StartUp

GSE
A2+ 34–43

Ken Beatty, Series Consultant

Workbook

3

Pearson

CONTENTS

Unit 1 What's going on with you? 2

Unit 2 What do you think? 11

Unit 3 How was your weekend? 20

Unit 4 Would you like something to eat? 29

Unit 5 When can we meet? 38

Unit 6 How's your lunch? 47

Unit 7 Where are you going? 56

Unit 8 What are you doing tonight? 65

Unit 9 Where do you want to meet? 74

Unit 10 How long did you work there? 83

Self-Quiz Answer Key 92

UNIT 1 WHAT'S GOING ON WITH YOU?

LESSON 1 VOCABULARY

A Complete the conversations. Underline the correct answers.

1. A: Is your sister a school nurse?
   B: No, she **works at / studies** a hospital.
2. A: Do you like learning languages?
   B: Yes, I do. I want to **play / study** Japanese next.
3. A: Do you like your apartment?
   B: No. I need to **look for / work at** a new one.
4. A: Are you going out tonight?
   B: No, I'm going to stay home and **play / spend time with** my family.
5. A: I **take / study** guitar lessons with Dan White.
   B: He's a great teacher! Will you play a song for me?
6. A: Hi, Joe. It's me. Where are you? What are you doing?
   B: I'm at home. I'm **playing / working at** chess with Ed.

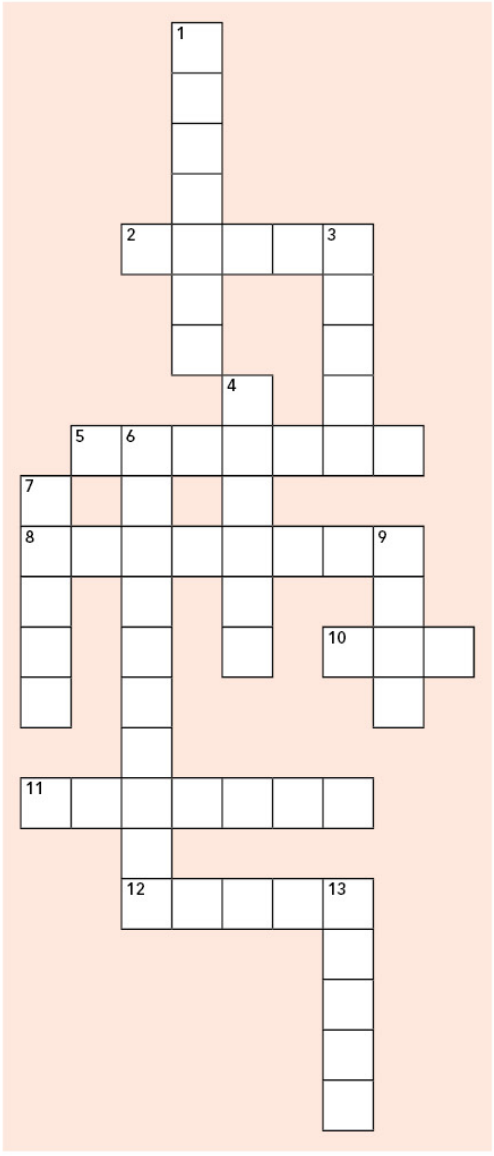
B Complete the crossword puzzle.

ACROSS

2. Jack is a bank manager, and he ___ at a bank downtown.
5. College students usually like to spend time with ___.
8. Dr. Brown works at a large ___.
10. I need to look for a ___ and earn some money.
11. Jen is ___ tennis with a friend.
12. He often ___ online classes.

DOWN

1. A good teacher is important when you take guitar ___.
3. She loves to ___ time with her family.
4. We're going to study graphic ___ in art class.
6. My brother owns a ___, and I like to eat there.
7. I like to play ___ and other board games.
9. I need to ___ for a new apartment.
13. Are you going to ___ Japanese before your trip to Japan?



LESSON 1 GRAMMAR

A Underline the correct answers.

1. My friends **are traveling / traveling** around Japan this month.
2. Jane isn't **take / taking** any classes this semester.
3. Mike is on his phone all the time these days! Who **he's calling / is he calling**?
4. Lots of my friends are leaving the city these days. **Do / Are** you thinking of moving?
5. Jack isn't here today, so we **'re holding / holding** the meeting without him.
6. What **are they studying / they are studying** now?

B Complete the sentences with the present continuous form of the verbs in parentheses. Use contractions when possible.

1. A: Is your girlfriend still working at that restaurant?
   B: No. She 's looking for a new job. (look)
2. A: How are John's guitar lessons going?
   B: He _____ them. (enjoy)
3. A: Are you still living with your parents?
   B: No, I _____ an apartment with friends. (rent)
4. A: Is my team spending too much time on this project?
   B: No! You should all continue to focus on it. You _____ a great job. (do)
5. A: Where are Tom and Diane living these days?
   B: They _____ with Tom's parents for now. (stay)
6. A: Is Paula happy with her job at the hospital?
   B: Actually, she _____ there anymore. (not, work)
7. A: I _____ much time with my friends these days. (not, spend)
   B: I'm sorry to hear that.
8. A: My brother graduated from college recently.
   B: So, what _____ these days? (he / do)
9. A: I'm growing some new vegetables in my garden this year.
   B: What _____ to grow? (you / try)

C Complete the conversation with the words in parentheses. Use the simple present or the present continuous for temporary situations. Use contractions when possible.

1. A: What are you reading these days? (what / you / read)
   B: Well, I have a few good books from the library. (have)
2. A: _____ an art class this semester? (you / take)
   B: No, I'm not. What about you?
   A: _____ graphic design. (I / study)
3. A: _____ on that big project? (you / still / work)
   B: Yes, we are.
   A: _____? (how / it / go)
   B: Slowly!
4. A: Lisa _____ a new job. (have)
   B: Really? Where?
   A: At a shop on Main Street. They _____ women's clothes. (sell)

LESSON 2 VOCABULARY

A Look at the pictures. Spell the phrase about life events.



1. q _ _ _
   a j _ _



2. g _ _
   e _ _ _ _ _ _



3. a _ _ _ _ t _
   g _ _ _ _ _ _ _
   s _ _ _ _ _



4. a _ _ _ _ _
   a p _ _



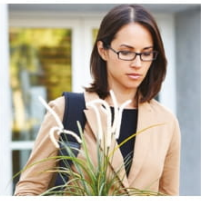
5. s _ _ _ _
   a b _ _ _ _ _ _



6. g _ _ a
   c _ _ _ _ _ _ _ _ _ _



7. c _ _ _ _ _
   c _ _ _ _ _ _



8. l _ _ _
   a j _ _

B Write the correct form of a word or phrase from A to complete the conversations.

1. A: ABC Department Store is going out of business!
   B: I know. My cousin works there. She's going to _____ her job.
2. A: I'm looking for a new job.
   B: But are you still at your old job?
   A: Oh, yes! Before I _____, I always find a new one!
3. A: Emily wants to be her own boss.
   B: So, is she going to _____ ?
   A: Yes. She's opening a café on Green Street.
4. A: What do you plan to do after you graduate from college?
   B: I'm going to _____. I want to be an architect.
5. A: My friend Pam isn't happy working in IT.
   B: Do you think she will _____ ?
   A: Yes. She's thinking about teaching.
6. A: I'm thinking about getting a cat.
   B: But you travel a lot for work. It isn't really a good idea for you to _____.
7. A: Did you finish your food safety course?
   B: Yes, I did, and I _____ .
   A: Well, you can hang that on your wall.

LESSON 2 GRAMMAR

A Complete the sentences with *before, when,* or *after.*

1. I was upset _____ I lost my job. It was a horrible surprise.
2. _____ Ben graduated from high school, he went to college.
3. Max and Dina were business partners first. Later, they became husband and wife. They started their business _____ they got married.
4. I found a job in Chicago, and then I moved there. _____ I got the job, I made the move.
5. Rob and his wife had a baby when they were still college students. The baby was born just _____ they graduated.
6. Mike just got engaged. Isn't that wonderful? We were very happy _____ we got the news.
7. My old apartment didn't allow pets. But _____ I moved into my new apartment, I got a cat.
8. Jill found a new job a month _____ she quit the old one. So she wasn't worried on her last day of work.

B Combine the sentences into one sentence. Add commas when necessary.

1. First, I graduated from college. Then I moved to Seoul.
   When I graduated from college, I moved to Seoul.
2. First, they dated for two years. Then they got engaged.
   After they _____, they _____.
3. First, she took some management classes. Then she opened her own business.
   She _____ before she _____.
4. First, I got some career advice. Then I changed careers.
   Before I _____, I _____.
5. First, she found a lost cat. Then she decided to adopt him.
   When she _____, she _____.
6. First, they met. Then they fell in love.
   Soon after they _____, they _____.
7. First, we read about Japan. Then we traveled there.
   We _____ before we _____.
8. First, they quit their jobs. Then they opened a bookstore.
   They _____ when they _____.
9. First, he learned to cook. Then he invited us to dinner.
   He _____ before he _____.

LESSON 3 VOCABULARY

A Spell the activities. Tourists go:



1. t__ a p__ __ __



2. s__ __ __ __ __ __ __ __ __ __



3. s__ __ __ __ __ __ __ s__ __ __ __ __ __ __



4. t__ a m__ __ __ __ __



5. t__ a c__ __ __ __ __ __



6. o__ a t__ __ __



7. t__ a r__ __ __ __ __ __ __ __ __

B Write the correct phrase from A to complete the sentences.

1. Some other tourists at my hotel are joining a group to go _____ of the city. They are leaving at 10:00 A.M.
2. I'm going _____ to have dinner at 7:00 P.M. Would you like to join me?
3. I'm going _____ to learn about the history of this country.
4. I'm going _____ to hear some live music. They will play traditional folk music.
5. I always take my camera when I go _____ so that I can show my family the most interesting things from my trip.
6. I often buy gifts for my family and friends when I go _____.
7. Sometimes I see famous actors on stage when I go _____.

LESSON 3 GRAMMAR

A Complete each conversation. Use information from the box.

But they love animals, and so do I!
Great! How about a play at the Shakespeare Festival?
~~Great! I'd like to see the city.~~
I can't. I have to work that night.
Let's not–I'm tired of shopping.
OK. How about the Natural History Museum?
Sure. What kind? I like onions and mushrooms.
Well, how about that new Indian restaurant instead?

1. A: Why don't we go sightseeing?
   B: Great! I'd like to see the city.
2. A: Let's go souvenir shopping.
   B: _____
3. A: Why don't we go to a concert on Saturday night?
   B: _____
4. A: Let's go to that new French café.
   B: _____
5. A: Why don't we take the kids to a museum?
   B: _____
6. A: Let's see a play sometime.
   B: _____
7. A: Why don't you pick up a pizza for dinner?
   B: _____
8. A: Let's not get a pet for the kids.
   B: _____

B Use *Why don't, Let's,* or *Let's not* and the words in parentheses to make suggestions.

1. A: Why don't we take a taxi? (we / take / a taxi)
   B: That's a good idea.
2. A: _____? (we / get / some coffee)
   B: That sounds good.
3. A: I think we're lost.
   B: _____. (look at / the map)
4. A: Do you have the tickets to the concert?
   B: They're on the kitchen table. _____. (forget / them)
5. A: I want to see more of the city.
   B: _____? (we / go / on a tour)
6. A: Do you still want to eat at the Tokyo Garden tonight?
   B: Yes. _____. (meet / there at 7:00)
7. A: We're not far from the art museum.
   B: _____. It's too late. (go / there now)

LESSON 4 READING

A Read the Reading Skill. Then read the title. Which statement do you think best describes the topic? Check (✓) the correct answer.

- ☐ Younger people use the phone more often than older people.
- ☐ Older people enjoy spending time with their grandchildren.
- ☐ Younger people have more friends than older people.

READING SKILL Find the topic

The topic is what an article is about. When you know the topic before you begin reading, it is easier to understand the article. One way to find the topic is to think about the title.

Friends forever?

A recent study from the Aalto University School of Science in Finland revealed that as people age, the number of friends they have declines.

The research study focused only on phone interactions (calling or texting) with friends rather than friendships on social media or face-to-face interactions. Researchers observed that at 25 years old, young men contacted 19 friends each month and young women contacted around 17.5 friends. However, by the age of 39, men interacted with only 12 friends each month. Women of the same age only kept in touch with 15 friends, mainly those they're emotionally close to.

When people are in their 30s and 40s, they focus more on their jobs and prefer to spend time with family. It's not surprising that they lose a few friends along the way. However, according to the study, the key reason why people have fewer friends is because they stop experimenting with friendships.

The study described younger people with lots of friends as "careful shoppers" because they are evaluating their choices. They meet as many people as they can, so they often have a variety of friends.



When people are in their 30s, they've already found the types of people they prefer to spend time with. They don't need to explore new relationships. And by the time people have retired or become grandparents, they're often busy with their children or grandchildren, so they have less time for friendships.

So, if you're in your 20s, you may have many more friends now than you will when you're 40 or 80 years old. If you want to keep people close to you, spend time with your friends. Go to restaurants, go shopping, take classes, or play sports together. It is important to stay in touch, because as you get older, it's harder to find time for friends.

B Read the article again. Then complete the sentences with words from the box. Not all words are used.

25	face-to-face	jobs	phone	40	fewer
men	women	emotional	grandchildren	more	

1. The study looked at _____ interactions only.
2. At _____ years old, people have more friends than they do when they're 39.
3. The study found that 25-year-old _____ contact around 19 friends each month.
4. 39-year-old _____ contact around 15 friends each month.
5. Women keep in touch with _____ friends at 39 than men do.
6. Older women look for _____ support from their friends.
7. People in their 30s and 40s focus more on their _____, so they have less time for friends.
8. Retired people spend more time with their _____ than their friends.

LESSON 5 WRITING

A Read the email from Stephanie to Deenah. Complete the email using information from the box.

I'm sure you want to go sightseeing while you're here	I hear the food is amazing
and the building is even more interesting than the art	let me know if you like any of these ideas
	we should take a walking tour downtown

Re:

From: Stephanie

To: Deenah

Hi, Deenah!

I'm so excited that you're going to spend your spring break here! Do you know what you want to do? I have some ideas. First, we should definitely go to the new museum in Grand Park. They have a great art collection,

_____ 1. . When we're finished looking at art, we can eat lunch at the restaurant. _____ 2. !

_____ 3. , and I'm happy to show you around. I always think it's fun to act like a tourist in my own city. In fact, sometime during your visit, _____ 4. . I know you like architecture, and I hear they give all kinds of interesting information about the old buildings down there. I'm sure I'll learn a lot too!

Write back to me soon and _____ 5. . Then I can buy any tickets we need.

Can't wait to see you!

Stephanie

B Read the Writing Skill. Then read the email again. Write Stephanie and Deenah's plans from the box in the correct order. Not all phrases are used.

eat at a restaurant	go sightseeing	go to a museum
go to a movie	have lunch	

Stephanie and Deenah's Weekend

1. _____
2. _____
3. _____
4. _____

WRITING SKILL Use transition words for time

Transition words for time can show *when* something happened. Use these words to make your writing clearer. Then the reader will know the order events happened.

Transition words for time include: *while, after, when, during, next, then, so far, later, soon, sometimes, afterward, following, whenever,* etc.

UNIT 1 SELF-QUIZ

1 VOCABULARY

A Complete the sentences. Circle the correct answer.

1. Jesse _____. He is a chef.
   a. plays chess
   b. studies Japanese
   c. works at a restaurant
   d. spends time with friends
2. He is _____ to make his own website.
   a. working at a hospital
   b. taking guitar lessons
   c. studying graphic design
   d. looking for an apartment

B Complete the sentences with phrases from the box. Not all phrases are used.

got engaged	adopted a pet	started a business	applied to graduate school

Many things happened to Jennifer last year. She _____ (1.) to her boyfriend. They will get married soon. They also _____ (2.). –a puppy named Shiro.

C Complete the conversation with phrases from the box. Not all phrases are used.

go to a concert	go to a museum	go to a restaurant	go souvenir shopping

A: Why don't we _____ (1.) this weekend? I want to see my favorite singer.

B: Sure, I'll buy the tickets tonight. We should eat before the concert too, right?

A: Yeah, we should. Let's _____ (2.) near the concert hall.

2 GRAMMAR

A Complete the conversation with the present continuous and the words in parentheses.

A: What _____ (1.) (Hannah / do) these days?

B: She _____ (2.) (work) in the office.

B Read about Jenny's life events. Rephrase the sentences using the word in the parentheses.

1. First Jenny quit her job. Then she moved to Egypt.
   _____ Jenny _____, she _____. (Before)
2. First she started a business, and then she had a baby.
   _____ she _____, she _____. (After)

C Reorder the words to write sentences.

1. go / let's / on a tour _____.
2. go / why / to a museum/ don't we _____?

>> GO TO PAGE 92 TO CHECK YOUR ANSWERS.

UNIT 2 WHAT DO YOU THINK?

LESSON 1 VOCABULARY

A Look at the pictures. Unscramble the sensory verbs in parentheses to complete the questions.



