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GSE Global Scale of English

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Pearson

Language Center

LESSON 1 TALK ABOUT A WEATHER EVENT



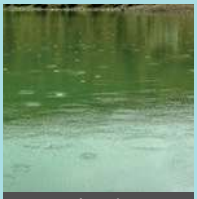
LETI MOLINA
@LetiM
Just got back to New York from my photo shoot. I'm tired but happy!

1 VOCABULARY Weather

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

Weather


It's pouring.


It's drizzling.


It's humid.


It's freezing.

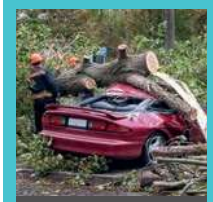

It's hailing.


It's overcast.

Results of bad weather


get soaked


get sunburned


get damaged


get stuck

B ▶01-02 Listen. Circle the correct word to complete the sentence.

1. It's ***drizzling*** / ***pouring*** outside.
2. It's ***drizzling*** / ***overcast***.
3. She got ***sunburned*** / ***soaked***.
4. It's ***humid*** / ***freezing*** outside.
5. It's ***hailing*** / ***overcast***.
6. His car got ***stuck*** / ***damaged*** in the storm.

C PAIRS Talk about ways to prepare for or deal with each kind of weather in 1A.

If it's pouring, take the subway. There are lots of car accidents in the rain.

2 GRAMMAR *Get* to express change

Use *get* + adjective or the passive with *get* to express a change of state.

***Get* + adjective**			
Subject	***Get***	**Adjective**	
People	**are getting**	**sick**	from the heat.
It	**got**	**hot**	after the rain stopped.
Passive with *get*			
Subject	***Get***	**Past participle**	
The equipment	**has gotten**	**damaged**	by the storm.
I	**got**	**soaked**	in the downpour.

Commonly used with *get*

Adjectives	Participles
cold	caught
dark	confused
dirty	excited
hot	hurt
nervous	lost
thirsty	scared
wet	worried

Notes

- When *get* is followed by an adjective, it gives the idea of change or of becoming: *People are getting sick.* = People weren't sick before, but now they are beginning to be sick.
- For the passive with *get*, the past participle describes the subject.
- The passive with *get* is more common in conversation than in writing.

>> FOR PRACTICE, GO TO PAGE 125

3 CONVERSATION SKILL

A ▶01-03 Read the conversation skill. Listen. Notice that B's reply question uses a pronoun and the same verb tense as A's statement.

1. A: It's going to hail tomorrow.
   B: Is it?
2. A: I got really sunburned this weekend.
   B: Oh, no! You did?

Reply questions

We use reply questions to show interest and keep a conversation going. There are two ways to form these questions:

Pronoun + auxiliary verb / verb *be*:	**Auxiliary verb / verb *be* + pronoun**
You do?	Do you?
She did?	Did she?
He has?	Has he?
They are?	Are they?
It was?	Was it?

B ▶01-04 Listen. Write a reply question.

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

4 CONVERSATION



A ▶01-05 Listen or watch. What does Leti tell Marcos about?

B ▶01-06 Listen or watch again. Write *T* (true) or *F* (false).

1. Leti saved her camera by putting it in a plastic bag. ___
2. The rain didn't last for a long time. ___
3. Leti feels disappointed about the weather on her trip. ___

How did Leti react to the difficulties she experienced on her trip? Do you think you would react the same way? Why or why not?

C ▶01-07 FOCUS ON LANGUAGE Listen or watch. Complete the conversation.

Leti: A couple of the people in my group _____ from the heat.
Marcos: They did?
Leti: Yeah, I was lucky. I _____ a little _____ , but that's it.
Marcos: Was it humid?
Leti: No, it was super dry.

5 TRY IT YOURSELF

A THINK Think about a time you got caught in bad weather. Complete the chart.

Where were you?	
How did the weather change?	
What did you do?	
How did you feel?	

B PAIRS Tell your partner about the weather event in 5A. Use the conversation in 4C as an example.

My friends and I were at the beach and it started getting cloudy and overcast ...

C REPORT Tell the class about your partner's story. Is it similar to your story?

☐ I CAN TALK ABOUT A WEATHER EVENT.

LESSON 2 GIVE OPINIONS ABOUT TV SHOWS



PAULA FLOREZ
@PaulaF
Two months until the new season of *Circle of Kings*. What should I watch until then?

1 VOCABULARY Describing TV shows

A Read the chart. How does your TV-watching time compare to the average for your region?

B 03-09 Listen. Then listen and repeat.

an episode: a TV show that is one in a series
a season: a series of TV episodes shown during a certain time period
a season finale: the last episode in a season
a cast: all of the actors in a TV show
a trailer: a short advertisement for a movie or TV show
a plot: the events that form the main story of a TV show, movie, or book
a main character: one of the most important people in a story
a minor character: a person with a small role in a story
a spoiler: information about a TV show that can ruin a surprise for the first-time viewer

Average Time Spent Watching TV
(including TV sets, computers, phones, and tablets)

Region	Minutes per day
Asia Pacific	154.5
Central and Eastern Europe	222.9
Latin America	199.0
North America	292.6
Middle East and North Africa	249.7
Western Europe	220.5
Rest of World	211.0

C Complete the ad. Use words from 1B.



