StartUp

GSE Global Scale of English

B2 56-66

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Pearson

Language Center

LESSON 2 SUMMARIZE THE PLOT OF A MOVIE OR TV SHOW



OSCAR BLANCO
@OscarB

Anybody know why the movie *Titanic* was so popular? Am I the only person in the world who has never seen it?

1 VOCABULARY
Elements of a movie or TV show

A Look at the photo and read the caption. What information is new to you?



The movie *Titanic* cost **$200 million** to make. Filming the movie was **more expensive than building the original ship,** which cost **$7.5 million** in **1912.** The movie **earned $2.18 billion,** making it one of the **most successful** movies in history.

B 01-07 Listen. Then listen and repeat.

a narrator: the person who tells a story
a plot: the story that is told in a book, movie, TV show, or play
a setting: the place and time a story happens
a role: a character in a story
a scene: a short part of a movie, TV show, or play
dialog: the conversation between characters in a story
a soundtrack: the music that is played during a movie or TV show
a special effect: an unusual image or sound that occurs in a movie or TV show
cinematography: the skill or art of movie photography

C 01-08 Listen. Which movie element is each speaker describing? Use words from 1B.

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

D PAIRS Name a movie or TV show for each category. Say why you chose it.

Best Soundtrack _____	**Most Beautiful Cinematography** _____	**Scariest Setting** _____
Most Imaginative Plot _____	**Most Romantic Dialog** _____	**Most Interesting Special Effects** _____

2 GRAMMAR *What* clauses for emphasis

Start sentences with *what* clauses to emphasize the topic or main point.

***What* clause**	***Be***	**Topic or main point**
What I like best	is	the dialog.
What amazes me		
What she didn't love	was	
What impressed them		

Note: The noun or pronoun in the *what* clause can be the subject or object:
Subject: *What **Mary** likes best is the acting.* **Object:** *What amazed **Mary** was the acting.*

>> FOR PRACTICE, GO TO PAGE 126

3 PRONUNCIATION

What clauses

There is usually a pause after a *what* clause that begins a sentence. The topic following the *what* clause usually has the main stress. *What I liked best/ was the **plot**.*

A ▶01-09 Read and listen to the pronunciation note.

B ▶01-10 Listen. Notice the pause and main stress in each sentence. Then listen and repeat.

1. What I like best/ is the **soundtrack**.
2. What amazed me/ was the **dialog**.
3. What confused me/ was the **plot**.
4. What impressed me/ was the narrator's **voice**.

C ▶01-11 Listen. Place a slash (/) where you hear a pause. Place a large dot over the topic.

1. What I liked best was the food.
2. What impressed Marco was the band.
3. What surprised Nora was the setting.
4. What she didn't like was the music.

D PAIRS Practice the sentences in 3C. Then describe what you liked most or least about a festival, movie, or concert you saw recently.

What I liked most about the movie/ was the acting.

4 CONVERSATION



A ▶01-12 Listen or watch. What do Hana and Oscar talk about?

B ▶01-13 Listen or watch again. Answer the questions.

1. What movie has Oscar never seen before?
2. What does Hana like best about the movie?
3. Why does Hana like the movie's two stars?
4. How do Oscar and Hana summarize the movie?

Do you think Hana did a good job summarizing the movie? Why or why not? Think about the elements in 1B that are important to include when you summarize a movie.

C ▶01-14 FOCUS ON LANGUAGE Listen or watch. Complete the conversation.

Hana: The _____ of the movie is the *Titanic* in the year 1912, so that part is real. But it's not a documentary—it's a love story.

Oscar: Oh.

Hana: _____ is the main character, Rose. She's played by two different actresses.

Oscar: Really?

Hana: Yep. We first see Rose as an old woman in 1996. She's the _____ of the story and one of the last living survivors of the *Titanic*.

5 TRY IT YOURSELF

A THINK What movie or TV show do you think other people should watch? Why? Take notes about each of the elements of the movie or TV show in the box.

title	stars	setting	plot	soundtrack	favorite scene	what I like best about it

B PAIRS Student A: Summarize the movie or TV show from 5A. Student B: Ask questions to get more information. Use the conversation in 4C as an example.

C TAKE A POLL List the movies and TV shows from 5A. Which are the most popular in the class? Least popular?

☐ I CAN SUMMARIZE THE PLOT OF A MOVIE OR TV SHOW.