1. How does the music _____? (duons)



2. How does the sweater _____? (lfee)



3. How does the dessert _____? (etsta)



4. How does the view _____? (kloo)



5. How does the sneaker _____? (llesm)

B Complete the conversations. Use the correct form of a sensory verb.

1. A: Do you like my new shirt?
   B: Yes! Blue is a great color for you. You _____ very handsome.
2. A: Does your coffee _____ good?
   B: No, it needs some sugar.
3. A: Is your shirt made of silk?
   B: Yes, it is. I love the way it _____ on my skin. It's so soft.
4. A: Do you like this music? I think it _____ terrible!
   B: I do, too! I'll turn off the radio.
5. A: This milk _____ so bad. I think it's old.
   B: OK. Throw it out.



LESSON 1 GRAMMAR

A Complete the conversations. Use the words from the box. Not all words are used.

a lot	feel	like	look
looks	sound	sounds	



A: Sharon _____ 1. _____ 2. like her sister Grace.

B: Yes, she does. They're both tall with red hair and blue eyes.

A: They _____ 3. _____ 4. each other, too.

B: They do! On the phone, I can't tell Sharon's voice from Grace's.

a lot	feels	like	smell
smells	taste	tastes	

A: What's that wonderful smell?

B: I don't know, but Paul is cooking something. It _____ 5. _____ 6. tomato sauce.

A: He makes delicious sauce. His sauce _____ 7. _____ 8. like my grandmother's–full of garlic and spices.

B Write sentences with *feel, look, smell, sound,* or *taste* + *like* and the words in parentheses.

1. Is this a photo of your son? He looks a lot like you. (a lot / you)
2. Wow, that smell is making me hungry. What are you baking? _____. (pizza)
3. Try these cookies. Do they have coffee in them? _____ to me. (coffee)
4. Listen! What instrument is that? _____. (a lot / a guitar)
5. Helen is beautiful in that long white dress. _____. (a little / a bride)
6. This material is so smooth to the touch. _____. (silk)
7. Do you see that little boy with the round red cheeks? They _____. (apples)
8. This shaving cream has a nice smell. _____. (a little / vanilla)
9. Alan's voice makes me think of his father. _____. (a lot / his father)

LESSON 2 VOCABULARY

A Complete the conversations. Underline the correct answers.

1. A: Do you want to go sightseeing tomorrow?
   B: Why wait for tomorrow? Let's go now!
   A: Well, you're very **proud / eager / ashamed**!
2. A: Mike is causing problems again.
   B: Is he being **delighted / eager / difficult**? I'm not surprised. It's never easy to work with him.
3. A: My son won a prize at school.
   B: I'm sure you're very **proud / afraid / ashamed** of him.
4. A: What did your son say about the car accident?
   B: At first, he lied about it. But then he felt **proud / ashamed / delighted**, so he told us what really happened.
5. A: Ann travels only by car or train.
   B: I know. She won't get on a plane. She's too **afraid / eager / willing**.
6. A: You're going to need some help.
   B: I'll ask Paula to help me. She's always **ashamed / proud / willing**.
7. A: Paul is a very hard-working student.
   B: Yes, he is. He studies a lot. He's very **delighted / difficult / determined**.
8. A: Was Ann happy with the present you gave her?
   B: Oh, yes! She was **delighted / afraid / ashamed**.

B Complete the crossword puzzle.

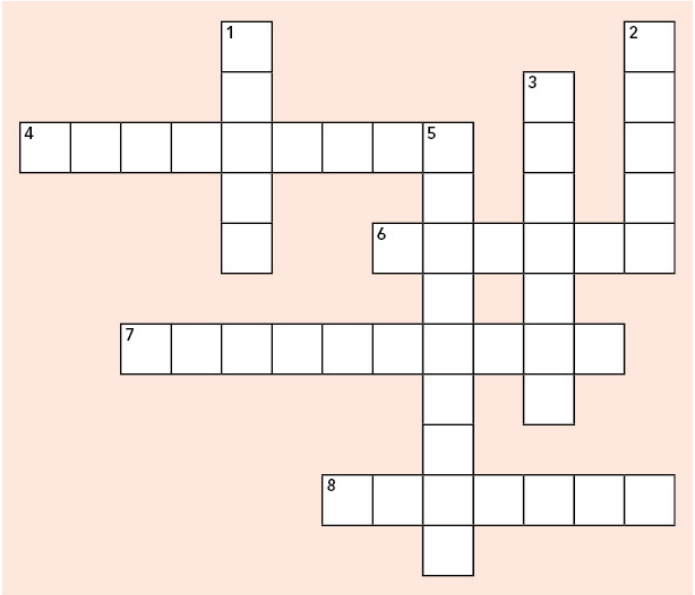


ACROSS

4. Tom's mother loved the flowers he sent. She was ___ with them.
6. I thought the message was bad news, so I didn't want to open it. I was ___.
7. It was a hard job, but he wouldn't stop until he finished it. He was very ___.
8. When I need some help, my sister is always ready and ___.

DOWN

1. The students were excited. They were ___ for the start of their gym class.
2. Ann's parents were ___ when she won the prize.
3. He knew it was wrong to take the money. After he took it, he felt ___.
5. Stop being so negative! You're being really ___.



LESSON 2 GRAMMAR

A Underline the correct answers to complete the sentences.

1. With so much to do, it's easy **to forget / forget** things.
2. You **are lucky / lucky** to have such a good friend.
3. It's difficult **reach / to reach** him at work.
4. I **shocked / was shocked** to see him there.
5. I'm happy **meet / to meet** you.
6. Everyone is **ready / ready to** get started.
7. I **ashamed / am ashamed** to say I don't know the answer.
8. We will be sad **to see / see** you go.

B Write the words in the correct order to make sentences.

1. delighted / I / meet / you / to / am

   _____.
2. the / new software / are / eager / to / learn / they

   _____.
3. to / understand / the / difficult / were / instructions

   _____.
4. on the team / to / have / they / are / lucky / you

   _____.
5. co-workers / work / my / are / to / easy / with

   _____.
6. my manager / isn't / to / send / to the conference / willing / me

   _____.
7. I / make / was / afraid / to / mistakes

   _____.
8. is / it / everyone's / to / hard / remember / name

   _____.

C Complete the sentences with the correct form of *be* + the words in parentheses. Use contractions when possible.

1. I 'm delighted to meet you . (delighted / meet you)
2. It was very hard work, but I _____. (happy / help)
3. When they have questions, they _____. (not / afraid / ask)
4. I expected the news, so I _____. (not / surprised / hear it)
5. I have great teammates. They _____. (easy / work with)
6. I'm a sales rep for XYZ Inc. I _____. (proud / represent / this company)
7. We didn't expect Ann to quit. When she announced her decision, we _____. (shocked / hear it)
8. I don't know anything about that equipment, but I _____. (willing / learn)
9. The reason for the problem is clear. It _____. (not / hard / understand)

LESSON 3 VOCABULARY

A Complete the conversations. Underline the correct answers.



1. A: Can your daughter ride a bike?
   B: Of course! She can do that **easily / badly / honestly**.
2. A: How is Jack's driving?
   B: He's a good driver. He always pays attention and drives **carelessly / badly / carefully**.
3. A: How is the project going?
   B: Great! We're working **badly / quickly / honestly** and we'll be finished soon.
4. A: Is Ann a good presenter?
   B: Yes, she is. She speaks **well / carelessly / badly**. Her presentations are always good.
5. A: This job is important. We don't want to make any mistakes, so let's take our time.
   B: I know. We need to work **slowly / easily / quickly** and carefully.
6. A: Do you like doing business with that company?
   B: Yes, I do. I think they treat people **badly / carelessly / honestly**.
7. A: I don't like the way you're driving. Pay attention!
   B: I *am* paying attention! I drive fast, but I don't drive **carelessly / well / quickly**.
8. A: Is she a good writer?
   B: Not really. She usually writes **carefully / well / badly** because she doesn't check her work.

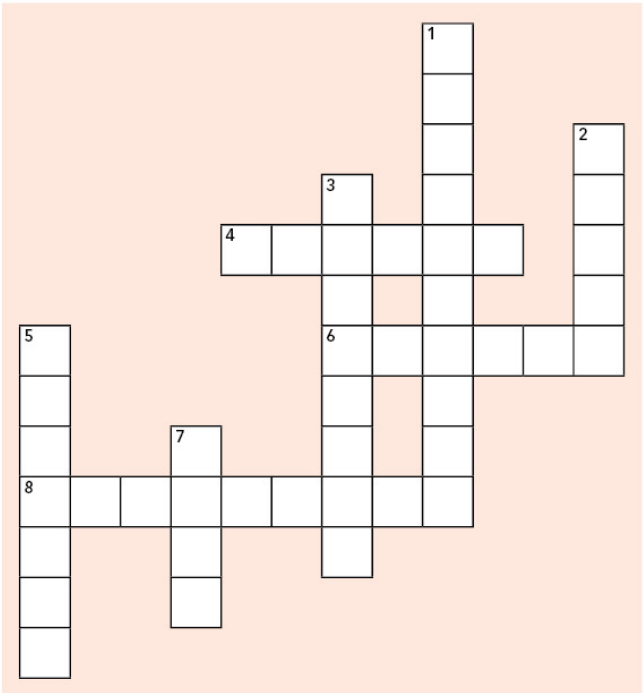
B Complete the crossword puzzle.

ACROSS

4. If someone does something at a low speed, they do it ___.
6. If something isn't hard for you to do, you can do it ___.
8. If you work on something without making mistakes, you're doing it ___.

DOWN

1. If someone does something without thinking, they do it ___.
2. If someone behaves in a way that isn't good, they behave ___.
3. If you are honest and fair with people, you act ___.
5. If you can do something fast, then you can do it ___.
7. If you are good at doing something, then you can do it ___.



LESSON 3 GRAMMAR

A Underline the correct answers.

1. Your presentation was excellent. You spoke clearly and **good / well**.
2. Ellen is a wonderful manager. She leads her department **pretty / very** well.
3. That assignment is not hard. I can finish it pretty **easy / easily**.
4. Brian started work at the company six months ago, so he is still **fairly / extremely** new.
5. I'm not happy with the report you wrote. It looks like you wrote it **carefully / carelessly**.
6. Everyone worked **hard / extremely** to finish the project on time.
7. My Spanish is terrible. I speak it **fairly / really** badly.

B Choose two words from the box to complete the sentence. Write the words in the correct order.

1. Karl likes to draw, and he draws _____.

   fairly good well

2. The floor is wet and slippery, so please walk _____.

   carefully carelessly very

3. Ben's writing isn't always easy to understand, but he usually writes _____.

   clearly extremely pretty

4. They're excellent workers. They always work _____.

   careful hard really

5. I'm not good at keyboard typing. In fact, I type _____.

   bad badly pretty

6. Sometimes she speaks _____, and I don't understand.

   extremely fast quick

C Read the first sentence. Complete the rewritten sentence with a verb + an adverb.

1. You're a fast worker. You work fast.
2. I'm a bad dancer. I _____.
3. He was a very good speaker. He _____.
4. She gave honest answers. She _____.
5. We're extremely careful drivers. We _____.
6. It's really easy for her to learn new things. She _____.
7. He's a pretty bad cook. He _____.
8. They are fairly fast cleaners. They _____.
9. The plane made a late arrival. It _____.

LESSON 4 READING

A Read the Reading Skill. Then read the article. What is the main idea? Check (✓) the correct answer.

- ☐ Get a job instead of going to college.
- ☐ It's important to appreciate your opportunities and make the most of them.
- ☐ Making friends is important when you're a college student.

READING SKILL Find the main idea

The main idea is the most important thought in a piece of writing. It is the topic plus what the writer wants to say about the topic. Sometimes the main idea is stated at the beginning of a text, but it may also appear elsewhere in the text. When you read, ask yourself: "What is the article about?" and then, "What does the writer want to tell me about the topic?"

The Best Advice of My Life

by Tammy Shepherd



When I was a teenager, I thought I had all the answers. I was proud of my abilities and determined to do things my own way. I was an "A" student, and one of the best soccer players at my high school. But once I got to college, I realized that I wasn't the smartest student or the best athlete. Many other kids were much smarter and better at sports than me. When I didn't make the college soccer team, I felt so sad that I wanted to quit after my first semester. My grades were terrible, and I had no friends. I cried myself to sleep every night. I felt ashamed, lonely, and sad. I couldn't wait to go home for winter break.

During the break, I met someone who changed my life. I got a part-time job at a café to earn some spending money. It was there that I met my co-worker Rosa. We were about the same age, but she wasn't in college. She worked at the café to help support her eight younger brothers and sisters. Rosa's English wasn't great, but I spoke Spanish fairly well, so we communicated in Spanish at work. I also helped her to improve her English so she'd be able to get a promotion at the café.

When I told Rosa that I didn't want to go back to college, she was surprised. She said that I had a great opportunity and that I shouldn't waste it. She said she wished she could go to college, but she had to work to help support her family. One day, Rosa took me home for dinner to meet her mother, father, and eight younger siblings. They were so happy to meet me, and we had a great time. I realized that even though they didn't have much, they worked hard and supported each other. And they supported me, too! They encouraged me to go back to college the next semester. They said I was lucky to have the opportunity to get an education.

When I returned to college, I changed my major to Spanish and joined the Spanish club. I made a lot of new friends and decided to study abroad the next year. I finally realized how lucky I was. It was Rosa's advice that made me see that.

Now, years later, I am a Spanish teacher at my old high school. Rosa's son, Victor, is a student at my school, and he got a scholarship to a great university next year. Rosa and I are best friends. And now we spend a lot of time together at the café—the café that she owns!

B Read the article again. Why was Tammy sad her first semester in college? She:

a. missed home. b. wanted to do something different. c. lost her confidence.

C Read the article again. Then complete the sentences. Match the sentence beginnings with the endings.

g	1. Tammy was a good student and athlete	a. to college.
___	2. Tammy wasn't happy	b. at college.
___	3. Tammy met Rosa	c. an opportunity his mother didn't have.
___	4. Tammy helped Rosa with her English so	d. Spanish.
___	5. Rosa encouraged Tammy to go back	e. during winter break.
___	6. Tammy realized she was lucky because she had	f. opportunities that not everyone had.
___	7. Tammy now teaches high school	g. in high school.
___	8. Rosa's son has	h. Rosa could get a promotion.

LESSON 5 WRITING

A Read part of the recommendation letter. Circle the correct words to complete the sentences.

I have been working closely with Josh for the past three years at DigiFlow Productions. We work on the same team. I appreciate his input on every project we've worked on together **and / so** (1.) admire his positive attitude. I'm delighted to write this recommendation for him.

Josh is an excellent project manager. He has a great eye for detail, **and / but** (2.) he's able to solve problems easily. Recently, we had a very difficult digital project to do. Josh set up a new way of working, **but / so** (3.) we were able to complete the project on time **and / but** (4.) on budget. He's also very organized, **and / but** (5.) he asks all the right questions about new processes and systems.

Josh works on many projects at once, **but / so** (6.) he's always relaxed, **and / but** (7.) he is great to work with because he really supports his team. Josh is a wonderful manager, **and / but** (8.) he really cares about the people he works with. Any organization would be lucky to have him.

B Read the recommendation letter in A again. Then read the excerpts from the letter. What is the writer describing? Write the letter on the line.

a. how he knows this person
b. this person's skills and experience
c. how this person gets along with others

1. I have been working closely with Josh for the past three years. _a_
2. Josh is an excellent project manager. ___
3. He is great to work with because he really supports his team. ___
4. He has a great eye for detail, and he's able to solve problems easily. ___
5. We work on the same team. ___
6. He really cares about the people he works with. ___

C Read the Writing Skill. Then look at incorrect sentences from a recommendation. Write the sentences correctly.

1. He learns quickly, he is always the first one in the office to start using new software.

   _____

   _____

2. His coworkers enjoy working with him. Because he is always willing to help others.

   _____

   _____

WRITING SKILL Write complete sentences in formal writing

In formal writing, we need to write complete sentences.

- Complete sentences need to have a subject and a verb.
- Complete sentences need to be separated or connected in some way.
- Use a period, not a comma, to separate complete sentences.
- Use a conjunction, such as *and, but,* or *so,* to connect complete sentences.

UNIT 2 SELF-QUIZ

1 VOCABULARY

A Complete the sentences with the words from the box. Not all words are used.

feels	tastes	smells	sounds

1. The cake _____ sweet.
2. This fresh flower _____ nice.
3. This shirt _____ like silk.

B Complete the sentences. Circle the correct answer.

1. Bob was _____ to hear the news. He was very excited when he heard it.
   a. eager b. afraid c. difficult d. serious
2. The girl felt _____ about hitting her brother, so she apologized.
   a. kind b. willing c. ashamed d. delighted
3. Mom was very _____ to hear that I got an "A" on the test.
   a. mean b. proud c. serious d. determined

C Complete the sentences with the words from the box. Not all words are used.

well	badly	slowly	carefully

Jenny hurt her shoulder _____ (1.) when she was playing tennis. While seeing a doctor for weeks, she _____ (2.) got better. Now, she can _____ (3.) move her shoulder.

2 GRAMMAR

A Complete the sentences. Use the words in parentheses and *like*.

1. The ice cream _____ (taste / little) coconut.
2. Her eyes _____ (look) stars.
3. She _____ (sound / a lot) her mother.