JJ IS BACK!

Julia Jones, (1) _____ Five begins next weekend! We'll finally find out whether Julia survived falling off the mountain in last year's (2) _____ . There are only seven (3) _____ this time—one each Thursday for the next seven weeks. A new actor has been added to the fantastic (4) _____ , but we're not going to tell you who! Click this link to watch the (5)_____now. But don't worry—there are no (6) _____ !

D PAIRS Discuss the TV show in the ad in 1C. Use your imagination. What do you think will happen in the first episode and the season finale?

A: Well, Julia's the main character, so we'll find out she's alive in the first episode.
B: Yeah. Maybe we'll see her climbing back up the mountain.

2 GRAMMAR Negative questions

Use negative questions with *be* and *do* to find out if someone agrees with your opinion.

Negative *be*		Negative *do*	
Isn't	it a great show?	**Don't**	you love Princess Kaliya?
Aren't	spoilers annoying?	**Don't**	you think it's a great show?
Wasn't	that season finale exciting?	**Didn't**	you love her little smile?
Weren't	you happy with the ending?	**Didn't**	you enjoy the plot?

>> FOR PRACTICE, GO TO PAGE 132

3 CONVERSATION SKILL

A ▶03-10 Read the conversation skill. Listen. Notice how the speakers disagree.

1. A: Wasn't that a terrible episode?
   B: Actually, I thought it was pretty good.
2. A: Don't you love Jon Bolo? He's such a great actor.
   B: I don't know. I think he's kind of boring.

Disagree with an opinion

When we disagree with someone's opinions, we often use language that softens our answers.

Actually, *I didn't like it that much.*
Not really. *I was a little bored.*
I guess *it was OK, but it wasn't great.*
I don't know. *It was* ***kind of*** *boring.*

B Complete the questions with your own ideas. Then ask a partner, and practice disagreeing.

1. Wasn't _____ great?
2. Don't you love _____ ?

4 CONVERSATION



A ▶03-11 Listen or watch. What are they talking about?

a. a show they both like
b. a show that Paula hasn't seen
c. a show that Ed doesn't like

B ▶03-12 Listen or watch again. Circle all of the correct answers.

1. Why do they think the third season of *Circle of Kings* isn't as good as previous seasons?
   a. The season finale was boring.
   b. The writing isn't as good anymore.
   c. The main character isn't interesting.
   d. There are too many minor characters.
2. What do they say about Princess Kaliya?
   a. She was in a fight in a forest.
   b. She looks angry all the time.
   c. She died in the last season.
   d. She appears in the trailer.

C ▶03-13 FOCUS ON LANGUAGE Listen. Complete the conversation.

Paula: _____ ?
Ed: It was! And now I'm dying for Season 4 to come out. I need to know if Alan Storm is going to live!
Paula: I know … though honestly, he's one of my least favorite characters. _____ the actor is kind of annoying?
Ed: Actually, I like him.

Ed binge-watched the third season, meaning he watched a lot of episodes in one sitting. Do you think this is a good way to watch TV? Why or why not?

5 TRY IT YOURSELF

A THINK Make a list of TV shows you like now or liked in the past.

B PAIRS Talk about your lists. Try to find two or three shows on which you agree.

A: Have you seen Circle of Kings?
B: Oh yeah. Wasn't it great?
A: Actually, I didn't like it that much. How about Doctor Madison?
B: Oh, I love that show!

C COMPARE Tell the class about your findings. Is there any show that most students like?

☐ I CAN GIVE OPINIONS ABOUT TV SHOWS.

LESSON 1 GIVE SHOPPING ADVICE



LAN PHAM
@LanP
It's my friend Lin's birthday next week. I don't know what to get her!

1 VOCABULARY Shopping online

A ▶04-01 Read the website. Then listen and repeat the vocabulary words.



B Use words from the website in 1A to complete the sentences.

1. When you're going to buy something, you put it in your _____ .
2. You can enter a _____ to get 10% off.
3. When you want something, but aren't ready to buy it, put it on your _____ .
4. There is no charge for _____ an item to your house if you spend more than $30.
5. _____ are not a problem. If you don't like something, you can send it back.
6. There are several _____ of earphones. They are all _____ right now.

C PAIRS Describe something you or someone you know has bought online. What was the brand? Was it on sale? Were there taxes? Shipping costs?

I bought a new phone online last week. I had to pay tax on it but no shipping costs.

2 GRAMMAR Embedded *wh*- questions

Embedded *wh*- questions usually come after verbs like *know, remember, see*, and *tell*. You can embed a *wh*- question in a question or statement. The embedded *wh*- question begins with a question word, but it has statement word order.

Direct *wh*- question		Embedded questions		
		Question word	Subject	Verb
What did she buy?	Do you know	what	she	bought?
When is the sale?	Please tell me	when	the sale	is.

We also use question words with infinitive phrases—usually when we're trying to be polite.

	Question word	Infinitive phrase (*to* + verb)
I don't know	where	to look.
Could you tell me	how	to exchange this item?

