StartUp

GSE Global Scale of English

B1 41-51

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LESSON 1 TALK ABOUT YOUR INTERESTS



MEHMET BODUR
@MehmetB
Stayed up way too late watching soccer. What a game!

1 VOCABULARY Personal interests

A 01-01 Listen. Then listen and repeat.


play soccer


play baseball


play tennis


go to the theater


go to a museum


go to a gallery


enjoy hiking


enjoy traveling


enjoy cooking


do charity work


discuss politics


do community service

B Make categories. Write a word or words that describe each list of words.

1. sports	2. _____	3. _____	4. _____
play soccer	go to the theater	enjoy hiking	do charity work
play baseball	go to a museum	enjoy traveling	discuss politics
play tennis	go to a gallery	enjoy cooking	do community service

C PAIRS Compare answers in 1B. Explain your categories.

2 GRAMMAR No article

COACH

Use no article before certain kinds of nouns

Abstract nouns	**Love** is blind.	Everyone has a right to **freedom**.
Languages	Millions of people speak **Spanish**.	**Chinese** is a difficult language to learn.
Fields of study	Do you like **politics**?	I'm going to study **law** when I graduate.
Sports and games	We sometimes play **chess**.	He's really good at **tennis**.

Notes

- Use *the* before a noun when
  - you know your listener is thinking about the same thing.
    *How do you like **the new Spanish teacher**?*
  - you have already mentioned an indefinite noun.
    *I'm going to a soccer game tomorrow. Do you want to go to **the game** with me?*
- Use *a / an* or *the* when the no-article noun is used as an adjective before a singular countable noun.
  *We went to **a history museum** last week. I can't believe **the soccer ball** costs $75!*
- Use *a / an* before a noun that is not specific.
  *Where can I buy **a travel book** about Guatemala?*

>> FOR PRACTICE, GO TO PAGE 125

3 PRONUNCIATION

COACH

A ▶01-03 Listen. Notice the main stress. Then listen and repeat.

A: I'm interested in politics.
B: Not me. I can't stand the arguing.
A: That's what I like about it!

B ▶01-04 Listen. Underline the word in each sentence that has the main stress. Then check your answers with a partner.

1. A: I love going to museums.
   B: I like sports. Museums are too quiet for me.
2. A: I was up late watching the tennis match.
   B: Me, too. I was just talking to Sam about it.
3. A: I like cooking. I love trying new recipes.
   B: Me, too. But I never have time to cook.
4. A: I love going to the theater.
   B: Me, too. But tickets are too expensive.

C PAIRS Practice the conversations in 3B. Then change some of the words with main stress to make new conversations.

Main stress

The main stress in a sentence is often on the last important word. The main stress usually highlights new or different information. We do not usually put the main stress on repeated words or on words like prepositions that do not carry a lot of meaning.



4 CONVERSATION

A ▶01-05 Listen or watch. Check (✓) the correct boxes.

	Su-min	Mehmet
1. likes soccer	☐	☐
2. likes traveling	☐	☐
3. likes politics	☐	☐

B ▶01-06 Listen or watch. Complete the conversation.

Su-min: I just had a great conversation with a colleague about soccer.
Mehmet: Oh yeah? I didn't know _____ soccer.
Su-min: I love it!
Mehmet: Me, too! We have something in common.
Su-min: Yes, sounds like it. I wonder what else we both like.
Mehmet: I like politics.
Su-min: Not me. I _____ politics!

CONVERSATION SKILL
Talk about your interests

To talk about what you're interested in, say:
I'm (really) into…
I love…
I can't stand…!
I'm interested in…

Listen to or watch the conversation in 4A again. Raise your hand when you hear the phrases above.

C ▶01-07 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use the words in 1A or your own ideas.

5 TRY IT YOURSELF

A MAKE IT PERSONAL Write three things you're interested in.

_____ _____ _____

B PAIRS Talk about your interests. Use *Not me* and *Me, too.*

A: I'm really into soccer.
B: Me, too. I'm also interested in…

☐ I CAN TALK ABOUT MY INTERESTS.

LESSON 1 TALK ABOUT THE WEATHER



DIANA OLVERA
@DianaO
I wonder if I need my umbrella today…

1 VOCABULARY Weather conditions

A ▶02-01 Listen. Then listen and repeat.


a storm


lightning


It's clearing up.