B Complete the conversation. Use the words in parentheses.

A: I'm so _____ (1.) (excited / meet) Lisa.

B: Oh, I'm sure you'll love her. She is _____ (2.) (easy / work) with.

A: I already feel _____ (3.) (lucky / be) on the same team with her.

C Complete the paragraph. Use the words in parentheses.

Mark _____ (1.) (careless / hold) the plate. He dropped the cake. He _____ (2.) (quick / say) sorry to me and wiped the floor _____ (3.) (very/good).

>> GO TO PAGE 92 TO CHECK YOUR ANSWERS.

UNIT 3 HOW WAS YOUR WEEKEND?

LESSON 1 VOCABULARY

A Look at the word search. Circle twelve participial adjectives.

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

B Complete the conversations with the correct adjective from A.

1. A: I love lying on the beach on a warm day.
   B: I do, too! It's so _____. I sometimes go to sleep.
2. A: I feel terrible. When I introduced the speaker, I said his name wrong.
   B: Oh, no! I guess that was pretty _____.
3. A: Did you hear the great news? Paul and I got tickets to the game on Sunday!
   B: Paul told me. He's very _____ to see his favorite team.
4. A: Do you have any exciting plans for the weekend?
   B: No, I just want to rest! I've had a long, hard week at work, and I'm _____.
5. A: Did you meet with your manager today?
   B: Yes, I did. He gave me really positive feedback. I was happy about it, but then I started to feel _____ about all the nice things he said.
6. A: How was your weekend?
   B: Wonderful! I was able to get some rest because I felt completely _____.
7. A: Did you hear the news? I'm going to Paris!
   B: Wow, that's _____! Lucky you!
8. A: We're going to paint our apartment this weekend.
   B: What a lot of work! That's going to be a _____ job.

LESSON 1 GRAMMAR



A Underline the correct adjective in each sentence.

1. Last night's basketball game was great! It was an **excited / exciting** game to watch.
2. I was **tired / tiring** after doing housework all morning.
3. Mark fell asleep during the movie because it was so **bored / boring**.
4. During my interview, I spilled coffee down the front of my shirt. It was an **embarrassed / embarrassing** experience.
5. Ed didn't know about his sister's plan to visit. When she knocked on his door, he was **surprised / surprising**.
6. I love lying on the beach and listening to the waves. It's very **relaxed / relaxing**.
7. You're not interested in this story, are you? I can see from your face that you're **bored / boring**.
8. When we sang "Happy Birthday" to Jane at the restaurant, she was **embarrassed / embarrassing**.

B Complete each sentence with the correct participial adjective form of the verb in parentheses.

1. The children complained that they had nothing fun to do and they were all _____bored_____. (bore)
2. I want to know more about that play. I'm _____ in it. (interest)
3. My parents love a quiet weekend at home. They think that's really _____. (relax)
4. My face gets red when I'm _____. (embarrass)
5. We were _____ when we saw the price of the tickets for the concert. (surprise)
6. We had a very busy weekend. It was _____. (tire)
7. David loves to see his favorite basketball team on TV. Their star player is _____ to watch. (excite)
8. I was _____ when I saw the news online. (shock)
9. Lisa tried not to yawn, but the man talked and talked, and he was really _____. (bore)

LESSON 2 VOCABULARY



A Complete the conversations. Write the past participle of the verb used in the question.

1. A: Would you like to **see** the new Superman movie?
   B: Thanks, but I've _____ it.
2. A: Could you please **make** some coffee?
   B: I've already _____ some.
3. A: **Have** another cookie!
   B: Thank you, but I've already _____ too many.
4. A: **Were** you in Rio during your trip to South America?
   B: No, I've never _____ to Brazil.
5. A: You should **take** a tour of the city by bus.
   B: I've already _____ one.
6. A: Let's **do** our English homework together.
   B: I've _____ mine already.
7. A: Is your brother going to **go** away to college soon?
   B: He's already _____. He left last Saturday.
8. A: My children are **studying** local history in school.
   B: My kids have _____ that, too, and I've learned a few things from them!

B Put the verbs from A into the *past participle* section of the chart below. Fill in the blanks with the correct form of the verbs.

Base form of verb	Simple past	Past participle
_____ 1.	went	_____ 2.
study	_____ 3.	_____ 4.
make	_____ 5.	_____ 6.
_____ 7.	saw	_____ 8.
take	_____ 9.	_____ 10.
_____ 11.	was / were	_____ 12.
_____ 13.	did	_____ 14.
have	_____ 15.	_____ 16.

LESSON 2 GRAMMAR

A Complete the conversations with the words in parentheses. Use the present perfect. Use contractions if possible.

1. A: Have you been to New York? (you / be)
   B: No, I haven't.
2. A: I saw the new Superman movie last weekend.
   B: Lucky you! _____ it yet. (I / not / see)
3. A: You and Ann have been to France, right?
   B: Yes, _____ to France several times. (we / travel)
4. A: Would you like to eat at Romano's tonight? I hear their pizza is good.
   B: Yes, let's go! _____ their pizza yet. (I / not / have)
5. A: Breakfast is ready, but I burned the toast.
   B: Don't worry. _____ the same thing many times. (I / do)
6. A: _____ plans for your trip? (you / make)
   B: Yes, I made my hotel reservation yesterday.
7. A: Which way to the museum? Let's look at the map.
   B: _____ the map—it's this way! (I / already / study)
8. A: _____ sightseeing around the city? (he / go)
   B: Not yet. He's going to take a bus tour tomorrow.
9. A: _____ many pictures yet. (you / not / take)
   B: I'll take more tomorrow.

B Complete the conversations with the words in parentheses. Use the simple past or the present perfect.

1. A: Have you visited the zoo yet? (you / visit)
   B: Yes, I went there last weekend. (I / go)
2. A: _____? (you and Tom / travel)
   B: Yes, we have. _____ back from a trip to Asia just last week. (we / come)
3. A: _____ to Paris? (you / be)
   B: Yes, _____ there with my wife 10 years ago. (I / be)
4. A: _____ a sightseeing tour yesterday. (we / take)
   B: How was it? _____ that yet. (I / not / do)
5. A: _____ Beyoncé in concert—have you? (I / not / see)
   B: Yes, _____ her in New York in 2017. (I / see)
6. A: How is your job search going? I hear that _____ several interviews. (you / have)
   B: Yes! Last week _____ three. (I / have)
7. A: _____ a reservation for dinner at The Oceanside Restaurant yet. (I / not / make)
   B: That's OK. I called and _____ one this morning. (make)
8. A: _____ all over Europe by train. (Joe / travel)
   B: When _____ that? (he / do)
   A: Two summers ago.

LESSON 3 VOCABULARY

A Complete the sentences with words from the boxes. Not all words are used.

disappointed happy nervous

1. I'm _____ that you're coming to visit me, but I'm _____ that you can stay for only a couple hours. Next time, stay for the whole weekend!

calm lonely upset

2. Before the test, Max was _____. He wasn't nervous at all. But after the test, he was _____. He said, "It didn't go well. It was really hard."

curious lonely nervous

3. I was a little _____ about my trip, so I didn't sleep well the night before. I lay awake worrying. I don't like traveling by myself. I get _____ when I travel alone, without anyone to talk to.

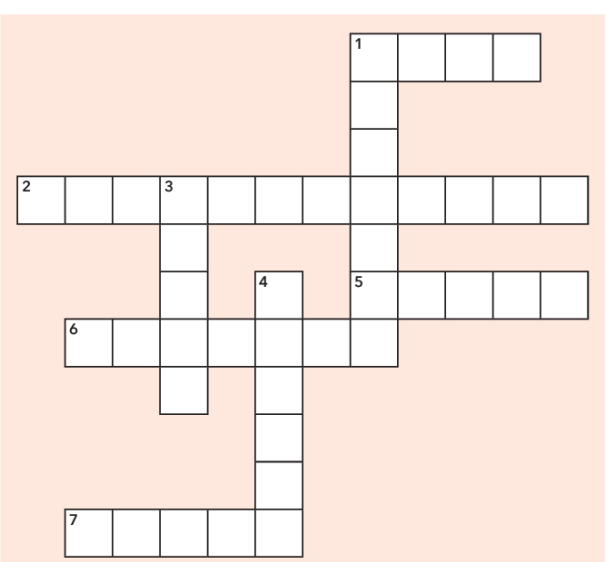
angry curious happy

4. There was an accident at the corner of Main and Summer Streets. The two drivers got out of their cars, and they looked really _____. They were talking loudly and pointing at each other. I didn't see the accident, and I couldn't hear what they were saying, so I'm _____ about what happened.

B Complete the crossword puzzle.

ACROSS

1. Please don't get angry or upset. Try to relax and stay ___.
2. I worked hard on the project, but I wasn't happy with the result. I was ___.
5. I got some bad news today, so I'm feeling pretty ___.
6. Try to stay calm. You don't need to worry. There's no reason to be ___.
7. Thanks for the invitation! I'd be ___ to come to your party.



DOWN

1. Tell me everything about what happened! I'm very ___.
3. If someone is not honest or fair with me, I get ___.
4. All my friends are away. I have no one to talk to. I feel ___.

LESSON 3 GRAMMAR

A **Check (✓) all the correct ways to complete the sentences.**

1. Yesterday, I _____ find my phone, so my friend called my number and I heard it ring. It was under my bed.
   ☐ couldn't ☐ wasn't able to ☐ weren't able to ☐ could
2. It was crowded at our favorite restaurant on Saturday night, but we _____ have dinner there because we had a reservation.
   ☐ were able to ☐ could ☐ was able to ☐ couldn't
3. I _____ sleep last night! I was too excited about my trip.
   ☐ couldn't ☐ wasn't able to ☐ was able to ☐ could
4. Ken _____ get tickets for the concert. He bought them months ago.
   ☐ was able to ☐ wasn't able to ☐ could ☐ couldn't
5. We kept calling him, but he never answered his phone. We were upset that we _____ reach him.
   ☐ couldn't ☐ weren't able to ☐ were able to ☐ could
6. Rita _____ swim when she was only three years old because her parents taught her.
   ☐ could ☐ was able to ☐ were able to ☐ couldn't
7. My computer crashed, but I _____ fix it. I didn't need to take it to a computer repair shop.
   ☐ was able to ☐ wasn't able to ☐ couldn't ☐ could
8. They _____ speak both Portuguese and Spanish because they grew up in Brazil, but their parents were Venezuelan.
   ☐ could ☐ were able to ☐ was able to ☐ couldn't

B **Complete the sentences with *could, couldn't,* or the correct form of *be able to*. More than one answer may be possible.**

1. Barbara ___could___ read when she was only four years old. What a smart little girl she was!
2. Pat and I _____ go for a bike ride on Sunday. We both had flat tires on our bikes.
3. The concert was sold out, but luckily, we _____ get tickets from a friend.
4. Mike broke his leg, so he _____ travel as planned. He was very disappointed.
5. When Wendy and I met, I _____ cook but not very well. Then we started cooking together, and now I can make lots of different dishes.
6. The restaurant was very busy, but I _____ get a table after waiting only a short time.
7. We were sorry that Susan _____ come to the beach with us last weekend.
8. We couldn't get to the baseball game on Saturday, but we _____ go to the one on Sunday.
9. The little boy _____ reach the books on the top shelf. He wasn't tall enough.

LESSON 4 READING

A Read the interview. According to Dr. Bader, what is the main difference between feelings and emotions? Check (✓) the correct answer.

- ☐ Showing your feelings can keep you safe, but emotions are dangerous.
- ☐ People can see your feelings, but not your emotions.
- ☐ People can see your emotions, but not your feelings.

What's the difference between feelings and emotions? Why is it important to pay attention to your feelings?

I recently interviewed neuroscientist Dr. Ann Bader about the difference between emotions and feelings.



Clay Daniels (CD): Hello, Dr. Bader. Welcome to the show.

Anne Bader (AB): Thanks for having me, Clay.

CD: Can you explain the difference between feelings and emotions?

AB: Well, emotions are shown through our facial expressions and the change of blood flow in our bodies. For example, if your face gets hot when you're embarrassed, it's because your blood vessels get bigger, and cause more blood to flow to your face. And our emotions cause us to do things like run away if we're afraid, or yell if we're angry. Our emotions are obvious to others. People can see them through our actions.

CD: What about feelings?

AB: Feelings are responses to emotions. Feelings are private and they may cause us to be in a bad mood, or want something we can't have. Or feel embarrassed when we do something stupid.

CD: I see. So, why is it important to understand the difference between feelings and emotions?

AB: Emotions and feelings can be good or bad. When we experience bad emotions, such as fear or anger, our feelings help keep us safe.

CD: I'm not sure I understand.

AB: If you're angry at someone, how do you feel? What does it feel like if you are unable to let someone know you're angry?

CD: I feel terrible. I can't sleep, or eat, and sometimes I even feel sick to my stomach. I can't stop thinking about it.

AB: Exactly! So, if you *don't* listen to your emotions, your feelings may be *bottled up* inside. People who bottle up (or *hide*) their feelings, may experience illness, or in some cases, disease.

CD: Can you explain?

AB: Well, when you're happy, you may feel warm, or a strong feeling in your chest and all over your body. If you're angry, your face may feel hot, and your heart may beat faster.

CD: That's so true!

AB: It's useful to pay attention to your body, and notice when you're having certain feelings based on your emotions.

CD: Maybe, but it's not so easy. I usually listen to my head rather than my heart.

AB: Practice helps. Start paying attention to how your emotions make you feel instead of avoiding them, or trying to make them go away. It may be uncomfortable at first, but it's better than fighting them. In fact, it can make you feel stronger.

CD: Such great advice, Dr. Bader.

AB: Listen to your body and let it help you decide what to do.

CD: Or like they say, *go with your gut*!

LESSON 5 WRITING

WRITING SKILL Use descriptive adjectives

Descriptive adjectives make your writing more fun and interesting to read. They add information and help the reader picture what you are describing. Descriptive adjectives can appear before the noun they describe or after *be* and other linking verbs.

We took a short trip. *The trip was short.* *The trip felt short.*

A Read the Writing Skill. Then read the blog post. Circle the correct words to complete the post.

Blog | About | Destinations | Contact Search

A day trip

Today, my niece and I went hiking. The spring weather was **cold / warm / long** [1.] and sunny, and we were happy to spend time outdoors after a **long / slow / hot** [2.] winter. The hiking trail started at the base of a mountain. We were **lonely / disappointed / curious** [3.] to see the view at the top.

We walked uphill for about a mile. It was really difficult, but the views were lovely. We were surprised when we reached a **beautiful / upset / nervous** [4.] pond halfway to the top. The hike was very tiring, so we decided to stop there and rest for a while. It was quiet, and we felt **angry / relaxed / curious** [5.].

When we reached the top of the mountain, we were disappointed. We couldn't see far because clouds covered our view. We were **calm / lonely / nervous** [6.] that it might start to rain, so we weren't able to stay long. Luckily, we got back down the mountain before the rain started. We are very **proud / calm / bored** [7.] that we made it to the top of the mountain, and I hope we can go hiking again soon.

B Read the blog post. Use the information from the box to complete the post.

It was scary at first	The sky was clear blue
the water was completely calm	They were so playful and so beautiful
I was happy to accept the invitation	I was curious about sailing

Blog | About | Destinations | Contact Search

A day trip

Last weekend, I had my first experience with a sailboat. My friend's brother, Tom, has a boat, and since the weather was warm and beautiful, he invited us to go out with him for the day.

_____ [1.]. When we first got on the boat, I was worried that I would get sick, but it wasn't a problem. I felt fine all day. _____ [2.], so Tom taught us all about the boat. I learned how to move the sails to make the boat go faster and slower. He even had me take control of the boat a few times while he was busy. _____ [3.], but nothing happened.

When we got out to open water, we just stopped for a while. _____ [4.] and the sun was shining on the sparkling water. It was very relaxing. At one point a big group of dolphins went by. _____ [5.]! I took a *lot* of pictures of them. We also saw a lot of birds out on the water.

When it was time to come home, _____ [6.] and there wasn't any wind, so we couldn't sail. We had to use the motor to come back. Tom was disappointed, but I didn't mind. We had an amazing day, and I hope I get to go sailing again sometime.

UNIT 3 SELF-QUIZ

1 VOCABULARY

A Complete the sentences. Circle the correct answer.

1. Bob was _____ to win the game, so he went to a party with his friends.
   a. bored b. relaxed c. excited d. embarrassed
2. Teaching young kids is _____, so teachers have to get enough sleep.
   a. tiring b. relaxing c. surprising d. embarrassing
3. I was _____ to get his call. He had said he would never call again.
   a. tired b. boring c. exciting d. surprised
4. I have _____ to Peru. It was very beautiful.
   a. be b. was c. were d. been

B Complete the paragraph with words from the box. Not all words are used.

calm	lonely	curious	nervous	disappointed

John was _____ (1.) when he saw an envelope with his name on it. He does not often receive letters. Then, he thought it was a letter from his ex-girlfriend. This made him feel _____ (2.), and he opened the envelope with shaking hands. Then, he was quite _____ (3.) to find out that nothing was in the envelope.

2 GRAMMAR

A Complete the sentences. Use the *-ing* or *-ed* form of the words in parentheses.