>> FOR PRACTICE, GO TO PAGE 134

3 CONVERSATION SKILL

Make suggestions

Use expressions like these to make polite suggestions:
Why don't you …
You could try …
You might want to …
Have you thought about …

A ▶04-02 **Read the conversation skill. Listen. Notice how the speakers make suggestions.**

1. A: I need some new shoes.
   B: You might want to try Mario's. They're having a big sale right now.
2. A: That's my favorite brand of shampoo, but I can't find it in the store anymore.
   B: Have you thought about looking for it online?

B **Complete the statements and questions with your own ideas. Say them to a partner and take turns giving each other shopping advice, using language from the conversation skill box.**

1. I need to buy a new _____ .
2. Can you recommend a good _____ store?
3. I don't know where to get _____ for my friend's birthday.

4 CONVERSATION



A ▶04-03 **Listen or watch. What is Lan's problem?**

B ▶04-04 **Listen or watch again. Answer the questions.**

1. How can Lan search for her friend's wish list?
2. What does Lan decide to buy her friend?
3. What does Ahmet suggest as a way for Lan to save money?

C ▶04-05 FOCUS ON LANGUAGE **Listen. Complete the conversation.**

Lan: I have to get a gift for a friend, and I'm trying to figure out _____ .

Ahmet: Is she in the States?

Lan: Yeah, that's why I want to get it while I'm here–so I don't have to pay shipping from Vietnam.

Ahmet: That makes sense. Do you have any idea _____?

Lan: No! That's the problem!

Ahmet: I see. _____ checking for a public wish list.

Do you usually buy gifts online or in a store? Are there things you wouldn't buy online?

5 TRY IT YOURSELF

A THINK **Make a list of three things that you need or want to buy soon.**

B DISCUSS **Ask three classmates for advice about an item on your list. Take notes in the chart.**

Item			
Where to shop			
How to save money			

A: Do you know where I can buy a pillow?
B: You might want to try Bed-Mart. They have a big selection and a lot of sales.

C ANALYZE **Share the advice you got. Did most people suggest buying your items online or not?**

☐ I CAN GIVE SHOPPING ADVICE.

LESSON 2 ASK TO RETURN A PURCHASE



LAN PHAM
@LanP

You know that feeling when you buy something, bring it home, and then realize you hate it? 😕 On my way back to the store.

1 VOCABULARY A store return policy

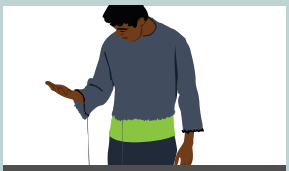
A ▶04-06 Read the store policy. Then listen and repeat the vocabulary words.

RJ's **Store Policy:** Returns

In most cases, you can return **a purchase** for any reason.



It doesn't fit.



It's defective.



I didn't like the color.



I changed my mind.

We do not give cash **refunds**. You may be able to **exchange** your item for one of the same value or receive a **store credit** for the amount you paid. You can spend the credit on any item in the store. **All sales are final** on Red Tag sale items. No returns will be accepted.



All tags must still be attached.



Please have the receipt for your item.

B ▶04-07 Listen. Circle the sentence that describes the situation.

1. a. The item is defective.
   b. The item doesn't fit.
2. a. He wants to get a refund.
   b. He wants to exchange the item.
3. a. The skirt doesn't have a tag.
   b. The skirt is on sale.
4. a. The lamp is defective.
   b. She changed her mind.
5. a. He can get a cash refund.
   b. He can get a store credit.
6. a. They are looking at a price tag.
   b. They are looking at a receipt.

C PAIRS Talk about a time you returned something to a store. Why did you return it? Did you get an exchange, a refund, or a store credit?

I returned a sweater that my mom bought me. It didn't fit, so I exchanged it for a smaller one. I had the receipt, so it was no problem.

2 GRAMMAR *Think*, *imagine*, and *wonder* for requests

Use *think, imagine*, or *wonder* to soften requests and make them more polite.
Think and *imagine* can be followed by *that,* but we usually omit it. The request uses normal statement word order.

		Subject	*Can / Could*	Verb + rest of sentence
Do you think	(that)	I	could	exchange this?
I imagine	(that)	you	can	give me a refund.

Wonder is followed by *if* in polite requests.

		Subject	*Can / Could*	Verb + rest of sentence
I wonder	if	you	could	look up this price for me.

>> FOR PRACTICE, GO TO PAGE 135

3 PRONUNCIATION

A ▶04-08 Read and listen to the pronunciation note.

B ▶04-09 Listen. Notice the difference in how the letter *x* is pronounced in examples. Then listen and repeat.

The prefix *ex-*

The letter *x* in the prefix *ex-* can be pronounced /ks/ or /gz/. We pronounce the *x* as /ks/ when *ex-* is stressed, as in *exercise* /ˈɛksəˌsaɪz/ and when *ex-* is unstressed and followed by a consonant, as in *expire* /ɛkˈspaɪr/. We pronounce the *x* as /gz/ when *ex-* is unstressed and followed by a vowel, as in *exact* /ɛgˈzækt/.

/ks/			/gz/		
expire	exciting	expression	exactly	example	examine
_____	_____	_____	_____	_____	_____

C ▶04-10 Listen. Write these words in the correct box in 3B. Then listen and repeat.

exam except executive exist experience extreme

4 CONVERSATION



A ▶04-11 Listen or watch. Can Lan return or exchange the watch?

B ▶04-12 Listen or watch again. Answer the questions.

