suspicious and called the police. That's how they caught the criminal.

B: But the suspect is 90 years old.

## 2 Conversation

A

[CD 2, Track 36]

### Answers

The man tried to steal a car.  
The man was arrested because he couldn't start the car, so when the police arrived he was still there.

B

### Answers

Nina: Did you read about this guy who tried to steal a car yesterday? 2  
Nina: He forced a woman out of the car in front of witnesses, but he didn't know how to drive it! So, he asked the woman to show him how to drive the car. 4  
Erika: No way! What did the woman do? 3  
Nina: She ran away and called the police! When the police arrived, the guy was still trying to figure out how to start the car! 1

Page 75

## 3 Language Booster

B

### Example conversation

A: Last week, I thought I saw Lady Gaga on the street.

B: Wait, did you say that you saw Lady Gaga?

A: She actually was just someone who looked like Lady Gaga.

## 4 Listening

A

[CD 2, Track 37]

### Answers

1. T
2. F. The thief tried to sell the laptop back to the next-door neighbor.
3. F. The woman told the neighbor he had to pay for the laptop.
4. T
5. T

### Optional Activity

Have students correct each false statement. Answers are given above.

B

[CD 2, Track 38]

### Answers

1. The man proved the laptop was his because all of the files were his.
2. The thief was arrested and taken to jail.

### Optional Activity

What did the police find out about the thief and the things she was trying to sell? (All of the items in the garage sale had been stolen from people in her neighborhood. The thief is a convicted criminal who has been stealing since she was a teenager.)

## 5 Speak with Confidence

B

### Example conversation

A: There was this incredible story. A man found a bag with one million dollars on the street.

B: What do you mean one million dollars? In cash?

A: Yeah, and...

B: Hold on. What did you say the guy did?

A: He gave it to a soup kitchen.

B: I think you made that story up.

A: Yeah, you're right. No one would have one million dollars in cash in a bag!

# Lesson 31 Studies have shown...

Page 76

## 1 Vocabulary

A

### Answers

Answers will vary. Sample answer.

1. No, not really, because everyone ignores them.
2. Actually, once in a while I do hum jingles, like the one for that car company.
3. I remember tons of slogans, for example, *Just do it*.
4. Three things that affect my choices in brands are price, quality, and style.
5. Well, I wish they didn't, but sometimes they do. For example, one time I saw a commercial for this new food. I saw it over and over until I just had to try it.
6. I think advertisers try to manipulate us by making us think we can't live without their products.

B

### Example conversation

- A: Do you think banner ads and pop-up ads can persuade consumers to buy certain products?
- B: No, not really, because I think everyone ignores them.

## 2 Conversation

A

[CD 2, Track 39]

### Answers

At the beginning of the conversation, Luiz thinks banner ads are annoying and he can't understand why companies make them.  
At the end of the conversation, Luiz realizes how much banner ads can affect consumers.

B

### Answers

Luiz: These banner ads are so annoying. I don't know why advertising companies create them. 3  
Luiz: Really?...I only see them for half a second. 2  
Luiz: Is that really true? 4  
Luiz: Wow, I didn't realize that advertisements could manipulate consumers that much. 1

Page 77

## 3 Language Booster

B

### Example conversation

- A: I think there is too much advertising these days. Do you agree?
- B: Yeah, I do. Sometimes you see the same ads over and over that after awhile you feel like you have to have something that you really don't need.
- C: I don't know. If you think before you buy, advertising won't be effective...

## 4 Listening

A

[CD 2, Track 40]

### Answers

	Supports opinion well	Doesn't support opinion well
1.	✓	
2.		✓
3.	✓	

B

[CD 2, Track 41]

### Example conversation

- A: In the second conversation, the speaker talks about how he and his sister don't get ads for things they like. That's the only proof. It's not very strong.
- B: Yeah, some information from a study or examples from a larger group of people would be more effective.

## 5 Speak with Confidence

B

### Example conversation

- A: So, three of us think funny advertisements are more influential. One example is how easy the ads are to remember.
- B: Right, and studies have shown...
- D: I don't know. I've heard that...

# Lesson 32 What's your opinion?

Page 78

## 1 Vocabulary

A

### Answers

Answers will vary. Sample answer.

- |      |  |
|------|--|
| ✓ 1. | – 7.   |
| ✓ 2. | – 8.   |
| ✓ 3. | Own idea: make more after-school programs                                  |
| ✓ 4. | Own idea: make a festival that will bring visitors and money into the city |
| – 5. |  |
| – 6. |  |

B

### Example conversation

- A: I think the city should repair the potholes. Some of them are big enough that a car could get stuck in them!
- B: I agree. But I also think the city should make more after-school programs. That would give kids something to do so they don't get involved in gangs.

## 2 Conversation

A

[CD 2, Track 41]

### Answers

Citizen 1 wants the city to spend money on improving public transportation.  
Citizen 2 wants the city to spend money on reducing crime.

C

[CD 2, Track 42]

### Answers

Additional sentences underlined.

News announcer: We're here in front of city hall today where citizens are waiting to join a town meeting about next year's budget...Others want better roads.

Let's talk to some of them.

Citizen 1: The way I see it, the city... I tend to think that people should drive less, and they can't do that without good public transportation. We need better trains and buses.

News announcer: One of your fellow citizens believes ... What are your thoughts on that issue? Do you agree?

Page 79

## 4 Pronunciation

A

[CD 2, Track 43]

- If necessary, remind students that two-syllable nouns always have stress on the first syllable. This contrasts with verbs, so they need to remember the stress for each word until they have a natural feel for which syllable to stress.
- Point out that the first syllable in each word (re-, in-, im) is similar to (although not) a prefix.