1. The movie was really _____ (excite).
2. I was so _____ (embarrass) about my mistake.
3. The spa was _____ (relax).

B Complete the conversation. Use the present perfect form and the verbs in parentheses.

A: _____ (you/travel) to India?

B: No, but _____ (my husband/already/be) there. I don't know if we will ever plan a trip there together.

A: Well, I _____ (study) here for 5 years, and I think there is always something new to see.

C Complete the paragraph. Use *be able to* or *could* and the words in parentheses.

When I was young, I thought _____ (1.) (my mom/do) everything. _____ (2.) (she/cook) every kind of food. One night last month, she followed an online video and _____ (3.) (she/make) sushi. It was her first time making it.

>> GO TO PAGE 92 TO CHECK YOUR ANSWERS.

UNIT 4 WOULD YOU LIKE SOMETHING TO EAT?

LESSON 1 VOCABULARY

A Match the sentence beginnings with the endings.

___	1. Would you like a garden	a.	mushroom pasta.
___	2. Would you please pass the salad	b.	soup.
___	3. Is there any iced	c.	wrap.
___	4. I'm going to have a bowl of tomato	d.	dressing?
___	5. You should try the spinach and	e.	tea?
___	6. I think I'll have the grilled vegetable	f.	salad?
___	7. Do you like veggie burgers with	g.	lemon?
___	8. Would you like your iced tea with sugar and	h.	burger, please.
___	9. I'm sorry, but there aren't any more oatmeal	i.	cookies.
___	10. If you'd like a drink, there are several kinds of	j.	soda
___	11. I'd like onions on my veggie	k.	ketchup on top?

B Label each group with the correct category. Use the words from the box.

Mains Drinks Dessert Condiments / flavorings Starters

1.	2.	3.
a veggie burger	lemon	an oatmeal cookie
a grilled vegetable wrap	salad dressing	
spinach and mushroom pasta	ketchup	

4.	5.
fruit salad	soda
tomato soup	iced tea
a garden salad	

LESSON 1 GRAMMAR

A Underline the correct words to complete the sentences.

1. There are **any / some** tomatoes on the counter.
2. There isn't **no / any** more cheese.
3. I'm sorry, but there's **no / any** milk.
4. I think there's **any / some** ketchup in the fridge.
5. I'm afraid there are **no / some** veggie burgers left. Would you like a sandwich instead?
6. Sorry, but there aren't **any / no** more French fries.
7. There are **any / some** grilled vegetable wraps for lunch.
8. There isn't **any / some** chocolate! Who ate it all?

B Complete the conversations with *some, any,* or *no.*

1. A: Are there _____ cookies? I hope there are!
   B: No, there are _____ cookies. We finished them.
2. A: Do we have _____ soda? I'm thirsty.
   B: Yes, I think there's _____ orange soda in the fridge.
3. A: I'm afraid there's _____ salad dressing.
   B: That's OK. I can make _____.
4. A: Have _____ French fries–they're delicious!
   B: Thanks, but I'm on a diet. I don't need _____.

C Complete the questions with *Is there / Are there + any.* Complete the answers with *there's / there are + some* or *no.*

1. A: Are there any onions in this salad?
   B: No, there are no onions. Would you like some?
   A: No, thanks! I don't like onions.
2. A: _____ sugar in the iced tea?
   B: Yes, _____ sugar, but only a little.
3. A: _____ apples?
   B: No, _____ apples.
4. A: _____ cheeseburgers?
   B: _____ burgers, but _____ cheese.
5. A: _____ oranges or bananas?
   B: I'm sorry, but _____ fruit.

LESSON 2 VOCABULARY

A Complete the sentences. Look at each picture. Underline the correct word.



1. Please add "a **quart / dozen / piece** of juice" to the shopping list.



2. There's a **bag / jar / slice** of honey in the cabinet above the stove.



3. Please buy a **glass / can / bag** of flour, so I can make some bread.



4. To make the soup, I'll need a **loaf / piece / can** of tomatoes, some fresh vegetables, water, oil, and spices.



5. Would you get a **box / bottle / slice** of cereal when you go to the store?



6. We need a **half-pound / gallon / bottle** of cheese for the hamburgers.



7. Will we need more than one **jar / loaf / pint** of bread for the sandwiches?



8. For a gallon of iced tea, you'll need about a **piece / quart / cup** of sugar.

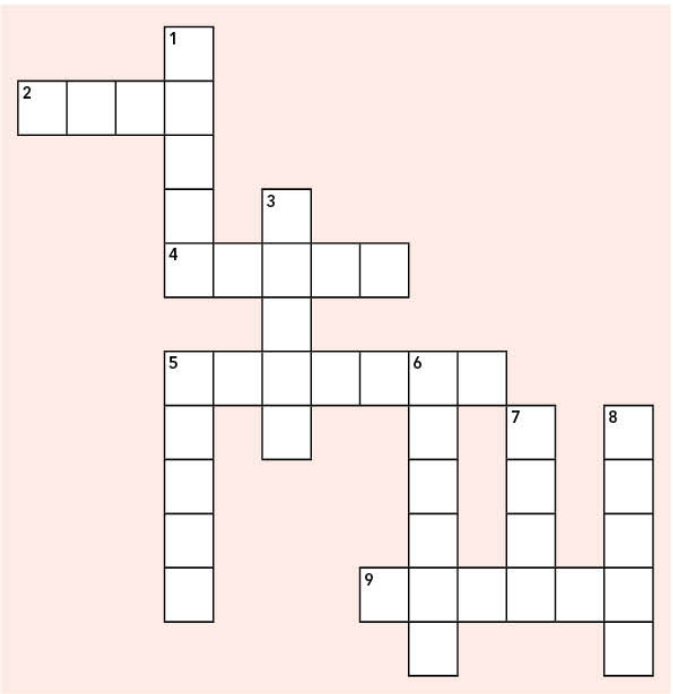
B Complete the crossword puzzle.

ACROSS

2. I often have a ___ of ice cream after dinner.
4. I can eat more than one ___ of pizza.
5. Did we finish the whole ___ of cookies?
9. Please get a ___ of oil at the store.

DOWN

1. Could I please have a ___ of water?
3. Would you like another ___ of cake?
5. How many hamburgers can we make from a ___ of meat?
6. There's a ___ of milk in the refrigerator.
7. We need more than a ___ of blueberries to make a pie.
8. When I go shopping, I'll get a ___ eggs.



LESSON 2 GRAMMAR

A Underline the correct word.

1. My co-workers drink **much / a lot of** soda.
2. Bob and his friends eat **a lot of / many** meat.
3. Do you eat **much / many** fruit?
4. I like **how many / many** flavors of ice cream.
5. **How much / How many** cheese do we need to make the pizza?
6. **How much / How many** cups of coffee have you had today?
7. Tom puts **much / a lot of** lemon juice in his tea.
8. I can cook, but I can't make **much / many** different dishes.

B Complete the conversations. Use the words from the box. Not all words are used.

a lot of how many how much many much

1. A: _____ glasses of water do you drink in a day?
   B: I don't know, but I drink _____ water. What about you? _____ water do you drink?

a lot of how many how much much

2. A: Are you going shopping? We need some fruit.
   B: _____ fruit should I buy?
   A: Well, I want to make a big fruit salad, so I need _____ fruit.

how many how much many much

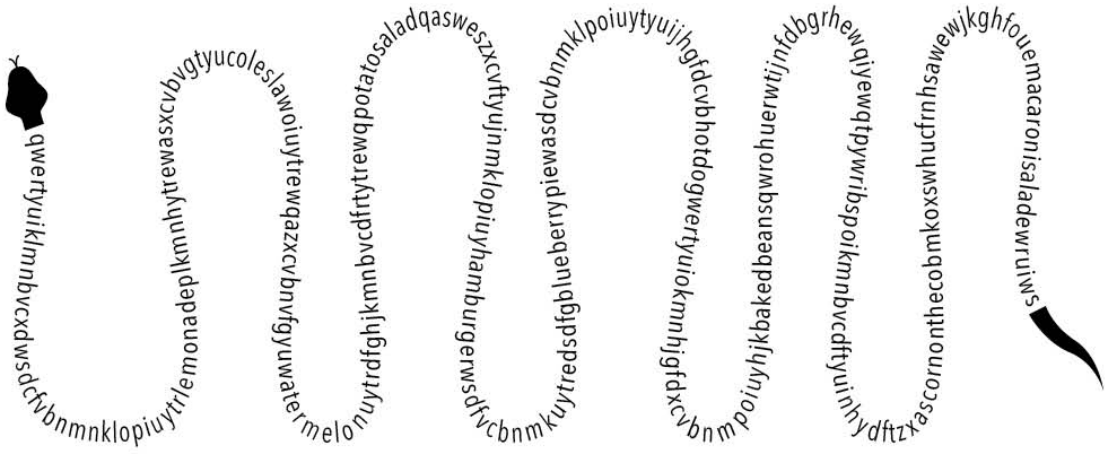
3. A: _____ coffee do you drink?
   B: I don't drink _____ coffee. I like tea better. What about you?
   A: I'm a big coffee drinker. I drink _____ cups a day.

C Complete the conversations with *much, many,* or *a lot of.*

1. A: Wow, you're making _____ salad! How _____ people is it for?
   B: It's for Ann's birthday party. I think we'll need _____ food.
2. A: I wanted to make vegetable soup, but we don't have _____ vegetables.
   B: Let's have pasta instead. I know we have _____ different kinds of that.
   A: But how _____ tomato sauce is there?
   B: Enough.
3. A: What are you doing?
   B: I'm making cookies.
   A: How _____ cookies are you making? I can eat _____ cookies, you know.
   B: I can't make a lot because we don't have _____ flour.

LESSON 3 VOCABULARY

A Circle 12 barbecue food items in the word snake below.



B Complete the conversations. Write the correct answers using words from A.

1. A: Do you like your _____ with cheese, lettuce, and tomato?
   B: Of course! I also like mustard on it.
2. A: What would you like to drink?
   B: _____, please.
3. A: What's for dessert?
   B: There's _____ and ice cream.
4. A: What would you like on your _____?
   B: Mustard and ketchup, please.
5. A: Did you try the _____?
   B: No, I don't eat meat.
   A: Oh, so you didn't have a hot dog or hamburger either.
6. A: I think _____ is my favorite fruit.
   B: I love it, too.
7. A: What side dish will you take to the barbecue?
   B: I'm making _____. I need to buy the pasta today.
8. A: What do you want to put on your _____ ?
   B: Salt, pepper, and butter! I might have two.
9. A: Do you want to make_____ for the barbecue?
   B: I can't. There isn't any mayonnaise.
   A: Oh, but there are potatoes and eggs. I will go get the mayonnaise.
10. A: What do you call this side dish?
    B: _____
    A: What is in it?
    B: Cabbage, carrots, vinegar, salt, and pepper.
11. A: Are you making _____ for the barbecue?
    B: Yes, they're in the oven now.
    A: Great! They will be a delicious side with my hot dog!



LESSON 3 GRAMMAR

A Complete the conversations with the words from the box. Not all words are used.

enough too many too much

1. A: We have _____ pizzas! We'll never be able to finish them all.
   B: We have _____ soda, too. What should we do?
   A: Let's invite more people.

enough not enough too much

2. A: There are _____ burgers now. You can stop making them.
   B: OK. But there are _____ hot dogs. I'll cook some more.

enough not enough too much

3. A: Would you like more milk in your coffee?
   B: No, thanks. I have _____ milk. It's perfect.
   A: How about another piece of chocolate cake?
   B: Oh please, no! I've already eaten _____ cake. I'm really full. I can't eat another piece.

not enough too many too much

4. A: Let's take Henry to Dina's Diner for lunch on his birthday.
   B: Not Dina's. Henry doesn't eat meat, and there are _____ vegetarian dishes on the menu there.
   A: OK, then, how about India Palace?
   B: It's too busy at lunchtime. Let's not spend _____ time waiting in line.
   A: Fine. *YOU* pick a restaurant!

B Complete the conversations with *enough, not enough, too much,* or *too many.*

1. A: There are _____ chairs for everyone.
   B: Oh no! Where can we get more?
2. A: We have _____ plates and bowls of food.
   B: You're right. They won't all fit on the table.
3. A: Is there enough salt in the soup?
   B: Actually, there's _____ salt. It tastes really salty.
4. A: Wow, I didn't expect so many people to come.
   B: Yeah, we have a problem. There's _____ food.
5. A: Do we have _____ fruit?
   B: Yes, we do. We have just the right amount.
6. A: Would you like some of these French fries?
   B: No, thanks. You put _____ ketchup on them. I don't really like ketchup.
7. A: Have another burger!
   B: Thanks, but I've already eaten _____ burgers. In fact, I feel a little sick.
8. A: There's _____ ice cream for everyone.
   B: Yes, there is! Look again in the freezer. There's more at the back.

LESSON 4 READING

A Read the article. What happens to people's taste in food when they get older? Check (✓) the correct answer. They:

☐ eat more healthy food. ☐ eat less food. ☐ prefer different kinds of food.

A CHANGE OF TASTE





1 Imagine the most delicious food you can think of. What does it taste like? Is it salty, sweet, or sour? Is it crunchy or chewy? Is it the same food you liked as a child? Probably not!

2 When I was young, I loved sweet things like candy, cereal, cookies, and chocolate milk. And the foods I hated as a child—olives, yogurt, and spinach—are three foods I eat all the time now. Apparently, my taste changed when I grew up. Does this sound familiar?

3 Children prefer sweet foods because their taste buds (the little bumps on our tongues that make us taste things) are very sensitive. This sensitivity makes children not want to eat bitter or sour foods. It also makes sweet foods more attractive. How something smells also influences what we eat, especially for children, who have a stronger sense of smell than adults.

4 As we age, we begin to lose some of our taste buds and our sense of smell is less strong. We also learn to "accept" some foods into our diets due to experiences related to that food—the food made us feel good, the food didn't make us sick, or we enjoyed the food and felt safe while eating it.

5 Stress also plays a role in how our tastes change. When we're stressed we may eat more junk food, and if we eat a lot of foods with sugar, salt, and oil, we want to eat more foods like that.

6 Luckily, we can train our taste buds to enjoy new flavors. I started eating healthier foods like yogurt and spinach, and now I really enjoy them. I don't eat much sugar these days, so my body doesn't want that anymore. Now, the most delicious food, in my opinion, is a spinach salad with a veggie burger. The younger me would never eat that!

B Read the Reading Skill. Then read the article again. Circle the correct supporting detail for each main idea.

READING SKILL Identify supporting details

Supporting details are facts and ideas that add more information to support the main idea. Supporting details can include examples, research, or quotes. Identifying these details can help you understand what the writer is trying to tell you.

1. Paragraph 2: My taste changed when I grew up.
   a. When I was young, I loved sweet things like candy, cereal, cookies, and chocolate milk.
   b. Imagine the most delicious food you can think of.
   c. What does it taste like?
2. Paragraph 3: Children have a stronger sense of taste and smell than adults.
   a. How something smells also influences what we eat…
   b. This sensitivity makes children not want to eat bitter or sour foods.
   c. Children prefer sweet foods because their taste buds are very sensitive.
3. Paragraph 4: Older people lose taste buds and learn to accept certain foods.
   a. As we age, we begin to lose some of our taste buds.
   b. …the food made us feel good, the food didn't make us sick, or we enjoyed the food and felt safe while eating it.
   c. …our sense of smell is less strong.
4. Paragraph 5: Stress makes our tastes change too.
   a. When we're stressed we may eat more junk food…
   b. Stress also plays a role in how our tastes change.
   c. Children prefer sweet foods.
5. Paragraph 6: We can learn to enjoy new foods.
   a. When I was young, I loved sweet things…
   b. I started eating healthier foods like yogurt and spinach, and now I really enjoy them.
   c. I don't eat much sugar these days.

LESSON 5 WRITING

A Complete the email with information from the box.

at the end of the New Year's Eve meal
Do they have special meanings, too
My grandmother cooks long noodles to represent "long life"
Then we play games and set off fireworks afterwards

From: Yi-chen To: Jen

Hi, Jen,

It's Lunar New Year this week. I'm in China visiting my grandparents. Last week, we cleaned the house, and my grandparents bought flowers for decoration. On Lunar New Year's Eve, we eat a huge meal. _____ 1. .

For the meal, my grandmother cooks certain foods because they are an important part of Chinese culture. The main dish is usually a whole fish.

We always leave some fish on the plate _____ 2. . This means we will have "extra" at the end of the year. In Mandarin, the main language of China, the word for fish sounds like "extra." The saying "nian nian you yu," means "may you have more than you need, every year."

Noodles are also an important New Year's food. _____ 3. , and she also makes a delicious turnip cake. Turnips are a popular root vegetable in Asia. In Mandarin, the name of this cake sounds like "fortune."

Do you eat any special foods for your holidays? _____ 4. ?
I'd love to hear about them!

See you soon,
Yi-chen





B Read the Writing Skill. Then read each sentence from the email. What kind of sentence is it? Write *simple, compound,* or *complex.*

1. _____ It's Lunar New Year this week.
2. _____ Last week we cleaned the house, and my grandparents bought flowers for decoration.
3. _____ We also bought a lot of food because on Lunar New Year's Eve, my grandmother makes a huge meal.