1. Why does the sales associate talk to the manager?
2. What does the manager say?
3. What will Lan do right after this conversation?

How does Lan try to change the sales associate's mind? Would you do this?

C ▶04-13 FOCUS ON LANGUAGE Listen again. Complete the conversation.

Lan:	Hi. I was wondering _____. I bought it here a couple of days ago.
Sales associate:	That shouldn't be any problem. Is it defective?
Lan:	No, no. I just ... I just changed my mind about it.
Sales associate:	OK. Do you have your receipt?
Lan:	Yeah, I do. And the tags are still attached.
Sales associate:	Hmm. Unfortunately, you bought this during our Red Tag sale, and that means all sales are final.
Lan:	Well, do you think _____? Or get a store credit?

5 TRY IT YOURSELF

A THINK Think about a time you needed to exchange or return a purchase. What did you buy? Did you want to return or exchange it? Why?

B ROLE PLAY Student A: You're a customer. You want to return or exchange the item in 5A. Explain your situation and ask to return the item. Student B: You're a sales associate. Explain the store policy. Will you accept the return?

A: I was wondering if I could return this TV. I have my receipt.
B: Well, according to the store policy, you can only return a TV if it's defective.

C EVALUATE Share the results of your conversation. Did Student B allow Student A to return the item? Was Student B's store policy reasonable? Why or why not?

☐ I CAN ASK TO RETURN A PURCHASE.

LESSON 2 DESCRIBE SYMPTOMS AND INJURIES



AHMET TANIR

@AhmetT

Running is usually good for you … but sometimes it's not!

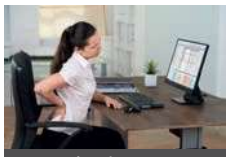
1 VOCABULARY Symptoms and injuries

A 05-07 Listen. Then listen and repeat.


My feet ache.


I pulled a muscle.

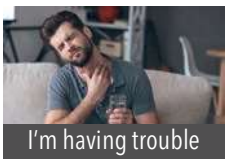

My ankles are swollen.


My back is sore.


I sprained my wrist.


My knee hurts.


I feel exhausted.


I'm having trouble swallowing.


I broke my thumb.


I have a stiff neck.

B Write the statements from 1A in the correct column.

Symptoms	Injuries

C PAIRS Talk about each symptom or injury in 1A. When would or wouldn't you go to the doctor for this problem?

I wouldn't go to the doctor if my feet ached after a long walk.

In conversation, we often use *me too* and *me neither* to show similarity or agreement.

2 GRAMMAR *So, too, neither,* and *either*

Use short responses with *so, too, neither,* and *either* to show similarity or agreement.

Verbs other than *be*	To agree with affirmative statements, use *So* + auxiliary verb + subject OR Subject + auxiliary verb + *too.*	To agree with negative statements, use *Neither* + auxiliary verb + subject OR Subject + negative auxiliary verb + *either.*
Present	A: I have a sore back. B: **So do I. / I do, too.**	A: I don't have time to exercise. B: **Neither do I. / I don't either.**
Past	A: I pulled a muscle. B: **So did I. / I did, too.**	A: I didn't get sick last year. B: **Neither did I. / I didn't either.**
Modal	A: I can run pretty fast. B: **So can I. / I can, too.**	A: I can't go to the Fun Run. B: **Neither can I. / I can't either.**
Present perfect	A: I've sprained my ankle twice. B: **So have I. / I have, too.**	A: I've never broken my arm. B: **Neither have I. / I haven't either.**
Be	***So* + *be* + subject OR Subject + *be* + *too***	***Neither* + *be* + subject OR Subject + negative *be* + *either***
	A: I'm exhausted. B: **So am I. / I am, too.**	A: I wasn't at the race. B: **Neither was I. / I wasn't either.**

>> FOR PRACTICE, GO TO PAGE 138

3 PRONUNCIATION

A ▶05-08 Read and listen to the pronunciation note.

B ▶05-09 Listen. Notice how the words in the examples are blended. Then listen and repeat.

So can I.	Neither can I.
So did they.	Neither are they.
So is she.	Neither does she.
So have I.	Neither have you.

C ▶05-10 Listen. Write the phrase you hear.

1. A: Jack couldn't finish the race.
   B: _____ .
2. A: I've never broken a bone.
   B: _____ .
3. A: I can run pretty fast.
   B: _____ .

Blending phrases with *so* and *neither*

Blend the words in phrases with *so* and *neither*. The words *so* and *neither* are stressed. The pronoun can also be stressed. The auxiliary verb is unstressed.

So can I. *Neither do you.*

4 CONVERSATION



A ▶05-11 Listen or watch. What do Marcos and Ahmet decide to do?

B ▶05-12 Listen or watch again. Answer the questions.

1. What is the Fun Run?
2. Who is going on the Fun Run?
3. Why does Marcos decide not to run?

How can you avoid injuries like Marcos's and Ahmet's? How can they recover?

C ▶05-13 FOCUS ON LANGUAGE Listen again. Complete the conversation.

Marcos: So I guess I can't do the Fun Run.

Ahmet: Well, _____ .

Marcos: Oh, no! What happened to you?

Ahmet: I fell during a practice run and broke my ankle. It got really swollen and was so painful.