B

### Example conversation

- A: The way I see it, we have to **increase** the budget for repairing potholes.
- B: I tend to think that the first thing the city should **improve** is city buildings.
- C: It seems to me that we have to **increase** the number of schools.
- B: There are a lot of things we need to do...

## 5 Speak with Confidence

A

### Answers

Answers will vary. Sample answer.

English education at younger ages  
Teaching other languages in junior and senior high school  
Global warming and climate changes

# Lessons 29 to 32 Review

## English in Action

Page 80

### 1 Preview

#### Answers

Answers will vary. Sample answer.

1. c It looks like a funny commercial.
2. b Tom looks really excited, like how people get when they talk about sports.
3. a They look concerned about a crime story.
4. d Alex looks amazed at a political story.

### 2 Practice

A

#### Answers

1. education for young children (early childhood education)
2. two numbers with a big difference, for example, 10-1
3. potato chips
4. the crime victim/the owner of the jewelry/a billionaire named Lucas Urbanski
5. quit her job, buy a TV for her boyfriend, and move out of her apartment to live on her own

### 3 Discuss

#### Example conversation

- A: If I were Kate, the first thing I would do with the million dollar reward is take a trip around the world.
- B: I'd buy a sports car and a house.
- C: Um, a million dollars. I'd pay the money to get on the list to be one of the civilians who goes into outer space in a few years.
- A: Cool! Everyone has great dreams. Let's go on. Do you ever watch the news on TV? I don't.
- B: Neither do I. I get all of my news on the Internet.
- C: Well, I watch a political analysis segment on the news, but that's all. I'm not interested in anything else, especially sports. I don't need to hear all the details of the game. The score is enough for me.
- A: So, what's the most interesting news you've heard?
- B: I heard this story about a woman in Africa. She walked all the way across the continent to raise awareness about AIDS.
- C: That sounds interesting. The most interesting...

## Speak Now

Page 81

Provide an example of each conversation when necessary.

If many students need more practice with a particular unit, you might want to review it in class.

### 29 Example conversation

- A: Did you see the game?
- B: No, why?
- A: I thought it was going to be a shutout, but then my favorite team lost in a close game. It was so exciting, but so disappointing.

### 30 Example conversation

- A: Did you hear the news this morning? A man broke into a store and the clerk was a former police officer.
- B: Hold on. Did you say that the person working in the store used to be a police officer?
- A: Yeah! The clerk grabbed the man, held his hands behind his back, and called the police.

### 31 Example conversation

- A: Studies have shown that advertising jingles are effective. You know, like how you hum a jingle without even realizing it. The studies say that familiarity makes you more likely to buy the product.
- B: I've heard that radio ads aren't that effective now. For one thing, people don't listen to the radio as much now as in the past. For another thing, people tend to think about other things and not really pay attention.
- A: I read somewhere that television commercials...

### 32 Example conversation

A

- A: What are your thoughts on heavy traffic during rush hour?
- B: As I see it, the city needs to make more car pool lanes. The city can make it a rule that only cars that have two or more people can drive in them.
- A: That's not a bad idea. I tend to think that by reducing the tolls for cars with two or more people, more people will car pool...

# 1 I learned a lot from...

## Part 1

Write the words from the box to complete each phrase.

get	have the	make the	overcome	take	have	make	face
1. _____ a risk							
2. _____ a change							
3. _____ an obstacle							
4. _____ into							
5. _____ opportunity to							
6. _____ a challenge							
7. _____ decision to							
8. _____ a setback							

## Part 2

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

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

## 2 Did you hear about...?

### Part 1

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

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

### Part 2

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

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

B: No. What happened?

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

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

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

B: Because he was \_\_\_\_\_ (3).

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

B: Poor guy!

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

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

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

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

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

## Part 1

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

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

## Part 2

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

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

## Part 3

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

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

# 4 You put up with a lot.

## Part 1

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

awkward    confront    hang out with    keeps    pushy    put up with    resent

1. suyhp \_\_\_\_\_
2. fonroctn \_\_\_\_\_
3. epsek \_\_\_\_\_
4. utp pu ihtw \_\_\_\_\_
5. sernet \_\_\_\_\_
6. angh otu iwht \_\_\_\_\_
7. waradwk \_\_\_\_\_

## Part 2

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

- 1. A:** My friend \_\_\_\_\_ lying about me. It never seems to stop.

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

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

**B:** Well, have you tried \_\_\_\_\_?

**A:** That's not a bad idea. Thanks.
- 2. A:** I don't know what to do. I told my friend a big secret, but she told everyone.

**B:** It must have been really \_\_\_\_\_ the next time you saw her.

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

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

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

**B:** Well, then you might want to consider \_\_\_\_\_.

**A:** That's worth thinking about. Thanks.
- 3. A:** I don't know how you \_\_\_\_\_ your sister. She's so controlling.

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

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

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

**A:** You're right. Well, another idea is \_\_\_\_\_.

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

## Part 1

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

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

## Part 2

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

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

Almost every day	Less than once a day	Never

## Part 3

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

A: I think we've met before.

B: Um, I doubt it. I just moved here. Emma and I are just (acquaintances / old friends)<sup>(1)</sup>. We met last week and she said this party would be a good way to meet new people. I'm Nancy, by the way.

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

B: A/an (ex- / former)<sup>(2)</sup> neighbor, huh? Do you know most of the people here, then?

A: Yeah. Let's see. That guy in the pink shirt over there is Emma's (prospective / future)<sup>(3)</sup> brother-in-law.

B: Oh. So she's getting married?