It's getting cloudy.


a thunderstorm


thunder


The sky is getting dark.


It's starting to rain.


a snowstorm


a rainbow


It's getting windy.


It's starting to snow.

B ▶02-02 Listen. Write the weather condition that each speaker talks about.

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

2 GRAMMAR *Must / may / might / could* for conclusions

COACH

Use modals to draw conclusions about present situations based on facts.
The modal shows varying degrees of certainty.

Fact	Conclusion				
	Subject	**Modal (*not*)**		**Base form of verb**	
The sky is getting dark.	The storm	**must**	very certain	be	close.
	You	**may**		need	a raincoat.
	The game	**might**		start	late.
	They	**could**	least certain	cancel	the picnic.
The sky is clearing up.	The storm	**couldn't**	very certain	be	close.
	The storm	**must not**		be coming	this way.
	You	**may not**		need	a raincoat.
	They	**might not**	least certain	be	late.

Note: Affirmative and negative modals show different degrees of certainty.

>> FOR PRACTICE, GO TO PAGE 128

3 PRONUNCIATION

COACH

A ▶02-04 Listen. Notice the two pronunciations of *th*. Then listen and repeat.

/ð/	/θ/
they, there, weather	thanks, three, fourth

Pronouncing *th*

There are two *th* sounds in English. For both *th* sounds, put your tongue between your teeth. Push air out between your tongue and top teeth. To say the voiced *th* sound in *they*, use your voice. To say the voiceless *th* sound in *thanks*, do not use your voice.

B ▶02-05 Write each word with *th* in the correct box in 3A. Then listen and check your answers.

1. Was that thunder?
2. It's this Thursday.
3. Where's the theater?
4. I think so.
5. When is your brother's birthday?
6. It's on Third Avenue.

C PAIRS Match the questions and answers in 3B to make two-line conversations.

4 CONVERSATION

A ▶02-06 Listen or watch. Circle the correct answers.

1. Why do Jim and Diana think a storm is coming?
   a. They see lightning. b. It's starting to rain. c. It's getting windy.
2. How is the weather at the end of the day?
   a. It clears up. b. The sky gets darker. c. It rains more.

B ▶02-07 Listen or watch. Complete the conversation.

Diana: Did you hear that?
Jim: Yeah. Sounds like thunder.
Diana: The sky is getting dark. There _____ a storm coming.
Jim: I don't think I'll go out for lunch today.
Diana: Good idea. You don't want to be out in this weather.



C ▶02-08 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

it's starting to rain it's getting cloudy thunderstorm

5 TRY IT YOURSELF

ROLE PLAY You are planning an outdoor event today. Choose a picture. Take turns describing the weather conditions. Make conclusions about the weather and what you may need to do.







Picture 1
A: Look. The sky is getting dark.
B: It might rain. We may need to...

■ I CAN TALK ABOUT THE WEATHER.

LESSON 3 DISCUSS THE EFFECTS OF WEATHER



DIANA OLVERA
@DianaO
It's been raining the entire week. Is this normal here?

1 VOCABULARY Effects of dangerous weather

A 02-14 Listen. Then listen and repeat.


We had to evacuate.


We lost power.



The streets were flooded.


Trees fell down.



The roads were closed.


The roads were icy.



Stores were closed.


Homes were damaged.

B Match weather events in Lesson 2 with the effects below. There can be more than one answer.

We had to evacuate.	We lost power.	The streets were flooded.	Trees fell down.
The roads were closed.	**The roads were icy.**	**Stores were closed.**	**Homes were damaged.**

C PAIRS Compare your answers in 1B.

2 GRAMMAR Expressing cause and effect with *so* / *such…that*

COACH

Subject	Verb	*So* + adjective	*That* clause
I	was	**so** scared	**that** I ran from the thunder.
It	is	**so** cold	**that** I can't feel my fingers.
The roads	were	**so** dangerous	**that** people stayed home.
Subject	**Verb**	***So* + adverb**	***That* clause**
He	drove	**so** carefully	**that** we arrived safely.
We	have prepared	**so** well	**that** we are ready for the storm.
The fires	are spreading	**so** quickly	**that** people can't get out.
Subject	**Verb**	***Such* + adjective + noun**	***That* clause**
She	was	**such** a brave firefighter	**that** she won an award.
The tornado	caused	**such** terrible damage	**that** it will take years to rebuild.
The countries	experienced	**such** a long drought	**that** people had no food.