WRITING SKILL Add sentence variety

Use different sentence styles and structures in your writing. There are several sentence patterns:

- **Simple sentences:** a subject + verb + object (also called an independent clause).
- **Compound sentences:** two independent clauses connected by a coordinating conjunction, like *and, but, so,* and *or.*
- **Complex sentences:** an independent clause + a dependent clause; a dependent clause can refer to the subject (*who, which*) the sequence / time (*since, while*), or the causal elements (*because, if*) of the independent clause.

UNIT 4 SELF-QUIZ

1 VOCABULARY

A Complete the sentences. Circle the correct answer.

1. Can I get some more _____ for my French fries?
   a. ketchup b. tomato soup c. veggie burger d. oatmeal cookie
2. Please get me some strawberries and bananas for the _____.
   a. lemon b. iced tea c. fruit salad d. grilled vegetable wrap
3. He drank his _____ and put the empty can in the recycle bin.
   a. soda b. salad dressing c. a garden salad d. spinach and mushroom pasta
4. We shared a _____ of cake for dessert.
   a. bottle b. quart c. piece d. glass
5. Mark bought a _____ of bread to make sandwiches.
   a. jar b. loaf c. bowl d. gallon
6. He used a _____ eggs to make cake for everyone.
   a. can b. pint c. pound d. dozen
7. This _____ is so sweet and juicy. It doesn't even have a lot of seeds.
   a. coleslaw b. watermelon c. baked beans d. corn on the cob

2 GRAMMAR

A Complete the conversation. Use *no, any,* or *some*.

A: Are there _____ (1.) cookies?
B: Yes, there are _____ (2.) cookies. How about tomato soup?
A: No, there isn't _____ (3.) tomato soup.

B Complete the conversation. Use *much, many,* or *a lot of*.

A: How _____ (1.) milk do you need?
B: I already have _____ (2.) milk, but I need more strawberries.
A: How _____ (3.) strawberries do you need?
B: I need ten more.

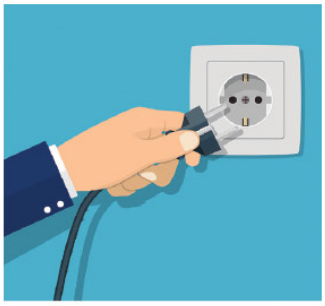
C Complete the paragraph. Use *enough, too much,* or *too many*.

Jessie invited _____ (1.) guests to the party. She doesn't have _____ (2.) plates and forks for them. Now she has to spend more money shopping, She thinks having a big party costs _____ (3.).

>> GO TO PAGE 92 TO CHECK YOUR ANSWERS.

UNIT 5 WHEN CAN WE MEET?

LESSON 1 VOCABULARY



A Complete the sentences. Underline the correct answers.

1. It was easy to fix the problem. I just had to **unplug a cable / click a link / restart the computer**. Then I plugged it in again.
2. If you can't get online, maybe the problem is the Wi Fi. You should **connect to a projector / check the connection / unplug a cable**.
3. Is this the first time you've used the Wi Fi here? If it is, then you have to **call tech support / add a wireless network / unplug a cable** before you can get online.
4. It's easy for people to get to a website when they just have to **click a link / call tech support / restart the computer**.
5. To show your presentation to everyone in the room, you'll need to **connect to a projector / unplug a cable / check the Wi Fi connection**.
6. This software is free to use. You just need to **click a link / restart the computer / download a program** from the internet.
7. Sometimes you need to make updates to programs or make other changes to a computer's software. After you do that, you often need to **restart the computer / click a link / download a program**.
8. Sometimes you can't fix a problem with your computer by restarting it or taking other simple steps. Then you need to **restart the computer / call tech support / connect to a projector** to get help.

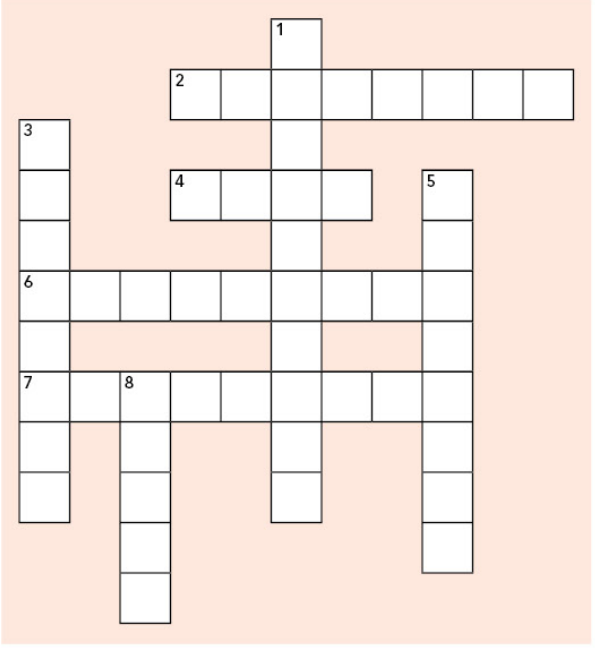
B Complete the crossword puzzle.

ACROSS

2. I don't often download ___ on my laptop.
4. Just click the ___ and it will take you directly to the website.
6. You'll need to connect to a ___ in the meeting room so you can share your presentation.
7. I don't know the answer, so I suggest calling ___ support.

DOWN

1. If you're having a problem getting online, you should check the Wi Fi ___.
3. You might be able to fix that problem by restarting the ___.
5. Would you please show me how to add a ___ network?
8. I unplugged a ___ by mistake, so I plugged it back in.



LESSON 1 GRAMMAR

A Complete the conversations with *could, should,* or *shouldn't* and the words in parentheses.

1. A: Should we leave for the movie soon? (we / leave)
   B: Yes. I want to get good seats, so we shouldn't wait too long. (wait)
2. A: Can I call you or Alice for tech support?
   B: You _____ me or Sue. We'll be ready to help. (call)
   A: Great!
   B: You _____ Alice. She's too busy. (bother)
3. A: _____ my laptop to the conference? I hate carrying it around all day. (I / bring)
   B: That's OK. You don't need to. But maybe you _____ a tablet instead. Do you have one? (bring)
4. A: You _____ this app. It's so much fun! (download)
   B: I have too many apps on my phone already.
   A: Oh, then you _____ any more. (add)
5. A: When _____ work on the presentation? (we / start)
   B: As soon as possible. We _____ any time. (waste)

B Complete the conversations with *could, should,* or *shouldn't* and the words in parentheses.

1. A: What should I wear on the day of my presentation? (what / I / wear)
   B: You need to look professional. You should put on a jacket and tie. (you / put on / a jacket and tie)
   A: How about my New York Yankees tie?
   B: No, you shouldn't wear that one. (you / wear / that one)
2. A: _____ the company's website. (we / update)
   B: That's a good idea. _____ at the meeting today. (you / suggest / it)
3. A: I'm going to be late. _____. (you / wait / for me)
   B: OK, then we'll start the meeting without you. But the boss won't like it, so _____. (you / make / a habit of this)
   A: I promise I won't.
4. A: _____? (where / we / set up / the projector)
   B: I think _____ a couple of different spots and see which one works better. (we / try)
5. A: I need to plug in my laptop.
   B: Then _____. (you / sit / over there)
   A: Oh, you're right. There's no outlet.
   B: _____. I don't need the outlet. (you / sit / here)
   A: Thanks!

LESSON 2 VOCABULARY

A Look at the word search. Underline nine hardware items.

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

B Complete the conversations. Underline the correct answer.

1. A: Are you having a problem with your headphones?
   B: Yes. **The sound isn't working / The screen is frozen / I can't get online**.
   A: Check the volume controls.
2. A: Maybe I should delete some programs I don't use.
   B: Why do you say that?
   A: Well, **I can't get online / I can't make a video call / my computer keeps crashing**.
   B: Ah! So you think your hard drive might be full.
3. A: Is your computer working?
   B: Yes, it's fine, but I think there's a problem with the Wi Fi network.
   A: Why do you say that?
   B: **The sound isn't working / I can't get online / My computer keeps crashing**.
4. A: Nothing is happening on my screen. I mean, it's like I'm seeing a photo instead of a video.
   B: Oh, it sounds like **your computer keeps crashing / your screen is frozen / your sound isn't working**.
5. A: Oh, no! This computer doesn't have a webcam.
   B: Do you really need one?
   A: Yes, I do. Without a webcam, **I can't make a video call / I can't get online / the screen is frozen**. They wouldn't be able to see me.

LESSON 2 GRAMMAR

A Read the sentences. Underline the correct answer.

1. If you have any trouble setting up for your presentation, call tech support. I'm sure they **might** / **most likely won't** / **will** help you.
2. Try restarting your computer. I can't promise it will help, but it **won't likely** / **might** / **will definitely** fix the problem.
3. I wonder why my cell phone has become so slow. Maybe it's because I have a lot of apps running. That **may** / **will** / **probably won't** be the source of the problem.
4. I can't get online, and I know there have been problems with the Wi Fi network recently. There **might** / **definitely won't** / **may not** be a problem with the Wi Fi.
5. I wanted to talk to you about the team meeting tomorrow afternoon. I have to go out of town in the morning, so I **won't** / **might not** / **may** be able to attend the meeting.
6. You can try calling Dan's office, but it's 1:15 and he usually goes to lunch at 1:00. You **might not** / **will probably** / **may** get him.
7. I don't want to buy a new laptop. Maybe they can fix it at the computer repair shop. I **definitely won't** / **will most likely** / **may not** need a new one.
8. You've had several problems with your phone lately. You should get a new one because you **will have no more problems in the future** / **will very likely keep having problems** / **may not have any more problems**.

B Complete the conversations with *will (not)* or *might (not)* and the words in parentheses. Use contractions when possible.

1: A: Is it raining?
B: No, but it might rain later. There are dark clouds in the sky. (it / rain)
2. A: Many flights have arrived late because of the weather.
B: So Ann's flight _____ late, too. (probably / arrive)
3. A: Maybe Harry won't be able to join us for the presentation.
B: True. _____. That would be too bad. (he / come)
4. A: Let's email Hiro.
B: But it's 10:00 P.M. his time. _____ online right now. (he / probably / be)
5. A: Should I restart the computer? Sometimes that helps.
B: Yes, try that. _____. (it / help)
6. A: I can't hear the presenter.
B: Can you turn up the volume? _____ at 100%. (it / be)
7. A: That's not a very good microphone.
B: Don't worry. David _____ a new microphone before the presentation. (definitely / get)
8. A: I'll be on vacation all next week.
B: Oh. Then _____ you until the week after next. (I / see)
9. A: That package still isn't here! I can't believe it.
B: It's ok. It _____ tomorrow. I called the post office and asked. (definitely / arrive)

LESSON 3 VOCABULARY

A Complete the conversations. Use the words from the box.



agenda	invitation	presentation	reserve
equipment	photocopies	refreshments	video call

1. A: Will you report to the whole team on your project?
   B: Yes. I am creating a _____ for the meeting on Monday.
2. A: Let's plan to have a video call tomorrow.
   B: OK. I'll arrange it and send you an _____.
   A: Great. Thanks.
3. A: Let's talk about what topics we want to cover at the meeting.
   B: Good idea. We can write an _____ and send it to everyone before the meeting.
4. A: Who is in charge of the schedule for the meeting rooms?
   B: Carol is.
   A: OK. I'll call her and _____ a meeting room for our team for tomorrow at 3:00. Then I'll email everyone with the time and place.
5. A: What should I do to get ready for my presentation?
   B: Well, you should definitely check the _____. Make sure it's all working.
6. A: Do you want me to make any _____ for the meeting?
   B: Thanks, but I already have copies of the agenda, and that's all we need.
7. A: Has anyone ordered _____ for the meeting?
   B: Mike did. He ordered coffee, tea, juice, and pastries.
8. A: Did you arrange a _____ with Jennifer and Paul?
   B: Yes, we're meeting online at 4:00.

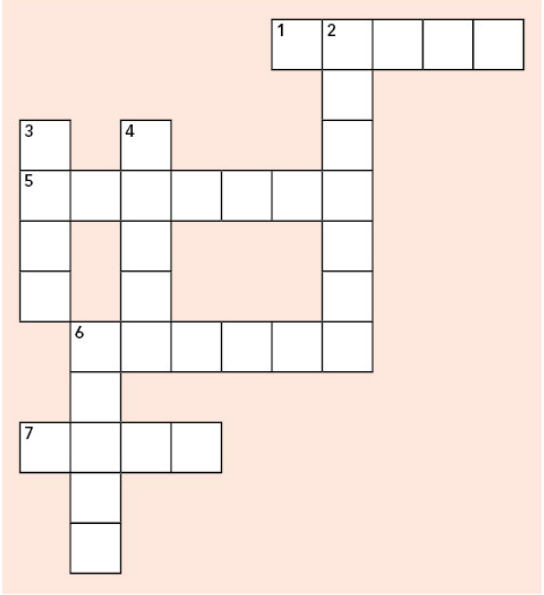
B Complete the crossword puzzle.

ACROSS

1. Who will plan the meeting and ___ the agenda?
5. Would you please ___ a video call with the rest of the team?
6. I'll ___ the presentation before we meet, OK?
7. Please ___ me an invitation to the meeting.

DOWN

2. I'd like to ___ a meeting room for Friday from 9:00 to 10:30, please.
3. The copier isn't working, so I can't ___ photocopies.
4. Let's ___ sandwiches from Michel's Café.
6. Don't forget to ___ the equipment before the meeting.



LESSON 3 GRAMMAR

A Complete the statements with the simple present or past forms of *need to* or *have to* and the verbs in parentheses. Use contractions when possible.

1. A: Should I be here early tomorrow?
   B: No, you just have to be here in time for the meeting at 9:00. You don't have to come in early. (not / come in)
2. A: Can we use the meeting room?
   B: Maybe. We _____ it. (reserve)
3. A: What a thoughtful gift! You _____ that. (not / do)
   B: But I wanted to do it.
4. A: Has Paul ordered sandwiches for the meeting on Friday?
   B: Not yet. He still _____ them. (order)
5. A: I _____ an agenda for the meeting. (send out)
   B: I could do that. Would you like me to?
6. A: Did you check the equipment?
   B: I _____ it. Janet took care of that. (not / check)
7. A: You came in early today!
   B: Yes, I _____ a call to our office in Turkey. I did that at 7:00 a.m. (make)
8. A: Karen is going to come to the meeting to take notes.
   B: Oh, she _____. I can take notes myself. (not / come)
9. A: We _____ a reservation at Leonardo's for dinner. (make)
   B: No, we don't. In fact, we can't. Leonardo's doesn't take reservations.

B Write questions with *need to* or *have to* and the words in parentheses.

1. A: What did you have to do to prepare for the presentation? (what / you / do)
   B: I had to find some information.
2. A: _____ late tonight? (you / work)
   B: Yes. I'll be here until 8:00.
3. A: _____ for the airport yesterday? (what time / they / leave)
   B: 4:00 A.M.!
4. A: _____ an agenda for tomorrow's meeting? (I / write)
   B: No, I've already written one. I'll email it to you.
5. A: _____ the project? (when / he / finish)
   B: By next Monday.
6. A: _____ to the conference? (Fred / go)
   B: No, but he wants to.
7. A: _____ at the airport? (when / you / be)
   B: I don't have to go after all. Brian will pick up the client.
8. A: _____ the day of the meeting? (you / change)
   B: Yes, we did. Now it's set for Wednesday of next week, same time, same place.
9. A: _____ to reserve the room? (who / I / call)
   B: Call Jerry's assistant.

LESSON 4 READING

A Read the article. Then complete the sentence. Underline the correct answer.

In the future, 3D skin printers will help patients **heal faster and have smaller scars / grow skin onto their own bodies / print their own skin at home**.

3D PRINTER PRINTS SKIN!



Get ready for the future! Scientists at the University of Toronto have developed a handheld (something you can hold in your hand) 3D printer that "prints" skin! This 3D printer can print skin for people with bad burns or deep wounds. The skin is printed directly over patients' wounds, almost like a bandage.

The current technology is a skin graft, where healthy skin is removed from one place on the body and then placed onto a wound. But with grafting, sometimes it's difficult to find enough healthy skin, or the grafted skin doesn't match the person's skin color. Also, grafting takes a long time to heal.

But with 3D skin printing, doctors take a small number of skin cells from the patient and then grow them in a lab. The skin cells are mixed with a protein and then formed into a gel called "bio-ink." This gel is then placed onto the wound to help it heal.

Researchers found that wounds can heal three times faster and scars are much smaller. The printer weighs only two pounds and can print skin in less than two minutes!

While 3D skin printing hasn't yet been tested on humans, it has been very successful on mice and pigs. Human testing will begin in Toronto soon. Researchers hope this product will be available in hospitals around the world soon. When it is, it will forever change the way doctors help these patients.

B Read the Reading Skill. Then read the article again. Write the information from the box in the correct group.