Marcos: Oh, man. That's too bad.

Ahmet: I know. I was looking forward to the run. But I am going – to cheer them on. I can at least do that.

Marcos: _____ ! That's a great idea!

5 TRY IT YOURSELF

A THINK Imagine you have a symptom or an injury. How did it happen? How did it feel?

B ROLE PLAY Student A: Tell your partner about your symptom or injury. Student B: Ask questions and show sympathy. Say if you have had a similar experience.

A: My knee hurts. B: Oh, I'm sorry. What happened to it?

C ANALYZE Report to the class how your partner is feeling and describe the symptoms. Make a list of ideas for treatment. Decide whether the person should go to the doctor.

☐ I CAN DESCRIBE SYMPTOMS AND INJURIES.

LESSON 1 DESCRIBE A CRIME



MARCOS ALVES
@MarcosA
Stayed up too late watching a true crime show last night. I just had to know how it ended!

1 VOCABULARY Crime and criminals

A ▶06-01 Read the poster. Then listen and repeat the vocabulary words.

TRUE CRIME STORIES

MONA LISA THEFT



On August 21, 1911, an art **thief** walked into the Louvre Museum in Paris and **stole** the *Mona Lisa*. At first no one noticed the **theft**. The man just cut the famous painting out of its frame and walked out with it under his clothing. It took the French police more than two years to find the thief and the painting.

THE GREAT TRAIN ROBBERY

In 1963, a **gang** of 15 **robbers** got away with over $4 million when they carried out a complicated train **robbery** in the UK. Working together, they stole 120 bags of money off the train in 15 minutes.



JOHN PAUL GETTY III KIDNAPPING



Seventeen-year-old John Paul Getty III was the grandson of the richest man in the world when he was **kidnapped** in Rome in 1973. His father refused to pay at first, but eventually he gave the **kidnappers** $2.9 million and the teenager was returned.

JACK THE RIPPER MURDERS

Jack the Ripper is the name given to a **murderer** who **killed** five women in London in 1888. Police never caught him, and some people think he committed six other **murders** around the same time. Today thousands of tourists visit the scenes of his crimes.



B Complete the chart with the bold words in 1A.

People	Crimes	Actions

C PAIRS Talk about a crime that you've heard about in real life or on a TV show. Use at least two of the words from 1A.

There was a robbery at Len's Jewelry Store a few weeks ago. I saw it on the news ...

2 GRAMMAR Past perfect

Use the past perfect to talk about an action that occurred before another time in the past.

	Had	Past participle	
The police discovered that the thief	**had**	**taken**	the painting.
Before the robbery, the gang	**had**	**dug**	a tunnel to the bank.

Notes

- The past perfect is sometimes used with *before, after, by the time*, and *when*.
  By the time *police arrived, the robbers had already left.*
- We often use contractions with subject pronouns and *had* with the past perfect.
  *They'**d** robbed another bank earlier that week.*
- We also use the contraction *hadn't* with negative past perfect sentences.
  *They didn't stop the thief because they **hadn't** noticed the theft yet.*

>> FOR PRACTICE, GO TO PAGE 140

3 CONVERSATION SKILL

Keep your listener interested

When you tell a story, use expressions like these to keep your listener interested:
You're not going to believe …
It gets better …
Wait until I tell you …

A ▶06-02 **Read the conversation skill. Listen. Notice how the speaker tries to keep the listener interested.**

A: A guy robbed a store yesterday, and dropped the money on the way out the door.
B: You're kidding!
A: It gets better—he also dropped his ID!

B **Complete Student A's part of the conversations. Then practice the conversations with a partner.**

1. A: Wait until I tell you what I saw on the other day. I saw _____ !
   B: Wow! That's amazing!
2. A: You're not going to believe what my friend did. He _____ !
   B: I can't believe that!

4 CONVERSATION



A ▶06-03 **Listen or watch. What are they talking about?**

a. a series of bank robberies
b. the details of a bank robbery
c. how a bank robber got caught

B ▶06-04 **Listen or watch again. Answer the questions.**

1. Why did the robbers pretend to be working near the bank?
2. How long did they spend taking the money?
3. What is Marcos going to tell Leti about?

How does Leti feel about true crime shows? Do you like shows about crimes?

C ▶06-05 FOCUS ON LANGUAGE **Listen. Complete the conversation.**

Marcos: Well, when the bank employees came to work Monday morning, they didn't even know there _____ a robbery. Everything seemed fine. Then they opened the vault, and it was completely empty!
Leti: What? How is that possible? Didn't they have alarms?
Marcos: They did, but the robbers _____ a guard and forced him to turn off the alarm on Friday night.

5 TRY IT YOURSELF

A THINK **Think about a crime story you read about or saw on TV. Take notes about what happened the day of the crime and what had happened before.**

B PAIRS **Tell the story. Ask and answer questions about the crime.**

A: I read that a couple came home, and thieves had stolen all of their furniture.
B: Did the police catch the thieves?

C COMPARE **Tell your story to the class. Which is the scariest? Which is most unusual?**

☐ I CAN DESCRIBE A CRIME.

LESSON 2 TALK ABOUT LAW AND ORDER



MARCOS ALVES
@MarcosA
Some criminals just aren't very smart. You'll never believe what this one guy did!