>> FOR PRACTICE, GO TO PAGE 130

3 CONVERSATION

A ▶02-16 Listen or watch. Check (✓) all the effects of the hurricane.

- ☐ The streets flooded.
- ☐ People had to evacuate.
- ☐ Jim's sister's house flooded.
- ☐ Trees fell down.
- ☐ Jim's sister's house lost power.
- ☐ Stores were closed.
- ☐ Roads were closed.
- ☐ Jim's sister lived near the water, so her house was damaged.
- ☐ People lost their homes and cars.



B ▶02-17 Listen or watch. Complete the conversation.

Diana: Have you ever been in a hurricane?
Jim: Yeah. I have.
Diana: Really? What happened?
Jim: It rained so hard that streets were flooded.
Diana: Oh no!
Jim: And the wind was _____ trees fell down.
Diana: Sounds like it was dangerous!
Jim: It was. A lot of homes were damaged.

CONVERSATION SKILL
Express relief

To express relief, say:
That's a relief.
I'm glad to hear that.
Phew!
Thank goodness!

Listen to or watch the conversation in 3A again. Raise your hand when you hear the phrases above.

C ▶02-18 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

roads were closed we lost power We had to evacuate.

4 TRY IT YOURSELF

A MAKE IT PERSONAL Have a conversation about the effects of dangerous weather. Use words from 1A.

A: Have you ever been in an earthquake?
B: Yes. We lost power. But we were OK.
A: I'm glad to hear that.

B WALK AROUND Talk to three other classmates about their experiences with dangerous weather. Take notes.

☐ I CAN DISCUSS THE EFFECTS OF WEATHER.

LESSON 2 TALK ABOUT AVOIDING PROBLEMS



LIZ FLORES
@LizF
Lesson for today: If you never make mistakes, you never learn!

1 VOCABULARY Ways to avoid problems

A 03-09 Listen. Then listen and repeat.

brainstorm ideas: to come up with ideas (usually with other people)
offer suggestions: to tell someone what you think he/she could or should do
set up a meeting: to arrange a time and place to come together to discuss something
set clear goals: to carefully plan what you want to achieve
stay on schedule: to do your work on time
give feedback: to tell people how well they did something, and how they can do it better
create an agenda: to think of a list of topics to discuss at a meeting

B When do you do the activities in 1A? Check (✓) the boxes. Some actions can happen multiple times.

	Before starting a project	During a project	After the project
1. brainstorm ideas	☐	☐	☐
2. offer suggestions	☐	☐	☐
3. set up a meeting	☐	☐	☐
4. set clear goals	☐	☐	☐
5. stay on schedule	☐	☐	☐
6. give feedback	☐	☐	☐
7. create an agenda	☐	☐	☐

C PAIRS Compare your answers in 1B.

2 GRAMMAR Making suggestions

COACH

	Subject	Base form of verb	
What if **Why don't** **How about**	I we	give	them feedback?

	Verb + *-ing*	
How about	setting	some goals?

Subject 1 + *suggest*	(*that*)	Subject 2	Base form of verb	
I **suggest** She **suggests**	(that)	she we	set up	a meeting.

Notes
- With *suggest that*, the verb in the second clause is always in the base form.
- You can use *Let's* and *could* to make suggestions.
  Let's *talk to them about it.* *We* ***could*** *send them an email.*

We often use questions to make suggestions as a way of softening them, or making them more polite.

>> FOR PRACTICE, GO TO PAGE 132

3 CONVERSATION

A ▶03-11 Listen or watch. Read the sentences. Circle *T* for *True* and *F* for *False*. If the statement is false, cross out the false information and correct it.

1. Liz and Diana have decided not to use the printing company again. T F
2. They will give the printing company feedback with specific examples. T F
3. They will set clear goals to communicate better. T F
4. They will ask the printing company for daily reports. T F

B ▶03-12 Listen or watch. Complete the conversation.

Liz: _____ we offer suggestions on how to work together more effectively?

Diana: That's a great idea! What did you have in mind?

Liz: Well, for one, we _____ set up weekly meetings.

Diana: I couldn't agree more! That will give us a specific time to discuss problems that come up.

Liz: Exactly!



C ▶03-13 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use the words in 1A or your own ideas.

CONVERSATION SKILL Show agreement

To show that you agree with something, say:

Right. I agree.
That sounds good / great.
I couldn't agree more.
That's a great / good idea.
Exactly!