LESSON 2 DISCUSS TAKING OUT A LOAN



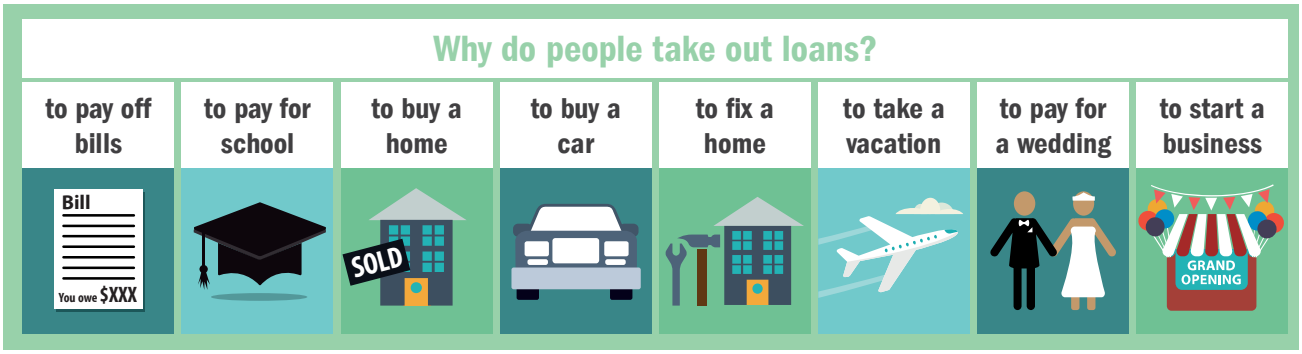
PABLO PIÑEDA

@PabloP

Looking forward to getting my first car! So much research to do!

1 VOCABULARY Language for loans

A Look at the infographic. Do any of the reasons for taking out a loan surprise you? Why?



B ▶02-06 Listen. Then listen and repeat.

Loan verbs

take out: to get something in an official way, such as a loan

shop around: to check a lot of places for the best price or deal

qualify: to have the right to have or do something

be turned down: to not be accepted for something

pay off: to give back the money that you owe for something

be approved: to get official permission to do something

Loan nouns

an interest rate: the extra amount that a bank charges when you borrow money

a credit score: a number that shows how likely you are to pay back borrowed money

a credit history: a record of how often you have borrowed money and paid it back

a down payment: the first, usually large, amount of money you pay for something, with the rest to be paid later

C ▶02-07 Listen. What loan language is being talked about? Write words from 1B.

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

2 GRAMMAR Past unreal conditional

Use the past unreal conditional to talk about untrue or imagined situations and their results in the past. We can use it to say how someone could have gotten better results.

Result clause				*If*-clause			
	Modal	***Have* + past participle**		***If***		**Past perfect**	
You	might could would	have gotten	a better interest rate	if	you	had gone	to a different bank.

Note: Use *might* or *could* in the result clause when you are uncertain of the result. Use *would* in the result clause when you are certain.

>> FOR PRACTICE, GO TO PAGE 129

3 PRONUNCIATION

A ▶02-08 Read and listen to the pronunciation note.

B ▶02-09 Listen. Notice the reduction of *have* to /əv/ and the blending and stress in past modals. Then listen and repeat.

1. I would have **gotten** a loan if my credit score had been better.
2. Pablo might have **bought** that car if the price had been lower.
3. Lisa **couldn't** have **taken** out a loan.

C ▶02-10 Listen and complete the sentences. Then listen again and repeat.

1. I _____ the down payment without my parents' help.
2. Pablo _____ to take the bus if he hadn't bought a car.
3. The bank _____ the loan if you hadn't had a full-time job.
4. If Nora had qualified for a loan, she _____ her own business.

Blend past modals

The auxiliary *have* is reduced to /əv/ and is linked to the preceding past modal like *could*, *would*, and *might*. When the past modal is affirmative, stress the past participle and reduce *have* to /əv/. When the past modal is negative, stress the past participle and the modal and reduce *have* to /əv/.

4 CONVERSATION



A ▶02-11 Listen or watch. What is Pablo having trouble with?

B ▶02-12 Listen or watch again. Answer the questions.

1. Why does Pablo want to buy a used car?
2. What advice does Gina give Pablo?
3. What does Pablo plan to do this weekend?

C ▶02-13 FOCUS ON LANGUAGE Listen or watch. Complete the conversation.

Pablo: I'm having a little trouble getting a loan.

Gina: Oh, that's too bad.

Pablo: It turns out I have a great credit score, but I don't have much _____ . I've only had a credit card for a few years, and I've never needed to borrow a lot of money before.

Gina: So they _____ for the loan?

Pablo: Well, no. But the guy at the car dealership said that if my overall credit had been better, I _____ qualified for a lower interest rate.

Do you think Pablo will get a better deal on his car loan? Why or why not?

5 TRY IT YOURSELF

A THINK Which of these loans would be the best for Pablo? Why?

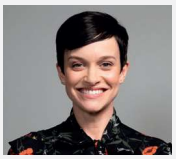
Loan 1	Loan 2	Loan 3
Down payment: $1,000	Down payment: $3,000	Down payment: $2,000
Interest rate: 6 percent	Interest rate: 4 percent	Interest rate: 8 percent
Length of loan: 5 years	Length of loan: 4 years	Length of loan: 3 years

B PAIRS Discuss your ideas. Do you have the same opinion?

C TAKE A POLL What do most people think? Why?

☐ I CAN DISCUSS TAKING OUT A LOAN.

LESSON 2 DESCRIBE INJURIES AND REPORT ADVICE



GINA CLARK
@GinaC
You won't believe this. Now I'm at the hospital with my sister. What a day!

1 VOCABULARY Injuries and treatments

A 03-09 Listen. Then listen and repeat.