READING SKILL Identify text structure

Texts are organized in different ways depending on what they are describing and want to explain. One way to organize a text is to introduce a problem and then describe the solution to that problem.

heals three times faster	skin may not match
finding enough healthy skin	takes a long time to heal
scars are smaller	uses patients' own skin cells

Problems with skin grafts	Solutions using 3D printing

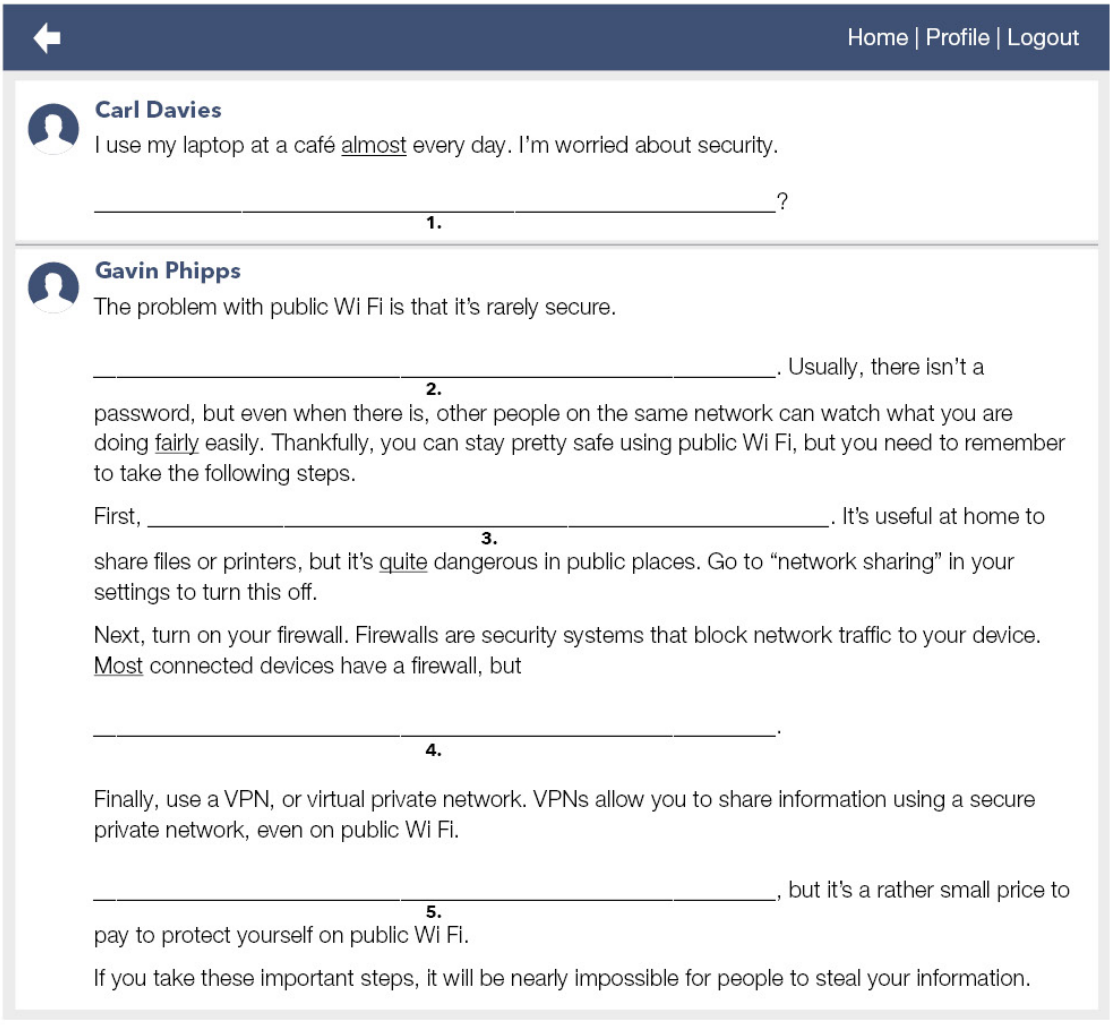
C Read the article again. Then answer the questions. Circle the correct answers.

1. How big is the 3D skin printer?
   a. the size of a regular printer.
   b. the size of an operating room.
   c. It can fit in a doctor's hand.
2. What is skin grafting?
   a. printing skin onto a wound
   b. taking healthy skin and putting it on a wound
   c. growing skin cells from good skin
3. How fast is a skin printer able to print skin? Within:
   a. minutes
   b. hours
   c. days
4. What is bio-ink?
   a. a gel used in a 3D printer that's made with skin cells.
   b. a gel used to help skin graft patients heal faster.
   c. the ink found inside all 3D printers.
5. What has 3D skin printing been developed for?
   a. people with skin wounds or burns
   b. people who want to change their skin color
   c. to help mice and pigs grow thicker skin

LESSON 5 WRITING

A Complete the message board posts with information from the box.

They usually charge a fee per month for use
always turn off sharing when you're in public
Is there anything I should know about using public Wi Fi
That makes it really simple for people to steal your information
people often forget to check their security settings and turn it on



B Read the excerpts from A. Notice the underlined words. Choose the qualifier with the same meaning.

1. …I use my laptop at a café almost every day
   a. nearly b. seldom c. a lot
2. …can watch what you're doing fairly easily.
   a. somewhat b. really c. so
3. …it's quite dangerous in public places
   a. a bit b. really c. less
4. Most connected devices have a firewall…
   a. More b. Many c. Almost all

WRITING SKILL Use qualifiers

Qualifiers are words or phrases that limit or add to another word's meaning. Qualifiers can make a word stronger (She spoke very quickly) or weaker (He is a little tired). They give information about things like time (He's always late) or quantity (I like most of my teachers). Common qualifiers are: *very, quite, more, rather, pretty, really, so, nearly, almost, fairly, somewhat, least, less, a bit, kind of.*

UNIT 5 SELF-QUIZ

1 VOCABULARY

A Complete the sentences with phrases from the box. Not all phrases are used.

click a link	unplug a cable	call tech support
download a program	check the Wi Fi connection	

1. If you _____ on the web page, you can see the video.
2. I paid to _____. It lets me make my own webpage.

B Complete the sentences. Circle the correct answer.

1. I think my _____ stopped working. I can't record my voice.
   a. screen b. monitor c. keyboard d. microphone
2. I want to watch a video, but _____. I can't hear anything.
   a. I can't get online b. the screen is frozen c. the sound isn't working d. I can't make a video call
3. I can't click anything. I should get a new _____.
   a. mouse b. speaker c. webcam d. headphone

C Complete the paragraph with phrases from the box. Not all phrases are used.

write an agenda	make photocopies	order refreshments
create a presentation	reserve a meeting room	

I need to prepare for a big meeting. First, I should _____ (1.) big enough for ten people. I also have to _____ (2.) because we will be hungry. Finally, I should _____ (3.) so everybody knows the order of events.

2 GRAMMAR

A Complete the conversation. Use the words in parentheses.

A: Oh no! I can't find my wallet. _____ (1.) (I / should / do / what)?
B: _____ (2.) (the police / ask / could / you), but I think _____ (3.) (you / should / check) one more time.
A: You're right. I had it at the store, so _____ (4.) (likely / be / it / will / most) there.

B Complete the conversation. Use the words in parentheses.

A: What time _____ (1.) (you / have to / wake up) tomorrow?
B: Before 6:00 A.M. _____ (2.) (I / get / have to) get to the airport before 8:00.

>> GO TO PAGE 93 TO CHECK YOUR ANSWERS.

UNIT 6 HOW'S YOUR LUNCH?

LESSON 1 VOCABULARY

A Look at each picture. Write the adjectives.







1. s _ _ _ _ _ 2. b _ _ _ _ _ _ 3. s _ _ _ 4. s _ _ _ _ 5. s _ _ _ _







6. h _ _ 7. c _ _ _ 8. s _ _ _ _ _ 9. r _ _ _ 10. w _ _ _

B Use the correct words from A to complete the sentences.

1. Wow, this sauce is very _____. It feels like my mouth is on fire!
2. Ouch! I burned my mouth on this _____ soup.
3. This sauce is great, but it's very _____, so I only need a little bit.
4. I like my coffee _____, so I add extra ground coffee when I make it.
5. I like my tea strong. I don't like it _____ and watery.
6. Let's have something _____ for dessert, something made with chocolate.
7. When ice cream is very _____, it's not as soft.
8. I don't like radishes. They're _____.
9. Please pass the sugar. This lemonade is too _____!
10. I love chips and other _____ snack foods.



LESSON 1 GRAMMAR

A **Underline the correct phrase to complete the sentence.**

1. Ann hates pickles. She says they're **sour enough / too sour**.
2. My iced tea is **cold enough / too cold**. It's just the way I like it.
3. My brother doesn't like my favorite breakfast cereal with sugar. He thinks it's **not sweet enough / too sweet.**
4. This chocolate cake needs more sugar. It's **sweet enough / not sweet enough**.
5. I need some ice for my soda because it's **cold enough / not cold enough**.
6. The tomato sauce needs more hot peppers. It's **too spicy / not spicy enough**.
7. I'm waiting for the water to boil. It's not **hot enough / too hot** to make tea yet.
8. I can eat only a little of this cake. It's delicious, but **it's too rich / not rich enough** to eat a lot of it.

B **Complete each sentence with *too* or *enough* + the adjective in parentheses.**

1. I'm disappointed that these beans aren't very spicy. They really aren't spicy enough for me. (spicy)
2. This iced tea has too much sugar in it. It's _____. (sweet)
3. Would you please pass the salt? My soup isn't _____. (salty)
4. I always drink coffee with sugar. Coffee without sugar is _____ for me. (bitter)
5. I know you like your tea very strong. Is that tea _____ for you, or is it still too weak? (strong)
6. Is your food _____, or should I put it back in the microwave for another minute? (hot)
7. Let your hot chocolate cool a bit longer. It's not _____ to drink yet. (cool)
8. I get headaches from very cold drinks. For me, soda with a lot of ice is _____ to drink. (cold)

C **Complete each conversation with *too* or *enough* and an infinitive. Use the words in parentheses.**

1. A: The butter is pretty cold and hard.
   B: Yes, it is. It's not warm enough to spread easily. (warm / spread)
2. A: Why aren't you drinking your coffee?
   B: I'm letting it cool for a moment. It's _____. (hot / drink)
3. A: Would you like some bread?
   B: Yes, please. This soup is _____ without some bread. (spicy / eat)
4. A: Are you going to buy those chocolates?
   B: No. I'm looking for a gift for my mother, and those aren't _____ as a gift. (nice / buy)
5. A: Should I buy some milk?
   B: Yes, and please check the date on the carton. Make sure it's _____ for a week. (fresh / last)
6. A: Would you like more ice for your soda?
   B: No, thanks. I already have a lot of ice. In fact, I'm going to take some out because my soda is _____. (cold / drink)

LESSON 2 VOCABULARY

A Look at the word search. Circle ten gift items.

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

B Complete the conversations with a word from A.

1. A: For my birthday, I got a $50 _____ for an online store.
   B: That's nice. You can use it to pick out your own present.
2. A: That's a pretty _____ you're wearing.
   B: Thanks. I like the color, but it's very long—about 5 feet!
3. A: Here are the _____ that David gave me.
   B: Nice! Can I eat one?
4. A: I'm wearing the _____ you gave me.
   B: I think it looks great on you.
5. A: What did Mary give you for Mother's Day?
   B: Some beautiful _____ from her garden.
6. A: Barbara's 3-year-old grandson made her a _____ for her birthday.
   B: How sweet!
7. A: Can you tell me the time?
   B: I sure can. I just got a _____ as a gift. It's 10:20.
8. A: Let's go to the movies this weekend. I have some movie _____ that I got as a gift.
   B: Well, then, since you'll be treating me to the movie, I'll buy the popcorn.
9. A: I'm wearing the gift you gave me.
   B: It smells nice. I hope you like it.
   A: Oh, yes! In fact, it's my favorite _____.
10. A: What's the difference between perfume and _____?
    B: I think it's weaker than perfume, and men usually wear it. Women usually wear perfume.

LESSON 2 GRAMMAR

A Rewrite the sentence so the indirect object is first.

1. My friend baked some cookies for me.
   My friend baked me some cookies.
2. I gave my phone number to Carla.
   _____
3. I got some earrings for my sister.
   _____
4. Fred sent a text message to me.
   _____
5. She wrote a note to us.
   _____

B Rewrite the sentences so the direct object is first. Use *to* or *for*.

1. My mother made me a sweater.
   My mother made a sweater for me.
2. She took her friend some flowers.
   _____
3. He cooked me dinner.
   _____
4. They found him a new job.
   _____
5. I offered them a ride.
   _____

C Write the words in the correct order to make sentences. Use correct capitalization.

1. wife / bought / for / roses / his / Tom
   _____.
2. sister / my / gave / a new / me / watch
   _____.
3. her / thank-you letter / grandson / her / wrote / a nice
   _____.
4. Jack / a big / family / his / cooked / breakfast / for
   _____.
5. I / my neighbor / my / showed / new car / to
   _____.
6. a / boss / she / got / small gift / for / her
   _____.
7. a / friend / my / me / funny postcard / sent
   _____.
8. the / some / children / made / cute presents / their parents
   _____.

LESSON 3 VOCABULARY

A Underline the correct answers.

1. I am going to take a vacation **soon / meanwhile.**
2. My brother and I went to a museum. **Eventually / Meanwhile** my parents went to the beach. We met for dinner that night.
3. **During / By the time** the long flight, we watched movies.
4. **At that moment / By the time** we got to the restaurant, it was already closed.
5. **As soon as / later** we arrived at the trail, the sun came out. So, we had a beautiful hike.
6. Our flights were all delayed. We **later / eventually** got to our hotel five hours late.
7. I have a meeting with my boss now, but I want to hear all about your trip **later / meanwhile.**
8. We wanted to stay and talk with our new friend, but our tour was leaving **during / at that moment**

B Complete each person's story. Use words and phrases from the boxes.

As soon as	during	Eventually	Meanwhile	soon

David's story:

Jessica and I met at a party at my friend Pat's. _____ (1.) I entered the apartment that night, I noticed a beautiful girl dancing. I _____ (2.) asked my friend Pat who she was. All _____ (3.) the party, I couldn't take my eyes off her, but I can't dance, so all I could do was watch. _____ (4.) Pat was watching both of us, smiling. _____ (5.), he brought Jessica over and introduced us. We've been together ever since.

as soon as	at that moment	by the time	later

Jessica's story:

I met David at a party at my friend Pat's place. I got there early to help Pat get ready, and David came about an hour _____ (6.). I noticed him _____ (7.) he walked in the door. I decided right _____ (8.) that I wanted to get to know him. I hoped he'd come join the dancing, but he just stood and watched. Then Pat came over to me and said, "There's someone I want you to meet." It was David, and _____ (9.) I went home that night, I knew he was the one for me.

LESSON 3 GRAMMAR

A Complete the sentences with the past continuous form of the verbs in parentheses.

1. We were eating dinner when you called. (eat)
2. I _____ for a bus when it started to snow. (wait)
3. Eliza _____ at the university when she met Paul. (study)
4. Alice _____ when the accident happened. (not / drive)
5. We _____ a movie when the doorbell rang. (watch)
6. The sun _____ when we got to the beach. (not / shine)
7. _____ when you went out for lunch? (it / rain)
8. _____ when the power went out? (what / you / do)
9. _____ when you saw them? (where / they / go)

B Use *when* to combine the two sentences. Use the simple past and the past continuous in each sentence.

1. First, she opened presents.
   Second, I got to the party.
   She was opening presents when I got to the party.
2. First, I talked to my brother.
   Second, you texted me.
   _____
3. First, I listened to the radio.
   Second, I heard the news.
   _____
4. First, we were crossing the street.
   Second, the light turned yellow.
   _____
5. First, she was looking for a taxi.
   Second, it started to rain.
   _____
6. First, I wasn't sleeping.
   Second, you called.
   _____
7. First, we were buying movie tickets.
   Second, we saw our friends.
   _____
8. First, they were watching TV.
   Second, the lights went out.
   _____
9. First, he was skiing.
   Second, he fell and broke his leg.
   _____

LESSON 4 READING

A Read the article. Who are the biggest users of meal-kit delivery services? Check (✔) the correct answer.

☐ people who hate to cook ☐ busy people ☐ children

Fresh to Your Door

Are you ever too tired to cook dinner after a long day at work? Do you end up going out to eat on those days, even though it's cheaper and healthier to eat at home? If this sounds like you, then maybe a meal-kit delivery service is right for you.

Meal-kit services deliver fresh food right to your door. The ingredients are already measured out for you to make exciting recipes. So, with meal kits, you never have to go grocery shopping, or worry what you're going to make for dinner.

Meal-kits are good for you, and they're good for the environment, too. Instead of buying too much food that might get thrown away, you can get the right amount of fresh food delivered to your door. When you receive a meal-kit, it comes packaged nicely in a box with the ingredients measured already. It's fun to open the box and begin preparing your meals right away.



These kits are particularly popular with busy men and women who work and live in cities. They provide easy recipes for people who don't want to spend a lot of time cooking when they get home.

Meal-kit services are typically sold as weekly subscriptions that cost around $10 per person, per meal, which is a little expensive. You can request how many meals you want each week, and for how many people. You can also choose the kinds of foods you like to eat, for example, you might prefer spicy, rich, or sweet foods.