Listen to or watch the conversation in 3A again. Underline the phrases that you hear above.

4 TRY IT YOURSELF

ROLE PLAY Imagine that you work for TSW Media. Choose one of these situations and then have a meeting. Brainstorm ways to avoid a similar problem in the future.

Situation 1	Situation 2
Your project was late by a month.	A project costs 25% more than you planned.

A: I can't believe our project was late by a month.
B: What can we do next time?

☐ I CAN TALK ABOUT AVOIDING PROBLEMS.

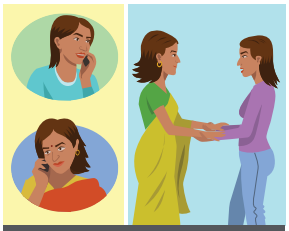
LESSON 1 TALK ABOUT HOW LIFE HAS CHANGED



FLAVIO VEGA
@FlavioV
Forgot my cell phone—feeling a little lost! Email me!!!

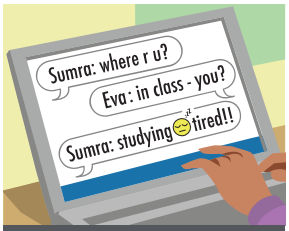
1 VOCABULARY Ways to connect

A 04-01 Listen. Then listen and repeat.

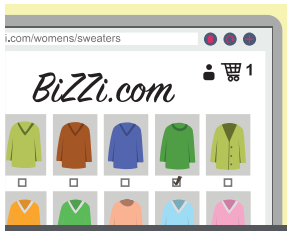

stay in touch



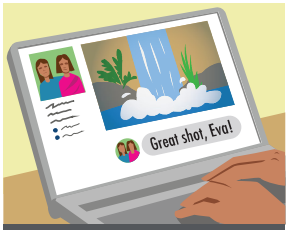
meet in person



connect online



shop online



post on social media



write a blog


video chat



catch up

B PAIRS Choose one of the ways to connect in 1A and describe what you do, how often, and other details.

I post on social media every day...

2 GRAMMAR *Used to* and *would*

COACH

Use *used to* or *would* for past habits or situations that don't happen or are not true anymore.

Statements

Subject	*Used to / Would*		Base form of verb	
He They	**used to / would**		live write	in Chile. letters in the past.
Subject	***Didn't***	***Use to***	**Base form of verb**	
I	didn't	**use to**	study	hard.

Notes
- Use *used to* (not *would*) with past situations: *He **used to** live in Chile.*
- Do not use *would* unless it follows a clear reference to past time: *<u>When I was a child</u>, I **would** play a lot of video games.*
- In negative statements, *never used to* is more common than *didn't use to*: *I **never used to** study hard.*

Questions

Wh- word	*Did*	Subject	*Use to*	Base form of verb	
Where	did	you	**use to**	work?	
	Did	you	**use to**	have	a blog?
	Didn't	he	**use to**	play	guitar?

Notes
- Do not use *would* with questions.
- In questions, the simple past is more common than *did use to*: ***Did** you **have** a blog then?*

>> FOR PRACTICE, GO TO PAGE 134

3 PRONUNCIATION

COACH

A ▶04-03 Listen. Notice the blended pronunciation of *used to* and *use to*. Then listen and repeat.

/yustə/	/yuzd/
I used to hate shopping.	I used a credit card.
He didn't use to see his friends.	She used an app to pay.

Blended pronunciation of *used to* ("useta")

The verb *use* is normally pronounced /yuz/ (past *used* /yuzd/). But when we use *used to* or *use to* to talk about past habits, we blend the two words together and say "useta" /yustə/.

B ▶04-04 Listen. Circle "yes" if the sentence uses the blended pronunciation "useta" /yustə/. Circle "no" if it doesn't. Then check your answers with a partner.

1. yes / no
2. yes / no
3. yes / no
4. yes / no
5. yes / no
6. yes / no

C PAIRS Talk about things you used to do or like and how that has changed. Try to find a change that you have in common.

A: I used to play soccer, but I don't have time anymore.
B: Not me. I never played soccer.

4 CONVERSATION



A ▶04-05 Listen or watch. Who does each statement refer to? Write *Jim* or *Flavio*.

_____ 1. He forgot his phone today.
_____ 2. He hates shopping in stores.
_____ 3. He stays in touch with his friends more easily now.
_____ 4. He video chats with his niece in Taipei.