Injuries


pull a muscle


sprain an ankle


dislocate a shoulder


fracture an arm

Treatments


put ice on it


apply compression to it


elevate it


rest it


wear a cast


wear a sling


wear a brace


use crutches

B PAIRS Which of these injuries have you or someone you know had? How did you or someone you know treat them? Use words from 1A.

2 GRAMMAR Reporting advice: Review and expand

Common verbs for reporting advice include *say*, *tell*, *recommend*, and *suggest*.

***Say* and *tell* can be followed by an infinitive.**

Subject	Verb	Object	(*Not*)	Infinitive	
The doctor	said		(not)	to take	medicine.
	told	me		to go	to work.

***Say* and *tell* can also be followed by a *that* clause.**

Subject 1	Verb	Object	(*That*)	Subject 2	
The doctor	said		(that)	I	shouldn't go to work.
	told	me			

Note: Do not use an object after *said*, but always use an object after *told*.

***Suggest* and *recommend* can be followed by a *that* clause.**

Subject 1	Verb	(*That*)	Subject 2	Base form of the verb	
The doctor	suggested	(that)	I	take	some medicine.

Note: With *suggest* and *recommend*, use the base form of the verb in the *that* clause for all subjects: *The doctor suggested/recommended that he/she (not)* ***take*** *the medicine.*

***Suggest* and *recommend* can also be followed by a gerund.**

Subject	Verb	(*Not*)	Gerund	
The doctor	recommended	(not)	going	to work.

>> FOR PRACTICE, GO TO PAGE 132

3 CONVERSATION SKILL

A 03-10 Read the conversation skill. Listen. Notice that Speaker B responds to bad news by showing concern and asking a question.

1. A: John was just taken to the hospital.
   B: Oh, no. What happened?
2. A: There was a big accident today.
   B: That's terrible. Did anyone get hurt?

B PAIRS Practice the conversations.

Respond to bad news

Respond to bad news by showing concern and asking for more information.

Showing concern	Asking for more information
Oh, no.	*What happened?*
That's terrible.	*Is everyone OK?*
I'm sorry to hear that.	*What did the doctor say?*
Uh-oh.	*Did anyone get hurt?*

4 CONVERSATION



A 03-11 Listen or watch. Why does Gina call Michael?

B 03-12 Listen or watch again. Answer the questions.

1. What injury did Michael have a couple of years ago?
2. What was the treatment for Michael's injury?
3. How is Gina feeling now?
4. Is Gina going to go to work tomorrow? Why or why not?

What can Gina do to help her sister right now and tomorrow?

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

Michael: What happened to your sister?

Gina: She fell on the stairs going up to my house and hurt her ankle. It looked really bad, so I brought her to the hospital right away.

Michael: _____ ! Has she seen a doctor yet?

Gina: Yeah, she had X-rays, and the doctor told her it's just _____ . It's not fractured or broken.

Michael: That's good.

Gina: He just _____ that she needs to stay off it as much as possible.

5 TRY IT YOURSELF

A THINK What injury have you or someone you know had that resulted in a visit to the doctor? Complete the chart.

Who was injured?	
What was the injury?	
How did the injury happen?	
What did the doctor say?	

B ROLE PLAY Student A: Tell your partner about the injury. Student B: Respond to the bad news and ask about the doctor's advice. Use the conversation in 4C as an example.

C REPORT Tell the class about the injury and advice your partner talked about.

☐ I CAN DESCRIBE INJURIES AND REPORT ADVICE.

LESSON 1 TALK ABOUT PARK RULES



OSCAR BLANCO

@OscarB

I got really mad at these other hikers on the trail. Some people just have no respect for nature.

1 VOCABULARY *Park rules*

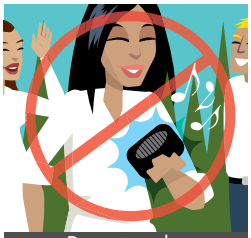
A ▶04-01 Listen. Then listen and repeat.



Do not litter.



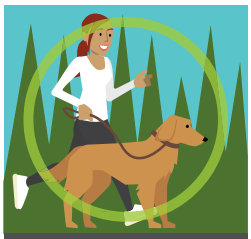
Do not leave fires unattended.



Do not make excessive noise.



Do not feed the wildlife.



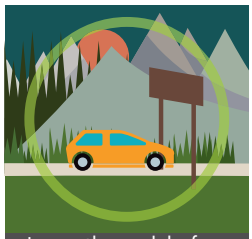
Keep pets on a leash.



Stay on the trails.



Store food in animal-proof containers.



Leave the park before dark.

B ▶04-02 Listen. Circle the rule that is being broken.

1. Stay on the trails. / Leave the park before dark.
2. Keep pets on a leash. / Do not make excessive noise.
3. Stay on the trails. / Store food in animal-proof containers.
4. Leave the park before dark. / Do not make excessive noise.
5. Do not litter. / Do not feed the wildlife.
6. Store food in animal-proof containers. / Keep pets on a leash.
7. Do not feed the wildlife. / Do not leave fires unattended.
8. Do not leave fires unattended. / Do not litter.