A: No, her sister's getting married next month—to Emma's (exercise buddy / old employer)<sup>(4)</sup>. Emma and her sister were at the gym, and that's how Marv and Shelly met.

# 6 Are you up for...?

## Part 1

Write the words from the box to complete the story.

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

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

## Part 2

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

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

## Part 3

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

A: Are you up for \_\_\_\_\_ karaoke tonight? My friends all said it's really fun to sing in front of everyone.

B: I'm not sure I'm up for that. I'm really \_\_\_\_\_. I had to write four reports this week.

A: Well, do you feel like \_\_\_\_\_? There's a new Thai place I've been wanting to try.

B: Sure. That sounds fun.

## Part 1

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

bubbly	conceited	extroverted	gregarious	insecure
introverted	sarcastic	standoffish	unapproachable	

- |                         |                      |
|-------------------------|----------------------|
| 1. blbybu _____         | 6. ifhnosdsatf _____ |
| 2. edertvntio _____     | 7. onecectid _____   |
| 3. ahacneaporlupb _____ | 8. euaorigsrg _____  |
| 4. trdexerevto _____    | 9. iuescenr _____    |
| 5. iacatscrs _____      |                      |

## Part 2

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

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

## Part 3

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

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

# 8 It's just not my thing.

## Part 1

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

to in up on

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

## Part 2

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

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

## Part 3

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

A: I just don't see why everyone doesn't use Facebook. It's a great way to \_\_\_\_\_ (1)

B: I'm sure it can be fun, but it's just not for me. It takes a lot of time. I'd rather \_\_\_\_\_ (2)  
to keep in touch with old friends.

C: But if you don't use Facebook, how do you see all your friends' pictures? And how do you  
\_\_\_\_\_ (3) ? That's how I hear about all the best videos.

B: I guess it's just not really my thing.

# 9 What exactly is a...?

## Part 1

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

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

## Part 2

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

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

## Part 3

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

Dear Reader,

When I first became a \_\_\_\_\_<sup>(1)</sup>, I found it very hard to go out to eat with friends. All my friends eat meat. Even though I ate eggs and dairy products, there weren't many choices on the menu. Luckily, things have changed. People have become more aware of the impact of a \_\_\_\_\_<sup>(2)</sup> diet on our health. While a lot of people haven't changed, my friends are eating less \_\_\_\_\_<sup>(3)</sup> and even less \_\_\_\_\_<sup>(4)</sup>. Maybe I've been a good influence on them.

One thing that has helped me find more choices on the menu, is the move toward more \_\_\_\_\_<sup>(5)</sup> food, food with no or few chemicals. Another thing that has helped is the growing movement toward \_\_\_\_\_<sup>(6)</sup> food. Of course, you can have meat, chicken, and fish that are raised nearby, but more often than not, \_\_\_\_\_<sup>(7)</sup> are eating the fruits and vegetables that nearby farmers are growing. As that trend has continued, some restaurants have realized they can offer local foods and attract new customers that they might not otherwise have. Enjoy our special edition on eating out without giving up your food values!

Greg,  
Editor-in-Chief

## Part 1

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

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

## Part 2

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

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

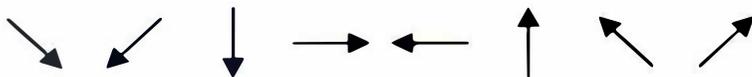
# 11 I spend too much time...

## Part 1

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

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

The words go:



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

## Part 2

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

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# 12 You have a point, but...

## Part 1

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

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

## Part 2

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

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

B: I guess, but \_\_\_\_\_.

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

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

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

B: I see what you mean, but \_\_\_\_\_.

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

B: You have a point, but \_\_\_\_\_.

# 13 My short-term goal is...

## Part 1

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

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

## Part 2

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

A: What kind of \_\_\_\_\_<sup>(1)</sup> do you think you will get after you graduate? I mean, what kind of job would you like to have?

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

A: Wow! Good luck!

# 14 I'm very organized.

## Part 1

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

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

- refecoisitntp \_\_\_\_\_
- efitfncei \_\_\_\_\_
- etma aleyrp \_\_\_\_\_
- speosfarlnoi \_\_\_\_\_
- esfl-aetrrts \_\_\_\_\_
- ahdr kwrero \_\_\_\_\_
- vdoetatmi \_\_\_\_\_
- edatli enirdeot \_\_\_\_\_
- zridoenag \_\_\_\_\_

## Part 2

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

Positive	Negative	Depends on the situation

## Part 3

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

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

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

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

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

**A:** I see. Are you a \_\_\_\_\_<sup>(4)</sup>? Can you work well with people?

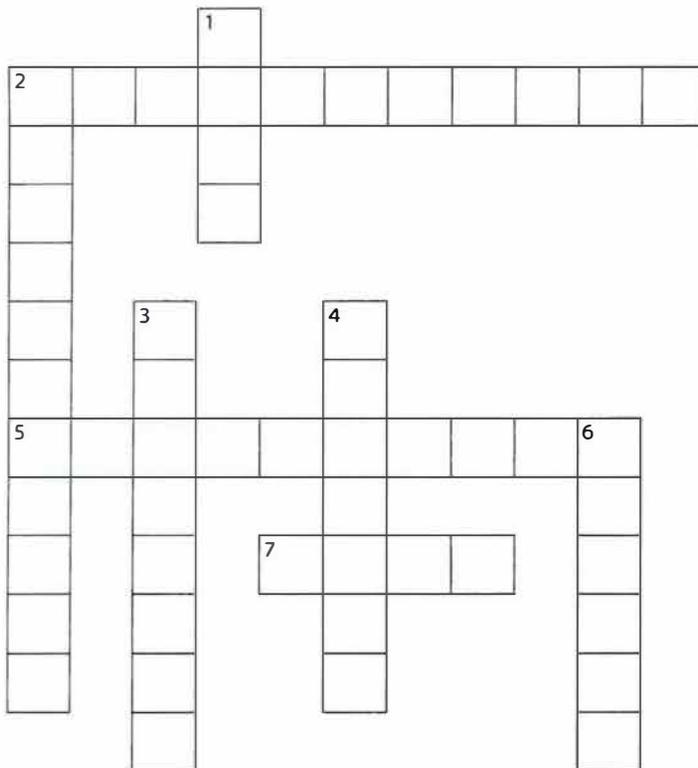
**B:** Absolutely. But I am also a \_\_\_\_\_<sup>(5)</sup> so I think of new ways to do things.