B ▶04-06 Listen or watch. Complete the conversation.

Flavio: I was thinking about what we _____ do before all this technology.
Jim: What do you mean?
Flavio: Well, before social media, I _____ stay in touch with my friends much less frequently.
Jim: What do you do now?
Flavio: Now I message them all the time.

CONVERSATION SKILL
Ask for clarification

To ask someone to clarify his or her meaning, say:
What do you mean?
Can you explain that a little bit?
Why's that?

Listen to or watch the conversation in 4A again. Underline the phrases that you hear above.

C ▶04-07 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use the words in 1A or your own ideas.

5 TRY IT YOURSELF

A MAKE IT PERSONAL Think about how technology shapes your social life. Think about what your parents and grandparents used to do before modern technology. Take notes.

B PAIRS Use your notes to talk about how social life has changed.

■ I CAN TALK ABOUT HOW LIFE HAS CHANGED.

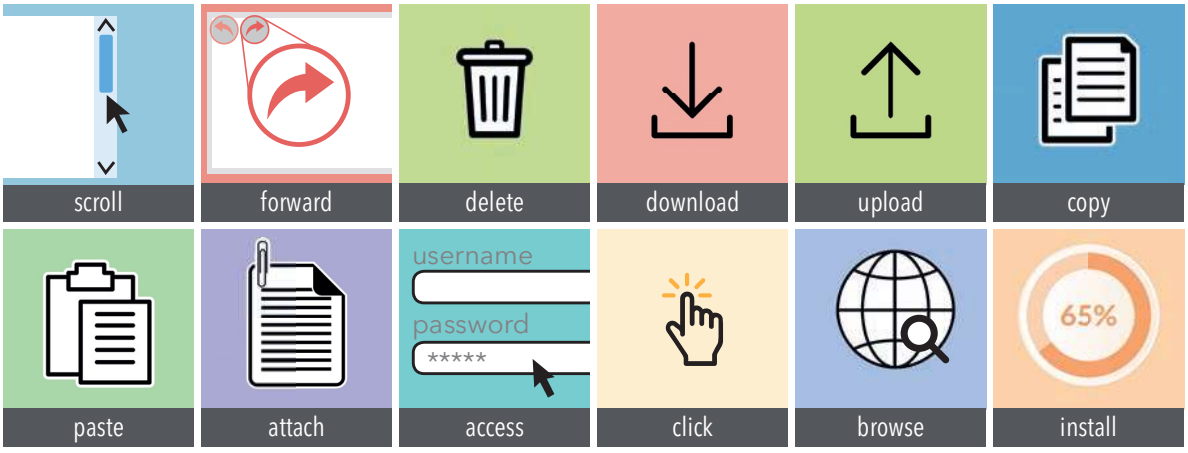
LESSON 1 ASK ABOUT HOW TO DO SOMETHING



JIM STEVENS
@JimS
It's going to be a busy day. Send some energy my way—I'm going to need it!

1 VOCABULARY Technology verbs

A ▶07-01 Listen. Then listen and repeat.



B What can you do with a file (*F*), an email (*E*), or on an Internet site (*I*)? Write the correct letters *I*, *F*, or *E*, next to the words. Some words can have more than one letter.

1. scroll I, F, E
2. forward _____
3. delete _____
4. download _____
5. upload _____
6. copy _____
7. attach _____
8. access _____
9. click _____
10. browse _____

C PAIRS When do you do the things in 1A?

When I write emails to my friends, I often attach some photos.

2 GRAMMAR Embedded *wh*- questions

COACH

Embedded questions are questions inside other statements or questions.
Embedded questions are more polite than direct questions.

Direct *wh*-questions				Embedded questions			
***Wh*-word**	**Auxiliary verb**	**Subject**	**Main verb**		***Wh*-word**	**Subject**	**Verb**
What	**is**	the password?		Do you know	what	the password	**is**?
Where	**can**	I	**find** it?	Can you tell me	where	I	**can find** it?
When	**are**	we	**meeting**?	I don't know	when	we	**are meeting**.
How	**does**	this software	**work**?	I'm not sure	how	this software	**works**.