1 VOCABULARY The legal process

A ▶06-06 Listen. Then listen and repeat.

a detective: a police officer whose job is to find out who has committed a crime
arrest: when the police take someone away because they think he or she has done something illegal
a victim: a person who has been hurt or killed by someone
a suspect: someone who the police think may have committed a crime
jail / prison: a place where criminals are sent to stay as punishment
a judge: the person in control of a court who decides if criminals should be punished
a lawyer: someone whose job is to advise people about the law and speak for them in court
a witness: someone who tells a court what he or she knows about a crime
a sentence: a punishment that a judge gives to someone who is guilty of a crime
a prisoner: someone in prison or jail

B ▶06-07 Listen. Who is speaking? Write the correct words from the box.

a detective	a judge	a lawyer	a prisoner	a suspect	a victim	a witness

1. _____ 3. _____ 5. _____ 7. _____
2. _____ 4. _____ 6. _____

C PAIRS Use the words in 1A to describe something you've read about or seen on TV.
I've seen lots of detective shows because my mom loves them. They always arrest the criminal!

2 GRAMMAR Present perfect passive

Use the present perfect passive to talk or ask about things that have already happened or haven't happened yet. These sentences sometimes include a *by* phrase that tells who did the action.

Statements–things that have already happened					
	Has / have	***(Already)***	***Been***	**Past participle**	
The video	**has**	(already)	**been**	**seen**	by millions of people.
The thieves	**have**			**arrested.**	
Statements–things that haven't happened yet					
	Hasn't / haven't	***Been***	**Past participle**	***(Yet)***	
The painting	**hasn't**	**been**	**returned**	yet.	
The other robbers	**haven't**		**caught**		
Questions					
Has / Have	**Subject**	***Been***	**Past participle**		
Have	the suspects	**been**	**questioned**	by the new detective?	
Note: The passive focuses on the receiver of the action.					

>> FOR PRACTICE, GO TO PAGE 141

3 PRONUNCIATION

A ▶06-08 Read and listen to the pronunciation note.

B ▶06-09 Listen. Notice how *-se* is pronounced. Then listen and repeat.

/z/: because, surprise, please, lose

/s/: release, defense, promise, worse

The letters *-se*

At the end of a word, the letters *-se* can be pronounced either /s/ or /z/: *chase* /s/, *cause* /z/. When *-se* follows a consonant, it is usually pronounced /s/: *horse*, *expense*. When you learn a new word ending in *-se*, notice how *-se* is pronounced.

C ▶06-10 Listen. Circle the word in each group that has a different sound of *-se*.

1. rose, pause, case, supervise
2. purpose, suppose, decrease, expense
3. choose, false, loose, nurse
4. refuse, advise, exercise, erase

4 CONVERSATION



A ▶06-11 Listen or watch. What are they talking about?

a. why the robbers participated in the bank robbery
b. how the lawyer helped the robber who got caught
c. what happened to one of the robbers and the guard

B ▶06-12 Listen or watch again. Answer the questions.

1. How did the robber get caught?
2. Why did the guard go to jail?
3. Why did the guard get a shorter sentence?

What sentences do you think the robber and guard should have gotten? Why?

C ▶06-13 FOCUS ON LANGUAGE Listen. Complete the conversation.

Marcos: Not long after the video went up, he had two detectives knocking at his door, and they arrested him.

Leti: You're kidding. And have the rest of the robbers _____ , too?

Marcos: Nope. They only caught the one guy. They're still looking for them. And the rest of the money _____ yet.

5 TRY IT YOURSELF

A PAIRS Choose one of the crimes. Work together to create a story about it. Take notes.

Jewelry Store Robbery—
Hundreds of diamonds stolen!

Escape from Newton Jail—
Police searching for 7 prisoners

What happened?	What hasn't happened yet?

B GROUPS Meet with another pair to tell your stories. Ask and answer questions about what has and hasn't happened yet.

A: Have the robbers been caught yet?
B: No, they haven't. The police have interviewed some witnesses, but they haven't found the suspects yet. And the diamonds haven't been found, either.

C EVALUATE Share your stories with the class. Who told the most interesting story? Why?

☐ I CAN TALK ABOUT LAW AND ORDER.

LESSON 1 TALK ABOUT PEOPLE'S CLOTHES



ED MILLER
@EdM
Watching the red carpet interviews. There are some pretty interesting outfits this year!

1 VOCABULARY Clothing verbs and adjectives

A ▶07-01 **Listen and repeat.**

Verbs related to clothing


zip up

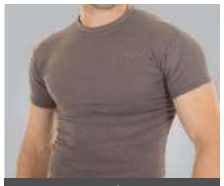

take off


put on


tie


button

Adjectives to describe clothing


tight

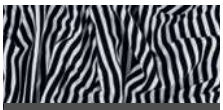

loose


long-sleeved


short-sleeved


sleeveless


floral


striped


plaid


polka-dotted


solid blue

B **Write short answers to the questions.**

1. Did you zip up a clothing item this morning? Which one? _____
2. What clothing item do you take off first when you get home? _____
3. Is anyone in your class wearing something floral, striped, or plaid? _____
4. Do you prefer wearing tight clothing or loose clothing? _____
5. Do you prefer wearing long-sleeved, short-sleeved, or sleeveless shirts? _____

C PAIRS **Ask and answer the questions in 1B.**

2 GRAMMAR Reduced defining relative clauses

Relative clauses with *be* + verb + *-ing* can be shortened by deleting *who* or *that* and the verb *be*.