C PAIRS What could happen if people don't follow the rules in 1A?

2 GRAMMAR *Be supposed to*

We use *be supposed to* and the base form of the verb to talk about rules and expectations.

Subject	*Be*	(*Not*)	*Supposed to*	Base form of the verb	
I	am / was	(not)	supposed to	stay	on the trails.
You	are / were				
She	is / was				

Notes

- Use *be supposed to* only with the simple present or simple past.
- Affirmative statements in the past suggest that something didn't happen:
  She was supposed to stay on the trails. (But she didn't.)
- Negative statements in the past suggest that something did happen:
  She wasn't supposed to feed the animals. (But she did.)

>> FOR PRACTICE, GO TO PAGE 134

3 PRONUNCIATION

A ▶04-03 Read and listen to the pronunciation note.

> **Supposed to**
>
> *Supposed to* is pronounced /səpoʊztə/. Informally, it can also be pronounced as a blend: /spoʊztə/. The first vowel is dropped and the verb sounds like a one-syllable word: /spoʊz/.

B ▶04-04 Listen. Notice how *supposed to* is pronounced. Then listen and repeat.

/səpoʊztə/	/spoʊztə/
You're supposed to stay on the trails.	You're supposed to leave before dark.
You're not supposed to litter.	You're not supposed to feed the animals.

C PAIRS Talk about rules at home, school, or work. Use *supposed to*.

4 CONVERSATION



Do you think Oscar will go hiking again?

A ▶04-05 Listen or watch. What are Oscar and Elena talking about?

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

1. Where did some hikers leave their trash?
2. What are hikers supposed to do with their trash?
3. What did Oscar see at the end of the trail?
4. What made the whole trip worthwhile for Oscar?

C ▶04-07 FOCUS ON LANGUAGE Listen or watch. Complete the conversation.

Elena: Hey, Oscar. I heard you went hiking last weekend. How was it?

Oscar: Well, the mountains were really beautiful, but some of the people there really made me mad.

Elena: What do you mean?

Oscar: Well, this other group of hikers went off into a conservation area to take selfies. You're _____ to stay on the _____.

Elena: I guess they weren't aware of the rules.

Oscar: Yeah, or they just didn't care. There were signs everywhere telling people to keep out, but they went in anyway.

5 TRY IT YOURSELF

A THINK Think of a time when someone broke the rules in a park or other outdoor area. What did the person do? Take notes.

B PAIRS Student A: Tell your story about someone who broke the rules. Use the information in 5A. Student B: Ask questions. Use the conversation in 4C as an example.

C REPORT Tell the class about your partner's story. Who had the worst experience? What rules were broken more often than others?

☐ I CAN TALK ABOUT PARK RULES.

LESSON 2 TALK ABOUT OUTDOOR ACTIVITIES



OSCAR BLANCO
@OscarB

Some of my co-workers take such adventurous vacations. I need to make time for things like that.

1 VOCABULARY Outdoor activities

A 04-08 Listen. Then listen and repeat.


soak in a hot spring

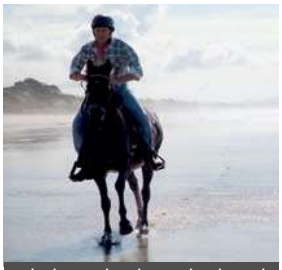

bike along mountain cliffs


raft on the rapids


paddleboard along the shore


zipline through a rain forest


snorkel along a coral reef


ride horseback on the beach


take a boat to a waterfall

B 04-09 Listen. Which activity is the speaker describing? Write words from 1A.

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

C PAIRS Which activities in 1A would you try? Which wouldn't you try? Why?

2 GRAMMAR Future continuous

We use the future continuous to talk about actions that will be in progress at a specific time in the future.

Statements

Time phrase	Subject	*Will / won't*	*Be*	Present participle	
Next week,	I	will / won't	be	soaking	in a hot spring.
	they	will / won't			

Questions

	Will	Subject	*Be*	Present participle		Time phrase
	Will	you	be	soaking	in a hot spring	next week?
What	will	she		doing		next week?

Notes

- The future continuous is often used to talk about future plans and intentions.
- Only action verbs can be used as the present participle in the future continuous: *walking, running, snorkeling, riding,* etc. NOT: *be, know, sound, belong, like,* etc.

>> FOR PRACTICE, GO TO PAGE 135

3 CONVERSATION SKILL

Maintain a conversation by asking questions

You can keep a conversation going by asking *yes/no* questions and information questions to make the speaker give more details. Information questions often ask *who*, *what*, *when*, *where*, *why*, or *how*.

A 04-10 **Read the conversation skill. Listen. Notice how Speaker B keeps the conversation going by asking a question.**

1. A: I'm thinking about taking a long trip next year.
   B: Where do you want to go?
2. A: We hiked up to the top of the volcano.
   B: Did it take a long time?

B 04-11 **Listen. Circle the question you hear.**

1. a. Where are you going?
   b. Will you be going to Machu Picchu?
2. a. Are you excited?
   b. Where are they going to take you?