Notes

- Embedded questions often appear after introductory phrases, such as *Do you know*, *Can you tell me*, *I don't know*, *I'm not sure*, *I'd like to know*, or *Would you mind explaining*.
- Use statement word order in embedded questions. The subject always comes before the verb.
- The auxiliary verbs *do*, *does*, and *did* do not appear in the embedded question.

>> FOR PRACTICE, GO TO PAGE 143

3 CONVERSATION



A ▶07-03 Listen or watch. Circle the correct answers.

1. Su-min asks where the ___ is.
   a. email list
   b. North Pole file
   c. marketing meeting
2. Su-min wants to know when the ___ meeting is.
   a. marketing
   b. software
   c. lunch
3. Jim explains why ___.
   a. Su-min didn't get a pop-up window
   b. there was a mistake on the calendar
   c. Su-min needs to stop asking him questions

B ▶07-04 Listen or watch. Complete the conversation.

Su-min:	Can you explain _____ install the Image View software?
Jim:	Sure. Open up the link and look for version 5.1 of the file.
Su-min:	Just a sec. OK, I'm there.
Jim:	Now click on direct download next to the file and wait for the pop-up window.
Su-min:	Got it. Thanks!
Jim:	_____.

C ▶07-05 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

access download

CONVERSATION SKILL
Respond to "thank you"

Here are some ways to respond when someone thanks you for helping them:

It was no big deal.
Don't worry about it.
No problem.
Don't mention it.

Listen to or watch the conversation in 3A again. Underline the expressions that you hear above.

4 TRY IT YOURSELF

A ROLE PLAY Ask your classmate to explain how to do things on your cell phone. Use the ideas below or your own ideas. Take turns asking and explaining.

delete an app
download pictures
upload photos into a text or email
copy and paste a text or an image

Do you know how to delete this app?

B WALK AROUND Find someone who can answer the questions your partner couldn't answer. If your partner answered all of your questions, ask another question, or answer someone's question.

☐ I CAN ASK ABOUT HOW TO DO SOMETHING.

LESSON 3 DISCUSS WHAT HAPPENS WHEN YOU GET SICK



DIANA OLVERA
@DianaO
You can never be too careful during the flu season.

1 VOCABULARY When you are sick

A 08-14 Listen. Then listen and repeat.

go to the doctor: to see a doctor when you are sick
miss work: to not go to work, usually because you are sick
make others sick: to spread a virus or bacteria to other people
get worse: to become sicker
call in sick: to inform people that you are sick and won't go to work or school
stay in: to not go outside of your house
get over (something): to become well again after a difficult time, for example after being sick
get better: to feel better, usually after an injury or illness

B Complete the sentences with the words in 1A.

1. Stay home when you are sick so that you don't spread your illness and _____.
2. Go to the doctor before you _____.
3. If you take medicine, you will _____ your cold faster.
4. You should _____and get some rest today.
5. If you rest, you will _____ faster.

C PAIRS Make five new sentences with the expressions from 1A.

2 GRAMMAR Future real conditional

COACH

Use the future real conditional to talk about what will likely happen under certain conditions. The *if*-clause gives the condition.

Statements

If-clause				Result clause			
If	**Subject**	**Simple present**		**Subject**	***Will / Won't***	**Base form of verb**	
If	I	**feel**	sick,	I	**will**	**stay**	home.
	you	**don't take**	this medicine,	you	**won't**	**get**	better.
	people	**get**	sick,	they	**will**	**miss**	work.

Questions

If-clause				Result clause				
If	**Subject**	**Simple present**		***Wh-* word**	***Will / Won't***	**Subject**	**Base form of verb**	
If	you	**feel**	sick,	who	**will**	you	**call**?	to work?
	he	**gets**	better,	–	**will**	he	**come**	

Note: The *if*-clause can come at the beginning or end of a sentence. Use a comma when the *if*-clause comes at the beginning of a sentence.

***If** you come to work, you'll make others sick.* *You'll make other sick **if** you come to work.*
***If** you feel sick, will you come to work?* *Will you come to work **if** you feel sick?*

>> FOR PRACTICE, GO TO PAGE 148

3 CONVERSATION



A 08-16 Listen or watch. Circle the correct answers.

1. Why is Diana worried?
   a. She could make others sick.
   b. She could catch the flu.
   c. They could lose business.
2. What does Diana give Mehmet?
   a. a mask
   b. a message from his sister
   c. meeting notes
3. What does Mehmet say about getting sick?
   a. He doesn't get sick.
   b. He hates being sick.
   c. He should protect himself.
4. What does Mehmet do at the end of the scene?
   a. He wears a mask.
   b. He sneezes.
   c. He goes to the doctor.