Full	I see a guy	**who is** tying his shoe	over there.
Reduced		tying his shoe	
Full	Do you know the woman	**that is** talking to Maria?	
Reduced		talking to Maria?	
Full	The people	**who are** standing in the back	look bored.
Reduced		standing in the back	
Full	He bumped into a woman	**who was** holding a glass.	
Reduced		holding a glass.	

>> FOR PRACTICE, GO TO PAGE 143

3 PRONUNCIATION

A ▶07-02 Read and listen to the pronunciation note.

B ▶07-03 Listen. Notice the emphatic stress on the words with capital letters.

Her dress is GORgeous! Of COURSE I am.

C ▶07-04 Listen. Underline the words with emphatic stress. Then listen again and repeat.

A: Aren't you freezing in that light jacket? It's cold.

B: Yes, but it was warm when I left home. The weather is crazy.

Emphatic stress

Sometimes we want to emphasize a word to show a strong feeling or to focus on a difference. To do this, we use very strong stress to emphasize the word. The word should be longer and louder than other words. The voice is usually high over the stressed syllable.

4 CONVERSATION



A ▶07-05 Listen or watch. What are they talking about?

B ▶07-06 Listen or watch again. Answer the questions.

1. What is Stella Davina wearing?
2. What does Amanda Morgan do in the video Paula is watching?
3. What does Ed realize about Paula's video?

C ▶07-07 FOCUS ON LANGUAGE Listen. Complete the conversation.

Paula: Who is that woman _____ ?
Her dress is gorgeous.

Ed: Uh, which one?

Paula: The blonde woman _____
the guy in the plaid jacket.

Why does Paula like awards shows? Do you like awards shows? Why or why not?

5 TRY IT YOURSELF

A THINK Student A: Write names for Picture A. Student B: Write names for Picture B.





_____ _____

B PAIRS Ask and answer questions about the people in your partner's picture. Student A: Ask about the person by describing something he or she is doing. Student B: Ask a question to be sure you understand. Then write the names.

A: Who's the woman wearing the floral dress?
B: The one holding a microphone?
A: Yeah.
B: That's Kay. K-A-Y.

C EVALUATE Tell the class your opinion of the people's clothing.

I CAN TALK ABOUT PEOPLE'S CLOTHES.

LESSON 2 TALK ABOUT CLOTHING REPAIRS



ED MILLER
@EdM
I never realized how complicated photo shoots are!

1 VOCABULARY Clothing repair

A Look at the clothing facts. What do you do with old clothes? Do you repair them? Recycle them? Throw them away?

OUR CLOTHING BY THE NUMBERS

- It takes 700 gallons of water to make one cotton shirt.
- Clothes can take up to 40 years to decompose.*
- Shoes can take up to 1,000 years to decompose.
- 95% of clothing can be recycled.
- 70% of people in the world wear used clothing.

*be slowly destroyed by a natural process; break down

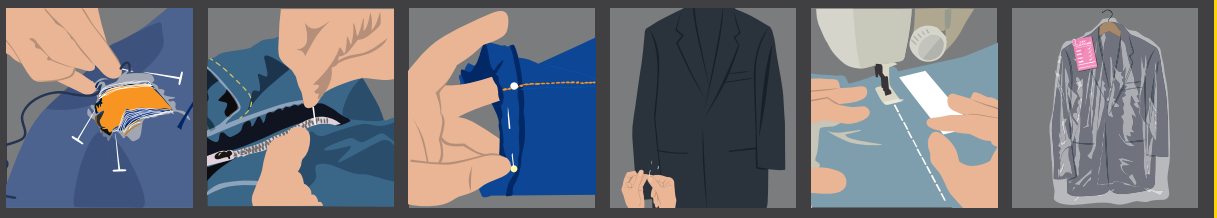
B ▶07-08 Read the advertisement. Then listen and repeat the vocabulary words.

Do your clothes need repair?

If it's too loose, we can **take** it **in**.

If it's too tight, we can **let** it **out**.

We can:



repair holes | **replace zippers** | **hem pants** | **lengthen sleeves** | **do other sewing** | and **dry clean**!

C PAIRS Talk about the tailor's services. Are they difficult to do? Would you do these things yourself or pay someone else to do them?

A: I think hemming pants is easy. I've done it myself, but I've never paid for it.
B: I don't know how to replace a zipper. I would pay someone to do it, or ask my aunt.

2 GRAMMAR Passive causatives

Use passive causatives to talk about having things done by other people.

	Get / have	Subject	Participle	
They need to	**get**	the light	fixed.	
Did you	**get**	your suit	dry cleaned?	
I hope the models	**have**	their makeup	done	on time.
Note: Causatives *get* and *have* mean the same thing.				

>> FOR PRACTICE, GO TO PAGE 144

3 CONVERSATION SKILL

A ▶07-09 **Read the conversation skill. Listen. Notice how the speakers accept compliments.**

1. A: Did you get your hair cut? It looks great!
   B: That's so nice. Thank you.
2. A: You're an excellent artist.
   B: Thanks! That's kind of you to say.