Currently, there are hundreds of meal-kit service companies to choose from, but the types of recipes offered by these companies are what consumers like best. For example, one meal-kit service offers Thai food, and another offers vegetarian food directly from farms. There is a meal kit that has only organic food. There is another that is good for families with children because their recipes are "kid-friendly." The meal-kits are usually healthy and they always provide nutritional information, such as the number of calories, with each recipe. The best part is, meal-kit consumers can learn how to make new recipes that they may have never considered making on their own.

B Read the Reading Skill. Then read the article again. Answer the questions. Circle the correct answers.

READING SKILL Construct mental images

When you read, you should pause to think about what the writer is describing and make a picture in your mind. The writer might include information about what something looks like or where it is, or give you other clues to help you imagine what they are describing. This can make the reading easier to understand.

1. Where do you get meal kits?
   a. at home b. at restaurants c. at stores
2. What do meal kits help reduce?
   a. calories b. packaging c. food waste
3. How do meal kits arrive?
   a. in bags b. in boxes c. hot and ready to eat
4. What comes in a meal kit?
   a. a shopping list b. measured ingredients c. meal ideas
5. What do you *not* have to do when you order meal kits?
   a. shop for food b. pay for them c. cook the food–it's already made
6. According to the author, what is the best part about meal kits?
   a. people get more food b. they're cheap c. people can learn new recipes

LESSON 5 WRITING

WRITING SKILL Show contrast

Some words show contrast, or the differences between things. We can use these words to contrast two different things or two different ways of thinking about something. These words are used to help the reader understand when something is not like something else. Some words that show contrast are: *but, however, on the other hand, in contrast, although, even though, while,* and *unlike.*

A Read the Writing Skill. Then read the blog post. Circle the correct contrast words to complete the sentences.

Sam Barnes
June 6, 3:45 P.M.

When I visit my relatives in the midwestern United States, we eat a lot of things that I never see anywhere else. Here are some of the strangest:

Walking Taco: **While / However / Unlike** (1.) this might sound like a Mexican dish, I don't think anyone in Mexico eats it! It's a simple recipe: you cut open the top of a small bag of corn chips and add taco ingredients, like meat, salsa, lettuce, and cheese. It smells like a taco, it's crunchy and spicy like a taco, **although / on the other hand / but** (2.) you carry it in your hand and eat it out of the bag with a fork!

Puppy Chow: **However / Even though / Unlike** (3.) it sounds like something for dogs, this is actually a dessert. You melt chocolate, peanut butter, and butter in the microwave and then pour it over breakfast cereal squares. Add some sugar and let it cool. They call it puppy chow because the brown squares with white sugar look a little like dog food. **On the other hand / While / However** (4.), it's actually a sweet, crunchy, and delicious snack for humans. When my aunt makes it for me, it makes the whole house smell like chocolate and it reminds me of when I was a kid.

Ambrosia Salad: You're probably seeing the word '*salad*' and thinking I'm finally going to describe something healthy. Unfortunately, **in contrast / even though / unlike** (5.) other salads you know about, this one doesn't have any green vegetables in it, or even fresh fruit. It's a colorful mix of canned pineapple, canned cherries, and marshmallows in a creamy white sauce. It's cool and sweet and yummy, but there is nothing green included.

On the one hand, none of these foods are very healthy, so I don't want to eat them often, and I never make them at home. **While / On the other hand / Although** (6.), they taste good and they bring back memories of childhood, so I think it's OK to enjoy them every once in a while.

B Write the information from the blog post in the correct column.

I don't think anyone in Mexico eats it
it makes the whole house smell like chocolate
it's crunchy and spicy
it sounds like something for dogs
It's a colorful mix…in a creamy white sauce
this one doesn't have any green vegetables in it

Why the food is unusual	How the food looks, smells, and tastes

UNIT 6 SELF-QUIZ

1 VOCABULARY

A **Complete the sentences with words from the box. Not all words are used.**

sour	bitter	weak	spicy	strong

1. This lemonade is too _____. I think they put in too many lemons.
2. The red pepper is too _____ for me. My tongue hurts.

B **Complete the paragraph with words from the box. Not all words are used.**

card	scarf	watch	gift card	perfume

I already wrote a _____ (1.) for Mother's Day, but I'm not sure what gift I should get. Last year, I got her a silk _____ (2.). She wore it in the fall.

C **Complete the conversation with words or phrases from the box. Not all words are used.**

soon	later	during	eventually	by the time

When I went to my friend's birthday party, I got lost. After hours of searching, I _____ (1.) arrived, but _____ (2.) I got there, most people were getting ready to leave.

2 GRAMMAR

A **Complete the sentences about a bad restaurant. Use *too* or *enough* and the words in parentheses.**

The dinner was _____ (1.) (expensive) and the soup was _____ (2.) (spicy).

B **Write the words in the correct order to make sentences. Use correct capitalization.**

1. an email / him / sent / the teacher / to

   _____.

2. a card / her / Ken / wrote

   _____.

C **Complete the question. Use simple past or past continuous and the words in parentheses.**

What _____ (1.) (you / do) when _____ (2.) (I / call) you last night?

>> GO TO PAGE 93 TO CHECK YOUR ANSWERS.

UNIT 7 WHERE ARE YOU GOING?

LESSON 1 VOCABULARY

A Complete the conversations. Use the correct preposition.



1. A: Are you excited _____ your trip?
   B: I can't wait! I'm really looking forward _____ it.
   A: I'll be interested _____ hearing about it when you get back. Have a great time, and take care _____ yourself!
2. A: I'm worried _____ Tommy.
   B: Oh, don't worry! I believe _____ that boy. He's going to do well at school.
   A: I know you're fond _____ him, too, but I'm the one who's responsible _____ him. And now he's so far away!
3. A: I want to apologize _____ what happened.
   B: Let's not talk _____ it. I'm tired _____ the whole thing.
   A: Well, if you feel up _____ talking about it later, I'd really like to do that.
4. A: My parents aren't going to approve _____ my going on this trip.
   B: Really? What would they object _____?
   A: Four teenagers in the city with no adults!
   B: Do you want me to ask my parents to talk to them?
   A: Thank you _____ the offer, but I don't think it would help.
   B: Well, think _____ it. I know they'd be willing to try.

B Cross out the verb or adjective in each group that does not usually go with the preposition.

1.	be excited	dream	~~apologize~~	think	**about**
2.	object	approve	feel up	be used	**to**
3.	be tired	apologize	blame	thank	**for**
4.	be interested	prepare	engage	succeed	**in**
5.	take care	be tired	be afraid	talk	**of**

LESSON 1 GRAMMAR

A Complete each sentence with the correct preposition and the gerund form of the verb in parentheses.

1. I'm excited _____ this movie. (see)
2. The man ahead of me in line apologized _____ on my foot. (step)
3. I'm interested _____ all about your travels. (hear)
4. Many people are afraid _____. (fly)
5. Are you used _____this level? (teach)
6. Ted was worried _____ the wrong bus. (take)
7. Who's responsible _____ the tickets? (get)
8. Bob doesn't believe _____ travel insurance. (buy)
9. We're fond _____ at outdoor cafés to watch the people passing by. (sit)
10. I am looking forward _____ with you this summer. (travel)
11. Adam is thinking _____ to Germany. (move)
12. Thank you _____ the meeting. (reschedule)

B Write sentences with the words in parentheses. Add the correct preposition and use the gerund form of the second verb.

1. They talked about visiting Brazil.
   (they / talked / visit / Brazil)
2. _____
   (Lisa / dream / take / a trip around the world)
3. _____
   (I / be / looking forward / meet / them)
4. _____
   (we / didn't feel up / play / tennis)
5. _____
   (I / thanked him / give / me a ride)
6. _____
   (they / were tired / stand / in line)
7. _____
   (I / finally succeed / close / my suitcase)
8. _____
   (everyone / participated / decide / our next steps)
9. _____
   (my secretary / take care / buy / my plane tickets)
10. _____
    (he / be / used to / travel / by plane)
11. _____
    (she / objected / go / on a long hike)
12. _____
    (I / be / tired / eat / pizza every night)

LESSON 2 VOCABULARY

A Complete the conversations. Underline the correct answers.

1. A: Is it a clean city?
   B: Well, the streets and parks are pretty clean, but the air is really **crowded / polluted / not well known**.
2. A: Let's take the stairs, not the elevator. It looks really old, and I'm afraid it might be unsafe.
   B: You're right. It doesn't look **safe / ancient / clean** to me either.
3. A: That's a very old city, isn't it?
   B: Yes, some parts of it are ancient, but others are very **deserted / touristy / modern**.
4. A: I heard that that river is very polluted.
   B: It used to be, but now it's not so bad. They're working hard to get it **clean / famous / modern**.
5. A: Did you see the sign? It said, "Danger of falling rocks!"
   B: Let's go another way. This path could be **clean / unsafe / famous**.
6. A: Can you tell me something about the history of this place?
   B: Yes, but it'll be a long story! This is an **unsafe / ancient / unpopular** city, so there's a *lot* of history.

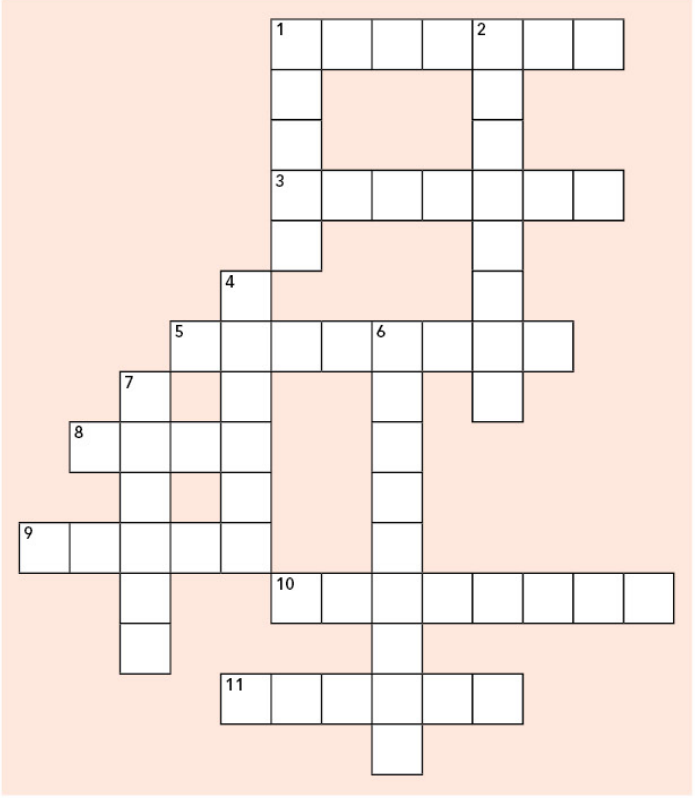
B Complete the crossword puzzle.

ACROSS

1. The club was so ___ that there was hardly room to move on the dance floor.
3. This is the oldest part of the city. It's really ___.
5. The air in the town is so dirty! It's horribly ___.
8. Is it a ___ city, or are there places we shouldn't go?
9. I'll take you to my favorite café. It'll be quiet there because it's not well ___.
10. That's a ___ part of the city. People who live here rarely go there.
11. Don't go to that part of town after dark. It's ___.

DOWN

1. The sidewalks are nice and ___.
2. The business center is full of people by day but ___ at night.
4. It's a ___ city, with many new buildings and an excellent public transit system.
6. There's almost no one in the restaurant. I wonder why it's so ___.
7. The city is ___ for its art museums. Everyone knows about them.



LESSON 2 GRAMMAR

A Complete the conversations with the words from the boxes. Not all words are used.

do hate have love to have would

1. A: What _____ you like _____ for dinner tonight?
   B: Pasta would be good. I can make it if you want.
   A: Thanks! I'd _____ to shower and change before we eat.

do don't like hate like love would

2. A: _____ you _____ to come to the movies with us tonight?
   B: No, thanks. There's a baseball game on TV. I'd _____ to miss it.

do I I'd like to do would like

3. A: _____ love to go to the beach this weekend.
   B: OK. I'd like _____ that, too.
   A: How about White Sands Beach? I always _____ to go there.
   B: Sure, that's a great beach.

B Complete each conversation with *would (not)* and an infinitive. Use the words in parentheses. Use contractions when possible.

1. A: We should make that trip to Disney World this summer.
   B: No, let's not! I wouldn't like to go there when it's so hot. (like / go)
2. A: Do you want to go out for breakfast or eat at the hotel?
   B: I _____. (like / eat out)
3. A: _____? (you / like / take a taxi)
   B: No, let's walk.
4. A: You should put your passport in your pocket now.
   B: Good idea. I _____! (hate / forget / that)
5. A: Who _____ to go with us? (you / like / invite)
   B: Let's ask Kate and Ron.
6. A: Would you like to play tennis before breakfast tomorrow?
   B: No, I _____ so early on a Sunday. (like / play)
7. A: _____ after dinner? (what / you / like / do)
   B: How about a walk on the beach?
8. A: I don't think I want to visit that tourist attraction.
   B: You're right—it's too crowded. I _____ either. (like / go / there)
9. A: I'd love to go camping in the Grand Canyon sometime.
   B: Really? Not me! I _____. (hate / do / that)

LESSON 3 VOCABULARY

A Look at the word search. Circle twelve geographical features.

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

B Read the questions. Write all the words from A that answer the questions.

1. Which can people swim in?

   _____, _____, _____, _____

2. Which can people hike up?

   _____, _____, _____

3. Which can people travel down by boat?

   _____, _____

4. Where do many trees grow?

   _____, _____

5. Where would you probably find a beach?

   _____, _____

LESSON 3 GRAMMAR

A Underline the correct answer.

1. Asia is the **bigger / biggest** continent on Earth.
2. Is soccer the **more / most** popular sport in the world?
3. The San Diego Zoo is **better / best** than the zoo in my city.
4. Traveling through the jungle was the **more / most** interesting part of the trip.
5. Of all the restaurants in town, this one has the **lovelier / loveliest** view.
6. This hotel has a **prettier / prettiest** garden than our last hotel.
7. Fisherman's Beach is far from here, but South Beach is even **farther / farthest**.
8. Which restaurant has the **better / best** seafood of all?

B Complete the sentences with the correct form of the adjectives in parentheses.

1. As a swimmer, I like lakes more than ponds, rivers, or the ocean. I think fresh water is _____nicer_____ than saltwater for swimming, and lakes are the _____nicest_____ places to swim. (nice)
2. What is the _____ place you have ever visited? (beautiful)
3. A lake is _____ than a pond. (big)
4. Which volcano is the _____ one in the world? (dangerous)
5. I enjoyed my visits to both Naples and Venice, but I have to say that Venice is _____ than Naples. (lovely)
6. Where is the _____ zoo in the world? (good)
7. You should travel out to the coast while you're here. It's the _____ part of the country. (pretty)
8. Chicago is an interesting place to visit, but New York City is _____. (good)
9. The smallest island in the group is also the _____ one from the coast. (far)

C Read the chart. Complete the sentences with the names of the cities and the correct forms of the adjectives in parentheses.

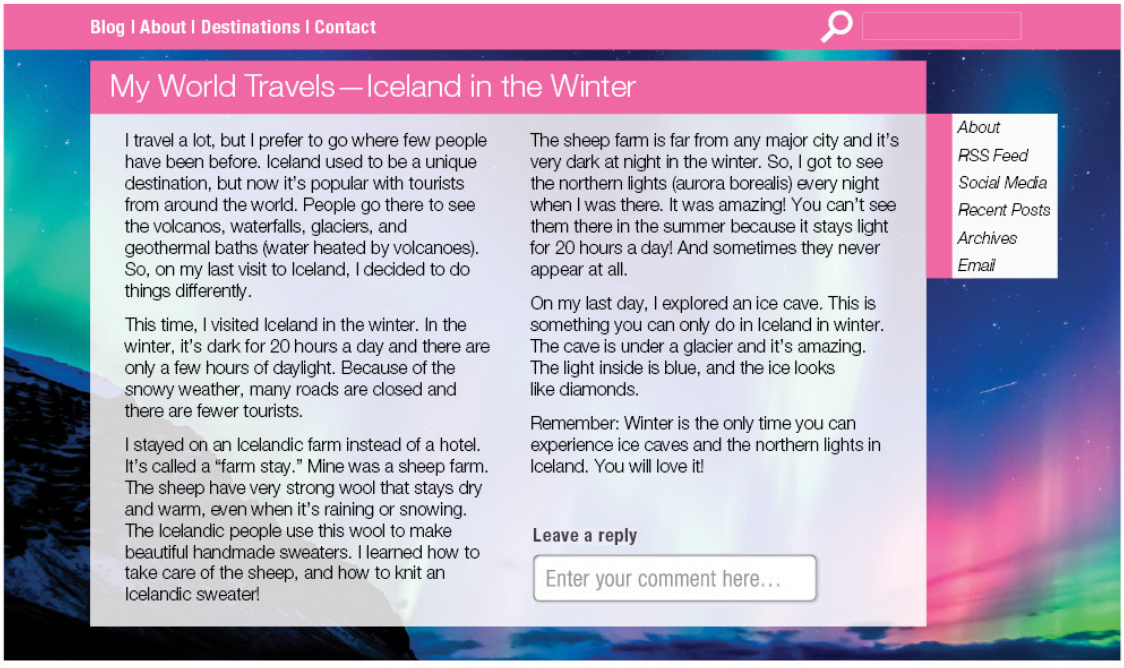
	Mexico City, Mexico	Warsaw, Poland	Hanoi, Vietnam
Population	8.851 million	1.735 million	7.6 million
Year founded	1521	1200	1010
Area	573 km²	517 km²	3,329 km²
Average temperature	17°C	16°C	31°C

1. Mexico City is the largest of the three cities in population. (be / large)
2. _____ Hanoi in population. (be / small)
3. _____ of the three cities in square kilometers. (be / large)
4. _____ of the three cities in square kilometers. (be / small)
5. _____ weather than Mexico City. (have / cool)
6. _____ weather of the three cities. (have / hot)
7. _____ weather of the three cities. (have / cold)
8. _____ of the three cities. (be / young)
9. _____ history of the three cities. (have / long)

LESSON 4 READING

A Read the blog post. Then complete the sentence. Underline the correct answer.