B 08-17 Listen or watch. Complete the conversation.

Mehmet: Diana? What's wrong? Why are you wearing a mask?

Diana: Oh, this. I'm just being careful. It's the flu season.

Mehmet: You've had the flu shot, right?

Diana: Yes, of course. But you never know. _____ sick, _____ work, and we _____ our deadline.

C 08-18 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use the words in 1A or your own ideas.

4 TRY IT YOURSELF



A ROLE PLAY What will happen if you get sick? Student A, start a sentence about getting or being sick. Student B, finish the sentence and start a new one. Continue the story. Keep the story going as long as you can.

A: I'm sick. If I don't get better soon, I'll go to the doctor.
B: But if you go to the doctor, you...

B WALK AROUND Change partners and role-play a different story.

☐ I CAN DISCUSS WHAT HAPPENS WHEN I GET SICK.

LESSON 2 RETELL A STORY



FLAVIO VEGA
@FlavioV
Every day is an adventure as a new dad.

1 VOCABULARY Morning routines

A 09-08 Listen. Then listen and repeat.

grab a cup of coffee: to get a cup of coffee quickly, on your way somewhere
oversleep: to sleep later than you planned to
run late: to be late on your way somewhere
rush out the door: to leave a place quickly
catch the bus: to get on the bus before it leaves
make it on time: to arrive somewhere on time



B Complete the statements with words from 1A.

1. If a meeting is important, you need to _____.
2. If your alarm clock doesn't work, you could _____.
3. If you are in a hurry, you _____.
4. If you don't have time to eat, you should at least _____.
5. If you car doesn't work, you need to _____.
6. If you miss the bus, you will _____.

C PAIRS Compare your answers in 1B.

2 GRAMMAR Past continuous with *while* and *when*

COACH

Use the past continuous with *while* and *when* to show that one action was in progress when a second action occurred.

While / When	Subject 1	*Was / Were*	Verb + *-ing*	Subject 2	Simple past verb	
While / When	I she we	**was** **was** **were**	**waiting** for the bus, **shopping**, **working**,	it she the power	**started** **saw** **went out**.	to rain. David.

Notes

- The action in the *while / when* clause happened first.
  *While I **was waiting** for the bus, people **gave** me strange looks*
  (happened first) (happened second)
- The *when / while clause* may appear at the beginning or end of a sentence.
  *While I **was getting** dressed, the baby **woke up**.*
  *The baby **woke up** while I **was getting** dressed.*
- *When / while* clauses are dependent clauses. They must be used with independent clauses:
  *When I **was getting** on the elevator, I **got** some more looks.*
  (dependent clause) (independent clause)

>> FOR PRACTICE, GO TO PAGE 150

3 PRONUNCIATION

COACH

A ▶09-10 **Listen. Notice the intonation. Then listen and repeat.**

I didn't want to **wake** them.

I didn't want to **wake** them, so I didn't turn the **light** on.

B ▶09-11 **Listen and notice the intonation. Add a period (.) if the sentence sounds finished. Add a comma (,) if the speaker has more to say.**

1. I tried to call you,
2. He was telling me a funny story.
3. I was watching a movie with a friend,
4. She was walking her dog in the park,

Intonation to end or continue a thought

At the end of a statement, the intonation usually goes down. This shows that the thought, or sentence, is finished. If the intonation falls and then rises a little, it shows that we have more to say. We often use this intonation in the first part of a longer sentence.

4 CONVERSATION



A ▶09-12 **Listen or watch. Circle the correct answers.**

1. Flavio ___.
   a. was running late
   b. missed the bus
   c. didn't make it to work on time
2. People gave Flavio strange looks because he ___.
   a. was rushing out the door
   b. was late to a meeting
   c. shaved only half his face

B ▶09-13 **Listen or watch. Complete the conversation.**

Flavio: You'll never believe what happened last week.

Jim: Yeah? What?

Flavio: Well, I got dressed for work in the dark because I didn't want to wake up Carmen and the baby.

Jim: Makes sense.

Flavio: _____ for the bus, a couple of people _____ me strange looks.

Jim: Oh no!

CONVERSATION SKILL
Show interest

To show that you are interested in someone's story, use short expressions. Here are some examples:

Makes sense. Right. No way!
Oh no! You've got to be kidding!