# 15 The first thing you need...

## Part 1

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

bar code	cash drawer	code	discount
ring up	scan	touchscreen	transaction



### Across

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

### Down

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

## Part 1

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

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

## Part 2

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

### Getting the Perfect Job

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

#### Before the interview

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

#### The day of the interview

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

# 17 Are you afraid of...?

## Part 1

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

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

## Part 2

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

1. A: What are you afraid of?

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

2. A: What's your greatest fear?

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

3. A: Do you have a \_\_\_\_\_?

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

4. A: Do you have a \_\_\_\_\_?

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

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

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

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

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

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

## Part 1

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

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

- aielsdend \_\_\_\_\_
- seiridnnduatmnsng \_\_\_\_\_
- aiteraxoln enhqiseuct \_\_\_\_\_
- atkl rhguhoh \_\_\_\_\_
- rlokawdo \_\_\_\_\_
- rdpo \_\_\_\_\_
- evrwerokod \_\_\_\_\_
- timtadegin \_\_\_\_\_
- srdestes \_\_\_\_\_
- urespesr \_\_\_\_\_

## Part 2

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

- A: I have too many \_\_\_\_\_ . I don't know how I can get everything done.

B: \_\_\_\_\_ has always worked well for me.
- A: I had a \_\_\_\_\_ with my friend, and now she won't talk to me.

B: I'm sorry to hear that. In my experience, \_\_\_\_\_ .
- A: I am \_\_\_\_\_ . My boss keeps giving me more work. I have too much to do.

B: That's too bad. I've found that \_\_\_\_\_ .
- A: I'm under too much \_\_\_\_\_ at work. I can't sleep at night because of it.

B: That's horrible. I always feel better \_\_\_\_\_ . It might work for you, too.
- A: I am really \_\_\_\_\_ about my classes.

B: Many people say \_\_\_\_\_ , but I haven't found that to really work. Why don't you \_\_\_\_\_ ?

## Part 1

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

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

## Part 2

Circle the correct word to complete each sentence.

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

## Part 3

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

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

## Part 1

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

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

## Part 2

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

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

**B:** I know!

**C:** Do you ever think about our school days?

**A:** Once in a while. How about you?

**C:** Yeah, sometimes I wish I'd \_\_\_\_\_ with more student groups.  
(1)

**A:** Really? Why?

**C:** Well, I didn't have a very \_\_\_\_\_. I \_\_\_\_\_ school too \_\_\_\_\_ so I stayed home and studied by myself a lot.  
(2) (3) (3)

**B:** But look at you now! You are a successful lawyer. Look at the students who were in \_\_\_\_\_. They always looked like they \_\_\_\_\_, like they were part of the "in" group. But I just heard some of them talking about how they felt uncomfortable a lot of the time.  
(4) (5)

**C:** Really?

**B:** Yeah. I guess everyone has regrets. I know we are friends now, but do you remember when we were little? I wasn't very nice to you. I regret \_\_\_\_\_ smart students like you \_\_\_\_\_.  
(6) (6)

**C:** No way!

**B:** Yeah. I was hiding my jealousy, so I \_\_\_\_\_ you. I'm really sorry.  
(7)

**A:** But why were you jealous? You always \_\_\_\_\_ in class. You were the class clown. Everyone thought you didn't care about school.  
(8)

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

# 21 It started out kind of slow.

## Part 1

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

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

## Part 2

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

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

# 22 It has a really good beat.

## Part 1

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

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

## Part 2

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

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

# 23 Did you hear about...?

## Part 1

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

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

### Across

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

### Down

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

# 24 Have you heard...?

## Part 1

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

apparently with break up gossip paparazzi scandal spotted the latest

1. het tsetal \_\_\_\_\_
2. yapnperlat \_\_\_\_\_
3. acdnasl \_\_\_\_\_
4. erakb pu \_\_\_\_\_
5. posgsi \_\_\_\_\_
6. tdsetop \_\_\_\_\_
7. iwht \_\_\_\_\_
8. zaprapaiz \_\_\_\_\_

## Part 2

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

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

# 25 Is the flight on time?

## Part 1

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

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

- \_\_\_\_\_ your luggage
- \_\_\_\_\_ pass
- \_\_\_\_\_ gate
- \_\_\_\_\_ check
- \_\_\_\_\_ flight
- \_\_\_\_\_ seat
- \_\_\_\_\_ seat
- \_\_\_\_\_ bag
- \_\_\_\_\_ exit row
- \_\_\_\_\_ bin
- \_\_\_\_\_ terminal

## Part 2

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

**Airline Employee:** Good evening.

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

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

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

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

**You:** Uh, then I'd prefer an \_\_\_\_\_ (3), please.

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

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

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

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

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

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

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

**You:** Thanks.

## Part 1

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

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

## Part 2

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

Hi Matthew,

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

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

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

Talk to you when I get back,

Sandy

## Part 1

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

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

### The World Is Waiting

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

### The Luxury Vacation

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

### Cost Isn't Everything

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

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

## Part 2

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

- A: Do you think we should \_\_\_\_\_ on this vacation?