4 CONVERSATION

A 04-12 **Listen or watch. What does Elena tell Oscar about?**

B 04-13 **Listen or watch again. Answer the questions.**

1. How long will Elena be in Costa Rica?
2. Who is Elena going to Costa Rica with?
3. What will Elena be doing during her vacation?
4. What do Elena and Oscar agree about at the end of the conversation?

Does Elena sound like a fun person to travel with? Why or why not?

C 04-14 FOCUS ON LANGUAGE **Listen or watch. Complete the conversation.**

Oscar: I saw your email about taking some time off. Are you going anywhere special?

Elena: Haven't you heard? By this time next week, my friends and I will be _____ through the rain forest, or maybe snorkeling along a(n) _____ .

Oscar: Whoa, _____ are you going to do all those things?

Elena: Costa Rica. We're flying in to the capital and then driving out to the coast.

Oscar: Cool!

5 TRY IT YOURSELF

A THINK **Imagine you are taking a vacation next month. Complete the chart.**

Where I'll be going	What I'll be doing

B PAIRS **Student A: Talk about your vacation plans. Student B: Maintain the conversation by asking questions. Use the conversation in 4C as an example.**

C REPORT **Tell the class about your partner's plans. Who is planning the most interesting vacation?**

☐ I CAN TALK ABOUT OUTDOOR ACTIVITIES.

LESSON 2 TALK ABOUT TECHNOLOGY SOLUTIONS



MICHAEL STEWART
@MichaelS

Ugh. Technology. Is it me or does it always go wrong at the worst time? Sometimes I think we'd be better off without it.

1 VOCABULARY Technology solutions

A 05-09 Listen. Then listen and repeat.

reset: to change something like a password or control so that it is ready to use again
recharge: to put a new supply of electricity into a battery
reboot: to start a computer after it has stopped working
install: to add software to a computer so it is ready to use
restore: to return a control setting to its original state
replace: to get something new to put in place of something old or broken
reconnect: to establish a connection to something like a server again
uninstall: to remove a software program from a computer

B Label the pictures with words from 1A.



1. _____
a setting



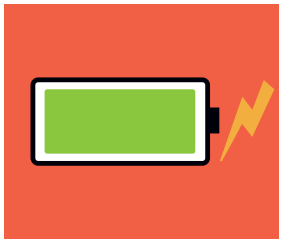
3. _____
a device



5. _____
a program



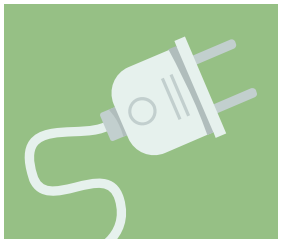
7. _____
to a network



2. _____
a battery



4. _____
antivirus software



6. _____
a power cord



8. _____
a password

C PAIRS Compare answers.

2 GRAMMAR *Need* with gerunds and passive infinitives

Need can be followed by a gerund or a passive infinitive. The meaning is the same in both cases.

***Need* + gerund**			***Need* + passive infinitive**		
Subject	***Need***	**Gerund**	**Subject**	***Need***	**Passive infinitive**
The battery	needs	charging.	The battery	needs	to be charged.
Our employees	need	training.	Our employees	need	to be trained.

>> FOR PRACTICE, GO TO PAGE 138

3 CONVERSATION SKILL

A ▶05-10 Read the conversation skill. Listen. Notice how Speaker B reassures Speaker A.

1. A: My computer screen has frozen, and I haven't saved my files. I may have lost everything.
   B: It shouldn't be a problem. We can recover your files.
2. A: I think my computer might have a virus.
   B: Don't worry. I can get rid of it for you.

B PAIRS Practice the conversations.

Reassure someone

When someone has a problem or is feeling worried, you can use expressions like these to help them feel better:

Don't worry. *It's not a big deal.*
It's nothing to stress over. *This shouldn't be a problem.*
I've seen worse. *Not a problem!*



4 CONVERSATION

A ▶05-11 Listen or watch. What problems does Michael report to Amy?

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

1. How does Michael feel when he sees Amy?
2. Why doesn't Amy think that the computer has a virus?
3. What is the last step Amy recommends to Michael?
4. How does Michael feel when Amy leaves? Why?

Does Amy seem helpful? What does she do to show she knows what she is doing?

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

Michael: I restarted my computer, and everything looked fine, but now my presentation won't load. What do you think is wrong?

Amy: Hmm...Let me take a look.

Michael: Sure.

Amy: Well, _____ a big deal. Some of your settings just _____to be _____ . It'll only take a few minutes.

5 TRY IT YOURSELF

A THINK Imagine you have a technology problem with your phone. What is the best solution for it? Complete the chart.

Problem	Solution

B ROLE PLAY Student A: Report your technology problem to Student B. Student B: Tell Student A what needs to be done. Make sure you reassure Student A first. Use the conversation in 4C as an example.

C REPORT Tell the class about your partner's problem and solution. Does anyone else have any advice?

☐ I CAN TALK ABOUT TECHNOLOGY SOLUTIONS.