Listen to or watch the conversation in 4A again. Raise your hand when you hear the phrases above.

C ▶09-14 **Listen and repeat. Then practice with a partner.**

5 TRY IT YOURSELF

A MAKE IT PERSONAL **Think about something funny or unusual that happened while you were doing something else. Complete the chart.**

What I was doing…	What happened…

B PAIRS **Student A, tell your story using notes from 5A. Student B, respond with expressions to show interest or ask questions.**

☐ I CAN RETELL A STORY.

LESSON 1 DISCUSS HOPES AND DREAMS



LIZ FLORES

@LizF

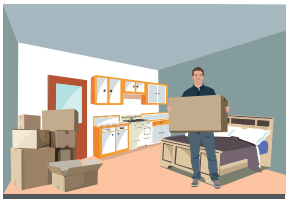
Working with Su-min on our first project together today. Looking forward to it!

1 VOCABULARY Dreams and ambitions

A ▶10-01 Listen. Then listen and repeat.



go to law school



look for my own place



start a business



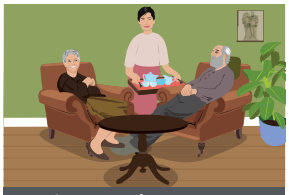
get a promotion



open a restaurant



start a family



take care of my parents

B Put the phrases from 1A in the correct category.

Personal goals	Career goals

C PAIRS Compare your answers in 1B. Can career goals also be personal ones? Discuss.

2 GRAMMAR Noun clauses with *that*

COACH

Noun clauses are a group of words that includes a subject and a verb and functions as a noun.

			Noun clause as object		
Subject 1	**Verb 1**	**(*That*)**	**Subject 2**	**Verb 2**	
I They	can't believe hope	**(that)**	**I** **someone**	**didn't bring** **will find**	my phone. them.
			Noun clause as adjective complement		
Subject 1	***Be***	**Adjective**	**(*That*)**	**Subject 2**	**Verb**
I It	am is	glad awesome	**(that)**	**I** **you**	**met** **are running**	you. a marathon.

Notes

- Use the word *that* to introduce noun clauses in sentences. When *that* introduces a noun clause, it can be omitted.
- An *object* of a sentence is the person or thing that receives the action of the verb.
- An *adjective complement* is a clause or phrase that modifies an adjective. It is often a noun clause.

>> FOR PRACTICE, GO TO PAGE 152

3 CONVERSATION



A 10-03 Listen or watch. Circle the correct answers.

1. What do Su-min and Liz usually talk about?
   a. the marathon
   b. work
   c. charities
2. Why is Liz moving to New York?
   a. She got a promotion.
   b. She wants to live on her own.
   c. She wants to leave Lima.
3. What does Liz say about Mehmet?
   a. He wants to open a restaurant.
   b. He's taking cooking classes.
   c. He wants to join his family business.
4. What does Su-min say about Diana?
   a. Diana wants to become an artist.
   b. Diana owns an art gallery.
   c. Diana wants to start her own business.

B 10-04 Listen or watch. Complete the conversation.

Liz:	It's awesome _____ a marathon! So why are you doing it?
Su-min:	I like to challenge myself. Also, I'm raising money for charity.
Liz:	Wow. Good for you! How's the training going?
Su-min:	It's going well! I found some trainers to work with at the gym here. They're very helpful.
Liz:	_____ you'll do great!
Su-min:	What about you? What's going on in your life?

CONVERSATION SKILL
Respond with encouragement

When you want to show someone encouragement, you can say:
I'm sure (*you will do great.*)
I hope (*you can do it!*)
I think / know (*you're a great runner.*)
I'm glad (*you decided to go for it.*)
Listen to or watch the conversation in 3A again. Underline the phrases that you hear above.

C 10-05 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use the words in 1A or your own ideas.

4 TRY IT YOURSELF

A MAKE IT PERSONAL Think about your dreams for the future. Use the ideas in 1A or your own ideas.

B PAIRS Student A, talk about your dreams. Student B, ask follow-up questions. Give Student A encouragement.

A: I want to open a restaurant someday.
B: Really? What kind of restaurant?
A: A Turkish restaurant. I think people will like traditional Turkish food.
B: Sounds like a great idea. I hope you can do it!

☐ I CAN DISCUSS HOPES AND DREAMS.