B: It would probably be a good idea to \_\_\_\_\_. We can't really afford to have too many charges on our credit card.
- A: What do you feel like doing today? Do you want to \_\_\_\_\_ by the pool or take a \_\_\_\_\_ of the city?

B: Why don't we \_\_\_\_\_ and discover unusual places that most tourists don't go to?

# 28 It's important to...

## Part 1

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

acceptable      be aware of      customary      faux pas  
inappropriate      inconsiderate      insensitive

- suctmraoy \_\_\_\_\_
- nsviinseeti \_\_\_\_\_
- nsnireaedoci \_\_\_\_\_
- eb warea fo \_\_\_\_\_
- axuf sap \_\_\_\_\_
- ecealbctap \_\_\_\_\_
- ariorpiptanpe \_\_\_\_\_

## Part 2

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

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

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

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

## Part 3

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

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

# 29 Did you see the game?

## Part 1

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

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

- \_\_\_\_\_ sends players home for bad sportsmanship
- Tied at \_\_\_\_\_ but ahead in the third quarter
- Final \_\_\_\_\_ at the buzzer wins the game
- Spain beats Germany in \_\_\_\_\_ of soccer semifinal
- “\_\_\_\_\_, but not enough” results in 4-3 loss
- LeBron was injured in fourth \_\_\_\_\_
- Several new records in \_\_\_\_\_ game with win of 156-73
- \_\_\_\_\_ until the last inning, the Cubs hit to victory
- Pistons \_\_\_\_\_ the Jazz, 24-12
- Coach \_\_\_\_\_ after arguing with refs

## Part 2

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

- A:** Did you see the game? I mean, hitting a home run in the bottom of the ninth, with bases loaded, to break the \_\_\_\_\_ . Amazing!

**B:** Speaking of home runs, I got an A+ on my essay!
- A:** What a game! In the first quarter, their two best players were \_\_\_\_\_ for bad language, but in the last \_\_\_\_\_ they \_\_\_\_\_ 20 baskets and made them all.

**B:** I agree! I've never seen anything like it!
- A:** Hi, Dave. Sorry I missed your phone call. It's \_\_\_\_\_ now so I have a few minutes to talk before the game starts again. Are you watching the game? Amazing, right? I can't believe that \_\_\_\_\_ . His calls are all wrong. Maybe he needs glasses!

**B:** Yeah. So anyway, I was wondering if I could borrow your notes from yesterday's class.

## Part 1

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

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

## Part 2

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

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

B: Hold on. Did you say Google?

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

B: Yeah.

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

B: Did the police catch them?

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

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

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

B: So did the police \_\_\_\_\_ (7) the guys?

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

# 31 Studies have shown...

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

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

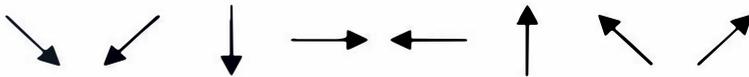
# 32 What's your opinion?

## Part 1

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

budget      cost-effective      improve      increase  
overcrowding      pothole      reduce      repair

The words go:



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

## Part 2

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

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# Vocabulary Worksheet Answer Keys

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## Vocabulary Worksheet 1

### Part 1

- |             |             |
|-------------|-------------|
| 1. take     | 5. have the |
| 2. make     | 6. face     |
| 3. overcome | 7. make the |
| 4. get      | 8. have     |

### Part 2

- A: overcame an obstacle  
B: get into
- faced a challenge
- had a setback
- making a change
- A: made the decision to  
B: have the opportunity to
- took a risk

## Vocabulary Worksheet 2

### Part 1

- |      |      |
|------|------|
| 1. d | 4. a |
| 2. f | 5. b |
| 3. e | 6. c |

### Part 2

- react
- passed out
- injured
- responded
- witness
- reported

## Vocabulary Worksheet 3

### Part 1

- |      |      |
|------|------|
| 1. g | 5. c |
| 2. h | 6. b |
| 3. e | 7. d |
| 4. a | 8. f |

### Part 2

- |              |              |
|--------------|--------------|
| 1. interrupt | 5. rude      |
| 2. ignoring  | 6. stares    |
| 3. leave     | 7. arrogant  |
| 4. chew      | 8. etiquette |

### Part 3

Answers will vary. Sample answer.

- |              |             |
|--------------|-------------|
| 1. interrupt | 5. rude     |
| 2. etiquette | 6. ignore   |
| 3. stare     | 7. arrogant |
| 4. chew      | 8. leave    |

## Vocabulary Worksheet 4

### Part 1

- |                |                  |
|----------------|------------------|
| 1. pushy       | 5. resent        |
| 2. confront    | 6. hang out with |
| 3. keeps       | 7. awkward       |
| 4. put up with |                  |

### Part 2

Answers for advice will vary. Advice in bold. Sample answer.

- A: keeps  
B: confronting  
A: pushy  
**texting her to tell her how you feel**
- B: awkward  
A: resented  
A: hanging out with  
**sending her an email**
- A: put up with  
**to talk to your dad and see if you can understand why she's so controlling**

## Vocabulary Worksheet 5

### Part 1

- |      |      |
|------|------|
| 1. f | 5. b |
| 2. e | 6. c |
| 3. a | 7. d |
| 4. g |      |

### Part 2

Answers will vary. Sample answer.