LESSON 2 TALK ABOUT TRAVEL MEMORIES



ELENA RUBIO
@ElenaR

What's the safest form of transportation? Surprise! It's the airplane, followed by the bus, subway, train, ferry, car, and motorcycle.

1 VOCABULARY
Train and car travel terms

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

Train travel terms
the tracks: two metal lines along which trains travel
a delay: a situation in which someone or something is made to wait
on time: at the right time, and not early or late
a car: one of the connected parts of a train that people sit in
on board: on a train, ship, or plane

Car travel terms
a road trip: a long journey you take in a car, usually with friends
a breakdown: when a car stops working during a trip and must be fixed
a roof rack: a frame attached to the top of a car that allows you to store things
a trunk: the part at the back of a car where you can put bags and other large things
the brakes: the equipment that makes a car slow down or stop

B ▶07-08 Listen. Which travel term is the speaker describing? Write a word or phrase from 1A.

1. _____ 4. _____ 7. _____ 9. _____
2. _____ 5. _____ 8. _____ 10. _____
3. _____ 6. _____

C PAIRS What are the differences between train travel and a road trip?

2 GRAMMAR Past habits with *would / used to*: Review and expand

We can use *would* and *used to* to talk about habits that don't happen anymore.

	Subject	*Would / used to*	Base form of the verb	
When I was a child,	I	would / used to	travel	by train.
As a child,	you	didn't use to		

Notes

- When we talk about the past, *would* often has the same meaning as *used to*. However, *would* can only be used for past habits, while *used to* can be used for past habits, states, and situations. The simple past can also be used for past states and situations: *Sam used to be a pilot. / Sam was a pilot.* NOT: ~~*Sam would be a pilot*~~.
- When we talk about past habits, it is clearer to start by using *used to* rather than *would* so the listener is sure we're talking about the past.
- Use *use to* instead of *used to* for questions and negative statements with *did*: *Did…use to…?* or *I didn't use to…*
- We often use *would* instead of *used to* or the simple past when talking about happy memories.
- Use the simple past to talk about past events that happened only once.

>> FOR PRACTICE, GO TO PAGE 144

3 CONVERSATION SKILL

A ▶07-09 Read the conversation skill. Listen. Notice that Speaker B responds by showing strong agreement.

1. A: I heard you went to Vancouver last summer. That must have been fun.
   B: Definitely! It's one of my favorite cities in the world.
2. A: I love it when the train isn't that crowded.
   B: I couldn't agree more. It's much easier to get work done.

Show strong agreement

You can show that you strongly agree with someone by using one of the following expressions:

More informal	More formal
Definitely!	*I couldn't agree more!*
Totally!	*You're absolutely right!*
No question!	
For sure!	

B PAIRS Practice the conversations in 3A.

4 CONVERSATION



A ▶07-10 Listen or watch. What do Gina and Elena mainly talk about?

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

1. Where is Elena going next week?
2. What does Elena ask Gina?
3. What did Elena use to do every summer with her family in Peru?
4. What does Elena remember the most about her childhood trips?

Do you think Elena will decide to take the train or drive to Philadelphia? Give reasons.

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

Gina: When I was a kid, my family _____ take the train to visit my grandparents in Chicago every year.

Elena: Whoa! From New York? That must have been a long trip!

Gina: _____! It took about 24 hours each way. But it was a lot of fun. We'd play card games for hours. When we got hungry, we'd eat in the dining_____.

Elena: That does sound fun.

5 TRY IT YOURSELF

A THINK What is a trip you used to take? Complete the chart.

Where would you go?	
How would you get there?	
What would you do?	
What do you remember the most?	

B PAIRS Student A: Share your travel story. Student B: Respond with an expression from 3A when you strongly agree with something. Use the conversation in 4C as an example.

C REPORT Tell the class about your partner's travel story. Whose story is the most interesting? Whose is the funniest?

☐ I CAN TALK ABOUT TRAVEL MEMORIES.

LESSON 1 TALK ABOUT INTERACTING WITH PEOPLE



MICHAEL STEWART
@MichaelS
Just had a difficult meeting with a new client. May have to start over on this project.

1 VOCABULARY Ways of behaving

A 08-01 Listen. Then listen and repeat.

keep your cool: to stay calm and focused in a difficult situation
make fun of: to make unkind jokes about someone or something
lose your temper: to become very angry, usually suddenly
be hard on: to treat someone in an unfair way or be too strict
talk back: to answer a parent or a teacher in a rude way
raise your voice: to speak loudly because you are angry
overreact: to respond too strongly or emotionally to a situation
talk it over: to discuss something with someone to help you decide what to do
work it out: to find a solution to a problem by thinking about it carefully
deal with: to do something about a problem

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

Appropriate behavior	Inappropriate behavior

C PAIRS Talk about times when the words in 1A described your behavior.

2 GRAMMAR Modals for past regrets and possibilities

Use *should have* to talk about past regrets. Use *could have, may have,* and *might have* to talk about past possibilities.

Statements

Subject	Modal	(*Not*)	*Have*	Past participle	
I	should could may might	(not)	have	kept	my cool.