Accept compliments

Use expressions like these to accept a compliment. You can say *thanks* or *thank you* before or after these expressions.

That's sweet of you.
That's kind of you to say.
That's so nice.

B **Complete the compliments. Then take turns saying them to a partner and accepting them. Use the language from the conversation skill box.**

1. You're an excellent _____ .
2. Where did you buy that _____ ? It's really nice.
3. You're very _____ .

4 CONVERSATION



Do you think Leti is upset about things not being ready for the photo shoot? Have you ever had a problem because someone wasn't prepared? How did you react?

A ▶07-10 **Listen or watch. What are they talking about?**

a. what happened at the photo shoot
b. why the photo shoot is happening Wednesday
c. where they are going to find different models

B ▶07-11 **Listen or watch again. Answer the questions.**

1. What compliment does Ed give to Leti?
2. What's the problem with the room?
3. What are Ed and Leti going to do later?

C ▶07-12 FOCUS ON LANGUAGE **Listen. Complete the conversation.**

Leti: Let's see … Mindy's skirt is too loose, so we need to _____ . John spilled something on his jacket, so we need to _____ . Marta broke the zipper on her pants, so we need to _____.

Ed: Oh, boy.

5 TRY IT YOURSELF

A THINK **Make a list of four clothing items (real or imaginary) that you want to have fixed.**

B ROLE PLAY **Student A: You're the customer. Explain to the tailor what the problem is and what you want done. Student B: You're the tailor. Tell the customer whether you can make the repair and how much it will cost.**

A: I need to get these pants hemmed.
B: I can do that. It will be $10.

C ANALYZE **Share the clothing problems with the class. Talk about whether you would really have the items repaired, repair them yourself, or throw them out and why.**

☐ I CAN TALK ABOUT CLOTHING REPAIRS.

LESSON 1 TALK ABOUT A CONVERSATION



ED MILLER
@EdM
New York is a big city but a small world. You'll never guess who I ran into today!

1 VOCABULARY Explaining and arguing

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



an excuse



a suggestion



an idea



an explanation



a disagreement



a complaint



a point

B ▶10-02 Listen to the conversations. Complete the sentences with the words in 1A.

1. The student has a good _____ .
2. The customer has _____ .
3. The salesperson has _____ .
4. The woman thinks the man has _____ .
5. The woman has _____ .
6. The teacher is giving _____ .
7. They are having _____ .

C PAIRS Choose three of the things in 1A and tell your partner an example from your life.

I had an excuse when I was late for work last week. My car broke down.

2 GRAMMAR Embedded *yes / no* questions

Report a *yes / no* question by embedding it in a sentence with a form of the verb *ask* + *if* or *whether*.

Direct *yes / no* question		Embedded question		
		If / whether	**Subject**	**Verb**
Are you enjoying your job?	She asked (me)	**whether**	**I**	**was enjoying** my job.
Do you have any suggestions?	He asked (us)	**if**	**we**	**had** any suggestions.
Can you give me an explanation?	She asked (them)	**whether**	**they**	**could give** her an explanation.
Note Use statement word order in the embedded question.				

>> FOR PRACTICE, GO TO PAGE 152

3 CONVERSATION SKILL

Accept an apology

Use phrases like these to accept an apology:

That's OK.	*No harm done.*
It's all right.	*Don't worry about it.*
No problem.	*I understand.*

A ▶10-03 **Read the conversation skill. Listen. Notice how the speaker accepts the apology.**

1. A: I'm so sorry about that!
   B: That's OK. No harm done.
2. A: Please accept my apology.
   B: It's all right. I understand.

B PAIRS **Use the sentences to apologize. Take turns accepting the apologies. Use the language from the conversation skill box.**

1. I'm so sorry I'm late!
2. Please accept my apology. I had an emergency at home, and I forgot our appointment.
3. I feel terrible I forgot your birthday! I'm so sorry!



4 CONVERSATION

A ▶10-04 **Listen or watch. What are they talking about?**

a. Ed's problems at work
b. Ed's conversation with Pam
c. Ed's new job

B ▶10-05 **Listen or watch again. Answer the questions.**

1. How does Pam feel about law school?
2. What plan did Ed and Pam make?
3. Why doesn't Ed know Pam well?

C ▶10-06 FOCUS ON LANGUAGE **Listen. Complete the conversation.**

Ed: Oh, and she asked _____ with the new website. I told her we'd only gotten a few complaints.

Ahmet: Just a few!

Ed: Yeah. I told her that we're working on it. And I asked _____ for working with Charles.

What do Ahmet and Ed think about Pam? What do they think about Charles? What makes someone a good co-worker or classmate?

5 TRY IT YOURSELF

A THINK **Think about a time when you saw or talked to someone you hadn't seen in a long time. What did you talk about? What questions did you ask? What questions did the person ask you? Make a list.**

B PAIRS **Tell a partner about your conversation.**

I saw an old friend of mine in a café the other day. I asked if she still lived near here. She asked me whether I had quit my job.

C ANALYZE **Tell the class about your conversation. Did any of the conversations include a complaint, a suggestion, or an explanation?**

☐ I CAN TALK ABOUT A CONVERSATION.