Almost every day: exercise buddy, old neighbor

Less than once a day: acquaintance, future sister-in-law, prospective employer

Never: ex-boyfriend or ex-girlfriend, former co-worker

### Part 3

- |                  |                   |
|------------------|-------------------|
| 1. acquaintances | 3. future         |
| 2. former        | 4. exercise buddy |

## Vocabulary Worksheet 6

### Part 1

- |                |                      |
|----------------|----------------------|
| 1. up for      | 5. get a bite to eat |
| 2. beat        | 6. try out           |
| 3. in the mood | 7. swing by          |
| 4. catch       |                      |

### Part 2

- I'm rarely in the mood to go to the gym.
- My favorite place to get a bite to eat is Joe's.

- I like to try out restaurants that I've never been to.
- I usually catch a movie on the weekends.
- I never swing by my friend's house without calling first.
- I'm usually beat on Friday.
- I'm almost always up for eating out.

### Part 3

- trying out
- beat
- getting a bite to eat

## Vocabulary Worksheet 7

### Part 1

- bubbly
- introverted
- unapproachable
- extroverted
- sarcastic
- standoffish
- conceited
- gregarious
- insecure

### Part 2

- introverted, extroverted
- conceited
- unapproachable
- standoffish
- sarcastic
- insecure
- bubbly
- gregarious

### Part 3

- introverted
- standoffish, unapproachable
- conceited
- gregarious, bubbly
- insecure
- standoffish

## Vocabulary Worksheet 8

### Part 1

Answers will vary. Sample answer.

- up
- in
- on
- to
- to
- X
- in

## Part 2

Answers will vary. Sample answer.  
Many times a day: keep up with old friends, participate in social networking, post messages on walls, be connected with friends  
Once a day: share links to videos  
Less than once a day: upload photos, tag people in photos

## Part 3

Answers will vary. Sample answer.  
1. keep up with old friends  
2. upload photos of me on a more private Internet site  
3. share links to videos

## Vocabulary Worksheet 9

### Part 1

- |      |      |
|------|------|
| 1. g | 5. f |
| 2. e | 6. b |
| 3. a | 7. d |
| 4. h | 8. c |

### Part 2

- |              |                   |
|--------------|-------------------|
| F junk food  | F organic         |
| F nutritious | F locally-sourced |
| B vegan      | P locavore        |
| B vegetarian | F processed foods |

### Part 3

- vegetarian
- nutritious
- junk food (processed food)
- processed food (junk food)
- organic
- locally-sourced
- locavores

## Vocabulary Worksheet 10

### Part 1

Answers will vary. Sample answer. Unit words are bolded.  
I was going to go to the movies, but **at the last minute**, I decided to stay home and read a book.  
My mom always says there is so much **clutter** in my room that I may get lost and never come out!  
It wouldn't be easy to **declutter** my room. Where would I put everything?  
My sister is very **neat**. Everything has a place, and nothing is ever out of place.  
Tomorrow I'm going to **organize** my sweaters.  
People love to **procrastinate**.  
Many people think it's easier to give up than to **stick to something** that's difficult, but I like a challenge.  
I read an advice column that said to **tidy up** every day for ten minutes.

## Part 2

- procrastinate
- tidy up, organize
- stick to it
- tidy up, organize
- decluttered, neat
- at the last minute

## Vocabulary Worksheet 11

### Part 1

Students should circle all eight words in the puzzle.

### Part 2

Answers will vary. Sample answer.  
You, time, spend, much, watching, time, limit, what, to, doing, my

## Vocabulary Worksheet 12

### Part 1

Answers will vary. Sample answer.  
6 energy-efficient appliances  
7 greenhouse gases  
carbon dioxide  
1 recycling  
reusing bottles  
2 reducing wasted energy  
turning off lights you don't need  
8 taking public transportation  
taking the city bus instead of driving  
4 hybrid cars  
the Honda Prius  
3 reducing landfill trash  
using the back side of paper  
5 reducing your carbon footprint  
walking to work instead of driving

### Part 2

Answers will vary for part B. Sample answer.  
1. A: hybrid cars  
B: they use special metals that are in short supply  
2. A: greenhouse gases  
B: if we get too worried about them, we increase our stress, which isn't good for our health  
3. A: took public transportation  
B: the locations and schedules aren't always very convenient  
4. A: trash  
B: some cities don't offer recycling, or you have to pay for it and not everyone can afford it

## Vocabulary Worksheet 13

### Part 1

Answers will vary. Sample answer. Unit words are bolded.  
In a perfect world, everyone has a **career path** that leads to increasingly important jobs, but that isn't always the case.  
My **dream job** is to be an actor.  
After I graduate, I will get an **entry-level job** in a business company.  
In the **long-term**, I want to become an executive in an international business.  
When a **position** is open, companies advertise for new employees on the Internet.  
Most people don't get a **promotion** in the first year of their job.  
It's hard to ask for a **raise**, but if you don't ask, you may not get it.  
My **short-term goal** is to get more contacts in my field so when I want to change jobs, I can ask those people for advice.