Questions

Modal	Subject	*Have*	Past participle	
Should Could	they	have	kept	their cool?

Notes

- In spoken English, we often use the contractions *should've*, *could've*, and *might've*.
- We also use contractions for the negative form of *shouldn't have* and *couldn't have*.
- We don't use a contraction for the negative form of *may not* or *might not*.
- We don't form questions with *may…have* or *might…have*.

>> FOR PRACTICE, GO TO PAGE 146

3 CONVERSATION SKILL

A 08-02 Read the conversation skill. Listen. Notice how the speaker acknowledges a mistake.

1. A: Did you send in your report yet?
   B: Oh. I have to admit that I forgot to turn it in. I'm so sorry!
2. A: Is this the right meeting room?
   B: No. I messed up. I booked the wrong one.

B PAIRS Practice the conversations in 3A.

Acknowledge a mistake

In addition to saying that we're sorry, we can use these expressions to admit that we made a mistake.

More informal	More formal
I messed up.	*That's my fault.*
That's on me.	*I have to admit that…*
I know I messed up.	*I take the blame for that.*

4 CONVERSATION



What do you think Michael learned from his experience?

A 08-03 Listen or watch. What do Michael and Elena talk about?

B 08-04 Listen or watch again. Answer the questions.

1. What is Michael doing when Elena greets him?
2. What happened after Michael sent the schedule?
3. Why did the client have a right to be angry?
4. Why does Elena say, "You live and learn"?

C 08-05 FOCUS ON LANGUAGE Listen or watch. Complete the conversation.

Michael: I had a tough meeting with a client this morning.

Elena: Oh?

Michael: Yeah, I was supposed to send him the schedule for our new project. I thought I'd emailed everything last week, but it was still in my drafts folder. He was furious.

Elena: Oh, no. So how'd you _____ it?

Michael: Of course, I apologized and promised to get him the information right away. I felt bad. I mean, I really _____. I _____ been more organized.

5 TRY IT YOURSELF

A THINK Read the scenarios. How could you handle these situations? Take notes.

1 Customer	2 Co-worker	3 Family member
An angry customer upset you and you lost your cool. The customer complained about you. What should you say to your manager?	A new co-worker asked for help, but you said you were too busy. Now, the co-worker isn't very friendly with you. What can you say to make the relationship better?	You and your cousin were joking around. Your cousin said something mean and you lost your temper. Now, your cousin isn't talking to you. What should you say to your cousin?

B PAIRS Discuss what you could have, should have, or might have done differently for each scenario and acknowledge your mistake.

C EVALUATE Discuss the different responses to the scenarios. Which ones are better than others?

☐ I CAN TALK ABOUT INTERACTING WITH PEOPLE.

LESSON 2 TALK ABOUT POSSIBLE CHANGES AT WORK



HANA LEE
@HanaL
Big meeting at work today. Wonder what it's all about.

1 VOCABULARY Employment terms

A 09-06 Listen. Then listen and repeat.

hire: to pay someone to do work
fire: to force someone to leave his or her job
promote: to give someone a more important job
retire: to stop working, usually because of old age
resign: to officially leave your job because you want to
lay off: to end someone's job because there is not enough work
transfer: to move someone from one job or department to another
eliminate: to completely get rid of something, like a specific job or role
assign: to give someone a particular job or responsibility

B Complete the chart with words from 1A.

Positive	Sometimes positive or negative	Negative

C PAIRS Discuss your answers in 1B. Explain your choices.

2 GRAMMAR Modals with the passive

We can use modals with the passive to talk about what is possible or expected in the near future.

Statements

Subject	Modal	(*Not*)	Passive		
			Base form of the verb	Past participle	
Some people	could should might	(not)	be	laid off.	
				assigned	to different teams.

Questions

Modal	Subject	Passive		
		Base form of the verb	Past participle	
Could Should Might	she	be	transferred	to a different department?

>> FOR PRACTICE, GO TO PAGE 150

3 PRONUNCIATION

Intonation in lists

Use *and* and *or* to join words into lists.
The voice usually rises on the first word(s) in the list and falls on the last word.
If the list can continue, use rising intonation and omit *and* or *or*: *Seoul, Lima, Beijing...*

A ▶09-07 Read and listen to the pronunciation note.

B ▶09-08 Listen. Notice the intonation in the lists. Then listen and repeat.

1. People could be transferred, assigned to new offices, or even laid off.
2. The company will invest more in product development, research, training…

C ▶09-09 Listen. If the list is finished, draw a downward arrow (↘). If the list could continue, draw an upward arrow (↗). Then listen and repeat.

1. Paris, Tokyo, New York _____
2. hiring, firing, promotions _____
3. resign, retire, transfer _____
4. directors, managers, employees _____

D PAIRS Practice the lists in 3B and 3C.



4 CONVERSATION

A ▶09-10 Listen or watch. What did Gina and Hana just learn?

B ▶09-11 Listen or watch again. Answer the questions.

1. Why does Hana think the meeting is interesting?
2. Why isn't Gina interested in working in another country?
3. Why does Hana think working in another country could be a good idea?
4. When could Hana and Gina be given more information about the changes?