### Part 2

- |                    |               |
|--------------------|---------------|
| 1. position        | 4. promotions |
| 2. short-term      | 5. long-term  |
| 3. entry-level job |               |

## Vocabulary Worksheet 14

### Part 1

- |                  |                    |
|------------------|--------------------|
| 1. perfectionist | 6. hard worker     |
| 2. efficient     | 7. motivated       |
| 3. team player   | 8. detail oriented |
| 4. professional  | 9. organized       |
| 5. self-starter  |                    |

### Part 2

**Positive:** organized, self-starter, team player, professional  
**Negative:** efficient, perfectionist  
**Depends on the situation:** detail oriented, motivated, hard worker

### Part 3

Alternative answers provided in parentheses.  
1. detail oriented (organized, professional)  
2. efficient  
3. perfectionist  
4. team player  
5. self-starter

## Vocabulary Worksheet 15

Across

- |                 |         |
|-----------------|---------|
| 2. touch screen | 7. code |
| 5. cash drawer  |         |

Down

- |                |             |
|----------------|-------------|
| 1. scan        | 4. bar code |
| 2. transaction | 6. ring up  |
| 3. discount    |             |

## Vocabulary Worksheet 16

### Part 1

- |      |       |
|------|-------|
| 1. d | 6. c  |
| 2. h | 7. e  |
| 3. j | 8. f  |
| 4. b | 9. a  |
| 5. i | 10. g |

### Part 2

- resume
- Research
- practicing
- Be punctual
- Dress professionally
- eye contact
- say negative things
- Stay calm
- thank you note

## Vocabulary Worksheet 17

### Part 1

Answers will vary. Sample answer.

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

### Part 2

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

## Vocabulary Worksheet 18

### Part 1

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

### Part 2

Answers for the advice will vary. Sample answer.

- A: deadlines  
B: Breaking the work into small tasks
- A: misunderstanding  
B: talking to your friend is the best idea
- A: overworked  
B: talking to your boss and explaining the situation can be helpful

- A: pressure  
B: if I exercise before I go to bed
- A: stressed  
B: it's better to write papers as soon as you get the assignment, try some relaxation techniques

## Vocabulary Worksheet 19

### Part 1

- |      |      |
|------|------|
| 1. c | 5. b |
| 2. g | 6. e |
| 3. a | 7. d |
| 4. f |      |

### Part 2

- |                   |                |
|-------------------|----------------|
| 1. created        | 5. developed   |
| 2. invented       | 6. established |
| 3. revolutionized | 7. explored    |
| 4. discovered     |                |

### Part 3

- |                  |              |
|------------------|--------------|
| 1. discover      | 5. establish |
| 2. explore       | 6. invent    |
| 3. create        | 7. develop   |
| 4. revolutionize |              |

## Vocabulary Worksheet 20

### Part 1

- |                      |                              |
|----------------------|------------------------------|
| P active social life | B give (someone) a hard time |
| N clique             | N goof off                   |
| P fit in             | B pick on                    |
| B get involved       | B take (something) seriously |

### Part 2

- gotten involved
- active social life
- took, seriously
- cliques
- fit in
- giving, a hard time
- picked on
- goofed off

## Vocabulary Worksheet 21

### Part 1

Answers will vary. Sample answer.

- |               |                |
|---------------|----------------|
| 1 suspenseful | 9 depressing   |
| 10 slow       | 6 heartwarming |
| 3 hilarious   | 8 corny        |
| 7 offensive   | 5 tearjerker   |
| 4 moving      | 2 nail-biter   |

### Part 2

Alternative answers provided in parentheses.

- A: depressing  
B: suspenseful
- A: slow  
B: heartwarming (moving)

- B: hilarious
- B: offensive
- B: nail-biter

## Vocabulary Worksheet 22

### Part 1

Answers will vary. Sample answer.

- |             |                 |
|-------------|-----------------|
| B beat      | B catchy tune   |
| M danceable | P melancholy    |
| P mellow    | B poetic lyrics |
| P romantic  | M upbeat        |

### Part 2

Answers will vary. Sample answer.

- A: upbeat  
B: beat  
C: *Just Want You to Know*
- A: romantic  
B: poetic lyrics  
C: *Don't Walk Away*
- A: danceable  
B: melancholy  
C: *What Makes You Beautiful*
- A: a little mellow  
B: catchier  
C: *Eyes Open*

## Vocabulary Worksheet 23

Across

- |                 |                     |
|-----------------|---------------------|
| 1. retro        | 11. outdated        |
| 4. vintage      | 12. stylish         |
| 6. out of style | 13. follow the fads |
| 8. fashionable  | 14. in style        |

Down

- |                |               |
|----------------|---------------|
| 2. trendy      | 9. up to date |
| 3. modern      | 10. chic      |
| 5. out         | 14. in        |
| 7. trendsetter |               |

## Vocabulary Worksheet 24

### Part 1

- |               |              |
|---------------|--------------|
| 1. the latest | 5. gossip    |
| 2. apparently | 6. spotted   |
| 3. scandal    | 7. with      |
| 4. break up   | 8. paparazzi |

### Part 2

- |               |             |
|---------------|-------------|
| 1. the latest | 5. spotted  |
| 2. apparently | 6. break up |
| 3. paparazzi  | 7. with     |
| 4. scandal    | 8. gossip   |

## Vocabulary Worksheet 25

### Part 1

- |                      |                      |
|----------------------|----------------------|
| 1. check             | 7. aisle (or window) |
| 2. boarding          | 8. carry-on          |
| 3. X                 | 9. emergency         |
| 4. security          | 10. overhead         |
| 5. upgrade           | 11. X                |
| 6. window (or aisle) |                      |

## Part 2

1. window seat
2. emergency exit row
3. aisle seat
4. check your luggage
5. carry-on bag
6. overhead bin
7. boarding pass
8. gate
9. terminal
10. security check

## Vocabulary Worksheet 26

### Part 1

- |      |      |
|------|------|
| 1. e | 5. b |
| 2. a | 6. d |
| 3. h | 7. f |
| 4. g | 8. c |