How do you think Hana feels about the company changes? How about Gina?

C ▶09-12 FOCUS ON LANGUAGE Listen or watch. Complete the conversation.

Hana: Did you know about the new office opening up in Turkey?
Gina: No, I didn't. But I think it's a good idea. We do a lot of business there.
Hana: Do you think this will affect any of us?
Gina: Well, there'll be a lot of work for those of us in HR. New people will have to be interviewed, _____, and trained.
Hana: Do you think some people _____ transferred there, too?
Gina: It's possible.

5 TRY IT YOURSELF

A THINK Read the case studies. What changes could be made at each company? Take notes.

Case Study 1	Case Study 2
Company A wants to reorganize its staff to save money and make it more efficient.	Company B wants to expand to several new countries.

B PAIRS Share your ideas. Use the conversation in 4C as an example.

C COMPARE Tell the class about your ideas. Do most people agree? Does anyone have experience with company changes? What happened?

☐ I CAN TALK ABOUT POSSIBLE CHANGES AT WORK.

LESSON 2 TALK ABOUT GETTING AROUND A CITY



OSCAR BLANCO
@OscarB
Back in NY. You won't believe what happened to me on my way to work this morning.

1 VOCABULARY Verbs for getting around

A 10-07 Listen. Then listen and repeat.

rush: to move or do something quickly because you do not have much time
head out: to leave in a particular direction
get off: to leave a bus, plane, or train
get on: to enter a bus, plane, or train
pull into: to drive a car into a place to park
pull out of: to drive a car out of a place where it is parked
pull over: to drive to the side of the road and stop
be stuck: to not be able to move

B Label the pictures with words from 1A.



1. _____



3. _____



5. _____



2. _____



4. _____



6. _____

C PAIRS Explain how you get to school or work. Use words from 1A.

2 GRAMMAR Past perfect with adverbial clauses of time: Review and expand

We can use adverbial clauses of time to show when something in the past happened in relation to another event in the past. Adverbial clauses of time are introduced by time expressions such as *as soon as*, *when*, *before*, *by the time*, *after*, and *once*.

Adverbial clause of time				Main clause		
Time expression		**Simple past**			**Past perfect**	
By the time	I	arrived	at my friend's house,	everyone	had gone	home.
Time expression		**Past perfect**			**Simple past**	
After	I	had passed	a few stations,	I	knew	something wasn't right.

Notes
- Adverbial clauses are dependent clauses and cannot stand alone as a sentence.
- When an adverbial clause of time begins a sentence, use a comma to separate the clauses.
- Do not use a comma to separate the clauses when the adverbial clause of time comes after the independent clause.

>> FOR PRACTICE, GO TO PAGE 153

3 CONVERSATION SKILL

Introduce a popular opinion

We can introduce opinions that a lot of people share by saying things like:
Everyone says that…
It's a well-known fact that…
Most people think that…
I've heard from so many people that…

A 10-08 **Read the conversation skill. Listen to the conversations. Notice how one speaker introduces a popular opinion.**

1. A: Look how bad the traffic is today.
   B: Yeah, it's terrible. Everyone says that it gets worse this time of year.
2. A: I couldn't catch a cab this morning.
   B: Tell me about it. I've heard from so many people that it's faster to just take the bus.

B 10-09 **Listen and complete the conversations.**

1. A: The subway system here is fantastic! The trains are clean and they're always on time.
   B: Yep! _____ this city has the best subway system in the world.
2. A: I tried to take the new bridge this morning, but I got stuck in traffic for an hour.
   B: Oh. I'm sorry to hear that. _____ it's faster to take the old bridge.

C PAIRS **Practice the conversations in 3A and 3B.**



4 CONVERSATION

A 10-10 **Listen or watch. What do Oscar and Pablo mainly talk about?**

B 10-11 **Listen or watch again. Answer the questions.**

1. Why was Oscar late for his first meeting?
2. What transportation problem did Pablo have last winter?
3. What had happened by the time Pablo arrived at his friend's house?
4. How could Pablo's problem with getting around have been worse?

Do you think Oscar will make it to his meeting on time? Why or why not?

C 10-12 FOCUS ON LANGUAGE **Listen or watch. Complete the conversation.**

Oscar: _____ I had passed a few stations, I knew something wasn't right. So I _____ at the next stop, but then I couldn't cross over to the other platform.

Pablo: Ugh.

Oscar: I had to leave the station and cross the street. Of course, it took forever for the light to change.

Pablo: That's awful, but don't feel too bad. I've lived here for years, and I still have trouble with public transportation from time to time.

Oscar: Yeah, _____ this isn't the easiest city to get around in.

5 TRY IT YOURSELF

A THINK **Remember when you had a difficult time getting around somewhere. What happened? Take notes.**

B PAIRS **Share your experiences. Use the conversation in 4C as an example.**

C REPORT **Tell the class about your partner's experience. Who had the most interesting experience? Whose experience was the worst?**

☐ I CAN TALK ABOUT GETTING AROUND A CITY.