### Part 2

- |              |              |
|--------------|--------------|
| 1. missed    | 6. expired   |
| 2. cancelled | 7. cancelled |
| 3. down      | 8. vacancy   |
| 4. damaged   | 9. stolen    |
- (or misplaced)
5. misplaced (or damaged)

## Vocabulary Worksheet 27

### Part 1

1. splurge
2. stick to a budget
3. bed and breakfast
4. luxury hotel
5. lounge around
6. keeping your options open
7. guided tour
8. hostel
9. book in advance
10. budget hotel
11. tourist attractions
12. go off the beaten path

### Part 2

1. A: splurge  
B: stick to a budget
2. A: lounge around, guided tour  
B: go off the beaten path

## Vocabulary Worksheet 28

### Part 1

- |                  |                  |
|------------------|------------------|
| 1. customary     | 5. acceptable    |
| 2. insensitive   | 6. faux pas      |
| 3. inconsiderate | 7. inappropriate |
| 4. be aware of   |                  |

### Part 2

1. customary
2. be aware of
3. "insensitive" is best but "inconsiderate" and "inappropriate" are also acceptable
4. faux pas
5. acceptable

## Part 3

Answers for advice will vary. Sample answer.

1. acceptable, make noises when eating noodles
2. be aware of, cars because they run red lights
3. inconsiderate, ask how much a gift cost
4. inappropriate to, your private problems
5. insensitive, someone's salary
6. Being late, faux pas
7. customary, take a dessert or some flowers

## Vocabulary Worksheet 29

### Part 1

- |              |              |
|--------------|--------------|
| 1. Referee   | 6. quarter   |
| 2. half-time | 7. blowout   |
| 3. shot      | 8. Tied      |
| 4. overtime  | 9. outscored |
| 5. Close     | 10. ejected  |

### Part 2

1. tie
2. ejected, quarter, shot
3. half-time, referee

## Vocabulary Worksheet 30

### Part 1

- |      |      |
|------|------|
| 1. c | 5. b |
| 2. h | 6. f |
| 3. e | 7. g |
| 4. a | 8. d |

### Part 2

1. criminals
2. unarmed
3. force
4. investigated
5. victim
6. witness
7. arrest

## Vocabulary Worksheet 31

Answers will vary. Sample answer. Unit words are bolded.

I love that **advertisement** for soup. It always makes me want to go home and make some.

I never pay attention to **banner ads**.

Some people only buy **brand** clothes, but other people don't care so much.

Companies try to learn about our **buying habits** so their advertisements are more effective.

Some people say it's **consumers** that drive the world economy.

The stock market has a big **influence** on how wealthy people feel.

My favorite **jingle** is that one for cereal. I sing it all the time.

Companies try to **manipulate** people so they buy their products.

**Pop-up ads** are annoying.

"Just do it" is an extremely popular **slogan**.

## Vocabulary Worksheet 32

### Part 1

Students should circle the eight words.

### Part 2

Answers will vary. Sample answer.

Why, my, ring, tag, hug, it, go, cab

# Confidence Booster Answer Keys

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- Instead of having students always be A or B, have them switch for every other Confidence Booster. This will allow them to take turns starting the conversations in Part 2.
- If some pairs finish quickly, have them personalize the material while waiting. For example, for Confidence Booster 13–16, have them make a job description and then take turns asking and answering questions about that job.
- You may want to encourage students to discuss similar personal experiences after doing Confidence Booster 1–4. Also have them discuss recent current events after Confidence Booster 29–32.
- To challenge students, have them create one or more conversations using some or all of the responses they didn't use in Part 2.

## Answers

- Answers for Part 1 can be found by comparing Student A and Student B pages in the Student Book.

*Pages 82 and 90*

### 1–4 What should I do?

---

2  
2. a 3. a 4. b 5. a 6. a 7. b 8. a

*Pages 83 and 91*

### 5–8 Has she changed?

---

2  
2. a 3. b 4. a 5. b 6. b 7. a 8. a

*Pages 84 and 92*

### 9–12 Lifestyle changes

---

2  
2. b 3. a 4. a 5. b 6. a 7. b 8. b

*Pages 85 and 93*

### 13–16 Seeking a tour guide

---

2  
2. b 3. a 4. a 5. b 6. a 7. a 8. b

*Pages 86 and 94*

### 17–20 What are you afraid of?

---

2  
2. a 3. a 4. b 5. a 6. b 7. b 8. b

*Pages 87 and 95*

### 21–24 The year's best

---

2  
2. a 3. b 4. a 5. b 6. a 7. b 8. a

*Pages 88 and 96*

### 25–28 How was your stay?

---

2  
2. b 3. a 4. a 5. a 6. b 7. b 8. a

*Pages 89 and 97*

### 29–32 Who won the game?

---

2  
2. a 3. a 4. b 5. b 6. a 7. b 8. b

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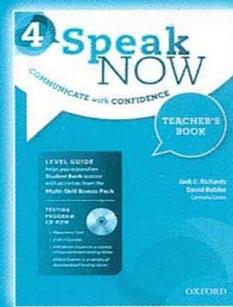
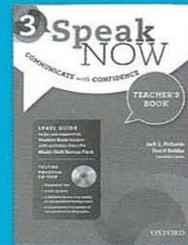
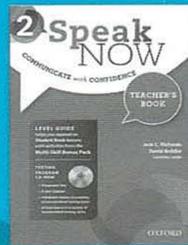
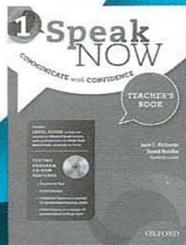
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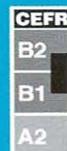
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