The author **doesn't like to have / loves to have / never has** unique experiences when she travels.



B Read the Reading Skill. Then read the blog post again. What point of view does the author use? Check (✓) the correct answer.

- ☐ first person
- ☐ second person
- ☐ third person

READING SKILL Identify point of view

Identifying the point of view can tell you who is telling the story and how they are telling it. Writers may choose to tell their story in three ways.

First-person: using the pronouns *I* or *we*

Second-person: using the pronoun *you*

Third-person: using the pronouns *he, she, it,* or *they*

Tip: Not every sentence in a story tells you the point of view. To decide which point of view is being used, imagine someone reading the text aloud. Is it a story about themselves or about someone else?

C Read the blog post again. Then complete the sentences and questions. Underline the correct answers.

1. Iceland is a **unique / popular / difficult** tourist destination these days.
2. The author went to Iceland **in the winter / for her birthday / in the summer**.
3. In Iceland, it stays light for 20 hours a day **in the winter / in the summer / in the spring**.
4. The author's farm stay was **at a friend's farm / on a sheep farm / on a glacier**.
5. The author learned how to **make a sweater / explore volcanoes / swim in waterfalls**.
6. You can see the northern lights **in the winter / in the summer / every night** in Iceland.
7. What kind of vacation do you think the author would like? **A beach vacation at a popular resort / A guided tour around Asia / Riding a horse around Argentina**.

LESSON 5 WRITING

A Complete the blog post with information from the box.

but they're not pets	Silkworms make silk, which was once very valuable
I didn't want to leave	They believed cats could predict the weather
I stayed in Ishinomaki	
but there are very few shops and there are no restaurants	

Cat Island

1 Last month, I got a chance to visit my favorite place in the world–Tashirojima, Japan. Tashirojima is known as "Cat Island" because there are more cats than people. I love cats, so I've wanted to visit Tashirojima for a long time.

2 Years ago, cats first came to the island to keep mice away from silkworm farms. _____ 1. _____. Tashirojima became a fishing island many years later and the fishermen fed the cats. _____ 2. _____, and residents now believe the cats bring good luck.



3 The cats are well taken care of by the residents, _____ 3. _____. They are actually feral–they live on the streets and they're wild. To protect the cats, no dogs are allowed on the island.

4 There aren't a lot of places for tourists to sleep and eat on the island. There are a few bed-and-breakfast places near Nitoda Port, _____ 4. _____. You can buy drinks from a vending machine near the port and there is a public toilet there.

Since there aren't many places to stay on the island, _____ 5. _____.



5 I took a boat to Tashirojima from Ishinomaki in the afternoon. I walked around the small island and saw cats everywhere–in parks, on the road, and on the beach. I brought a bag of cat treats and soon found myself surrounded by hungry kitties. Some of them were very friendly and allowed me to pet them. _____ 6. _____!

B Read the Writing Skill. Then read the blog post again. Write the correct topic for each paragraph using phrases from the box.

caring for the cats	places for tourists
my experience on Tashirojima	my favorite place
history of Cat Island	

Paragraph	Topic
1	
2	
3	
4	
5	

WRITING SKILL Include one topic per paragraph

A paragraph is a group of sentences that talks about a single idea, or topic. An effective paragraph often begins with a topic sentence that expresses the main idea. The rest of the sentences in the paragraph support the main idea of that paragraph and maintain a consistent flow. These sentences are organized in a way to keep the flow of ideas.

UNIT 7 SELF-QUIZ

1 VOCABULARY

A Complete the paragraph with words from the box. Not all words are used.

in	to	of	about

I will participate _____ (1.) a museum tour tomorrow, and I am so excited _____ (2.) it. I look forward _____ (3.) learning more about modern art.

B Complete the sentences. Circle the correct answer.

1. This mountain has many trees, so the air is really _____.
   a. clean b. modern c. polluted d. deserted
2. My favorite restaurant is _____, so I don't have to wait long for the food.
   a. unsafe b. famous c. crowded d. not well known
3. The buildings are _____. They were built by Romans in the year 400 CE.
   a. safe b. ancient c. touristy d. unpopular
4. We drove along the _____ to see the beautiful sea.
   a. pond b. coast c. forest d. desert
5. Don't go near the _____. It's very dangerous and hot.
   a. lake b. river c. ocean d. volcano
6. Many plants grow in the _____ because of the hot weather.
   a. hill b. island c. jungle d. mountain

2 GRAMMAR

A Complete the paragraph. Use the preposition + gerund form of the words in parentheses.

Jessica thought _____ (1.) (take) the job but she is worried _____ (2.) (work) longer hours. She is also afraid _____ (3.) (meet) new people.

B Complete the conversation. Use *would* and the words in the parentheses.

A: What _____ (1.) (you / like / do) tonight?

B: _____ (2.) (I / love / go) to a spa. _____ (3.) (you / like / join) me?

C Complete the paragraph. Use the superlative form of the words in parentheses.

The company has _____ (1.) (big) office, but it is _____ (2.) (far) from my house. It might not be _____ (3.) (good) idea to work there.

>> GO TO PAGE 93 TO CHECK YOUR ANSWERS.

UNIT 8 WHAT ARE YOU DOING TONIGHT?

LESSON 1 VOCABULARY

A Complete the conversations. Write the names of the correct instruments.

1. A: Does Paula play the _____?
   B: Yes, she's a wonderful violinist.
2. A: You know, Dan plays the _____ really well.
   B: Dan's a guitarist?! I did not know that.
3. A: Beethoven wrote this piece of music for a friend who played _____.
   B: He was a pianist himself, too, wasn't he?
   A: One of the greatest of all time.
4. A: So, your brother is a drummer?
   B: That's right. He got a set of _____ when he was seven, and he's been playing for 10 years now.
5. A: I want to learn to play the _____.
   B: Ask Mike about lessons. He's a trumpeter with the university band.
6. A: You play the piano, right?
   B: Yes, but when I play with the band, I play a _____.
   A: That's basically an electronic piano, right?
7. A: Why do you want to learn to play the _____?
   B: I've always loved jazz, and I especially like listening to saxophonists like John Coltrane and Charlie Parker.
8. A: I went to an Esperanza Spaulding concert last night. She was amazing.
   B: What does she play?
   A: The _____. She is a great bassist.

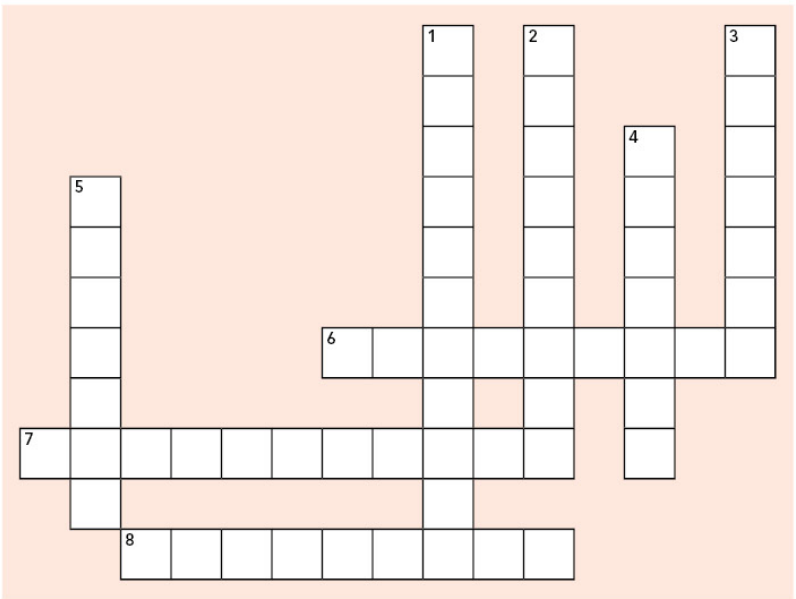
B Complete the crossword puzzle.

ACROSS

6. someone who plays the violin
7. someone who plays the keyboard
8. someone who plays the trumpet

DOWN

1. someone who plays the saxophone
2. someone who plays the guitar
3. someone who plays the bass
4. someone who plays the piano
5. someone who plays the drums



LESSON 1 GRAMMAR

A Complete the questions, using information from Speaker B.

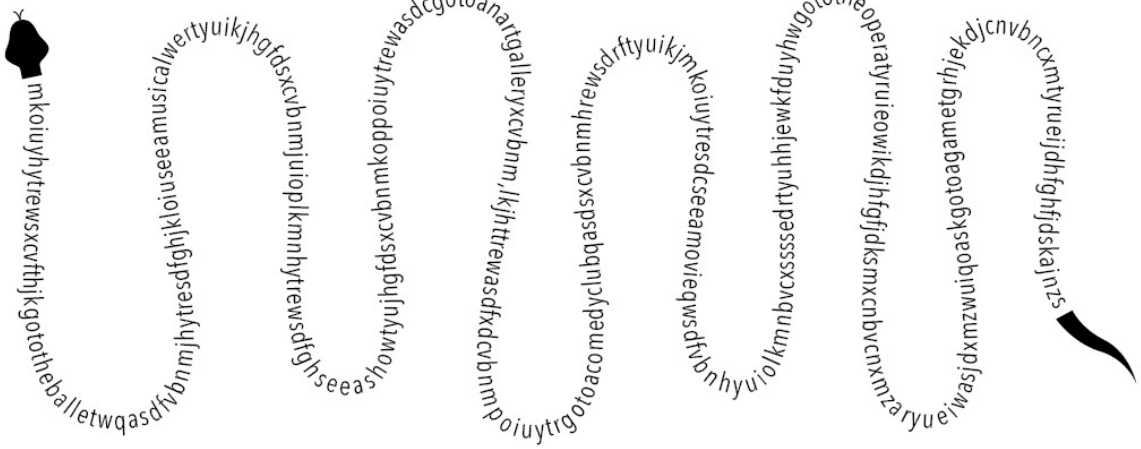
1. A: What kind of music *did they play?*
   B: They played rock music.
2. A: Who _____ the music for the band?
   B: Chris Young writes their music.
3. A: What songs _____?
   B: They'll play all their greatest hits.
4. A: What _____ the best part of the concert?
   B: The best part of the concert was the final song.
5. A: What time _____?
   B: The concert starts at 8:00.
6. A: Who _____ at the concert?
   B: I saw lots of people we know at the concert.
7. A: Who _____ this song?
   B: Beyoncé sings this song.
8. A: What instruments _____?
   B: The children are studying the violin and the saxophone.
9. A: How many _____?
   B: I bought three tickets.

B Write questions to complete the conversations. The words in bold should answer the questions.

1. A: *Where did you go yesterday evening*?
   B: We went **to a jazz concert in the park** yesterday evening.
2. A: _____?
   B: **Pat and I** sing for the band.
3. A: _____?
   B: We saw **a band from Australia** at the concert.
4. A: _____?
   B: **Pam Jackson** is playing the drums.
5. A: _____?
   B: I listen to **classic rock** in the car.
6. A: _____?
   B: **Chris Martin** wrote that song.
7. A: _____?
   B: The band played **all their new songs** last night.
8. A: _____?
   B: I like **R&B, classic rock, and country** music.
9. A: _____?
   B: I can play **the piano, the guitar, and keyboards**.

LESSON 2 VOCABULARY

A Look at the word snake below. Circle eight phrases about evening events.



B Complete the conversations with a noun from A.



1. A: What did you do yesterday?
   B: We went to a _____game_____, but we left early when it started to rain. We weren't wearing rain gear.
2. A: Would you like to go to a _____ sometime?
   B: I don't know. They sing the whole time, right? And they don't sing in English, do they? That's not really my kind of music, actually. Sorry.
3. A: What did you do for fun in New York?
   B: We saw a _____, and we had seats right near the stage. The singing and dancing were great, and the story was heart-warming.
4. A: I heard that you're planning to go to the _____.
   B: Yes. There's a famous company of Russian dancers in town, and we have tickets for the Friday night performance.
5. A: You like looking at art, don't you?
   B: Yes, I do. Why?
   A: Would you like to go to an _____ downtown? There's an exhibit of paintings that I want to see.
6. A: What did you do this afternoon?
   B: I took the kids to see a_____. The theater was crowded, probably because it was a rainy day.
7. A: Let's go to a _____ this weekend.
   B: Which one?
   A: The House of Laughs. One of my favorite comedians will be there.
8. A: I'm looking at the schedule for the House of Rock Music Hall.
   B: Do you want to see a _____?
   A: If we can get tickets. There are some good bands coming next month.

LESSON 2 GRAMMAR

A Underline the correct answers.

1. I downloaded the song **because / because of** I loved it.
2. There may be a long line for tickets, **because / so** we need to go early.
3. We watched the game on TV **because / because of** we couldn't get tickets.
4. **Because / Because of** the weather, we took a taxi to the theater.
5. **Because / Because of** we were planning a trip to New York City, we went online to read about Broadway shows.
6. The concert was wonderful **because / because of** the pianist.
7. The audience knew all the words to the songs, **so / because** they sang along with the movie musical.
8. I want to go to a comedy club **because / because of** I've heard it can be a lot of fun.

B Complete the sentences with *so*, *because*, or *because of*.

1. Yesterday's baseball game was postponed _____because of_____ the rain.
2. The concert was already sold out, _____ I couldn't get tickets.
3. My friend and I went to a party at an art gallery _____ my friend knew the artist.
4. We missed the start of the movie _____ the long ticket line.
5. Anna loves the ballet, _____ she'll want to come with us.
6. It was hard to hear the singer _____ the noisy crowd in the club
7. _____ it was John's birthday, his friends agreed to go wherever he wanted that evening.
8. _____ the high ticket prices, I rarely go to rock concerts.
9. We both love Italian opera, _____ let's go see Verdi's *Otello*.

C Use the words in parentheses to combine the two sentences.

1. We didn't go to the park. The weather was terrible. (because of)
   We didn't go to the park because of the weather.
2. The tickets were too expensive. We didn't get them. (so)
   The tickets _____.
3. I liked the movie. It was really funny. (because)
   I liked _____.
4. There was a huge crowd. The stadium was really noisy. (because of)
   Because of _____.
5. The game was sold out. We couldn't get tickets. (Because)
   Because _____.
6. We're going to a show. I'll get home late. (so)
   We're _____.
7. I can't go to the show. I have to work late. (because)
   Because _____.

LESSON 3 VOCABULARY

A Match the sentence beginnings with the endings.

___ 1. Don't wait until you're thirsty to drink	a. a balanced diet.
___ 2. The best thing you can do is to follow	b. time outdoors.
___ 3. Almost everybody should cut down on	c. a sense of calm.
___ 4. When you meditate, it helps you get	d. water.
___ 5. It's good for your health to spend	e. sugar.
___ 6. You need to see your doctor and get	f. to the gym?
___ 7. Go to bed early so that you'll get	g. your device.
___ 8. Take a break sometimes and put down	h. for a run?
___ 9. Do you often take classes when you go	i. enough sleep.
___ 10. Do you take your dog when you go	j. a check-up.

B Complete the conversations. Underline the correct answers.

1. A: I am so tired today.
   B: Really? Did you **go for a run / get enough sleep / drink water** last night?
   A: Yes! About seven hours! I am not sure why I am so tired.
2. A: Are you on social media again?
   B: Yes. Look at my friend's pictures!
   A: You should really **put down your device / go for a run / cut down on sugar** sometimes.
3. A: What would you like to do this weekend?
   B: Well the weather is going to be really nice.
   A: Yeah. Let's **drink water / go to the gym / spend time outdoors**.
4. A: I need to leave work early today.
   B: Why?
   A: I am going to go **meditate / drink water / get a check-up** at the doctor's.
5. A: Would you like to **go for a run / follow a balanced diet / go to the gym** with me in the park?
   B: I don't know. You are probably a lot faster than me.
6. A: I don't have a lot of energy these days.
   B: Really? Make sure that you **drink water / meditate / put down your device**. This cold weather can make us feel dry.
7. A: Do you like to **go for a run / go to the gym / get enough sleep**?
   B: No, not really. I don't like so many people around when I exercise. I prefer to go for a run.
8. A: What would you like in your coffee?
   B: Just milk. I am trying to **follow a balanced diet / cut down on sugar / drink water.**
9. A: I should not have a big lunch today.
   B: Why not?
   A: I had fast food last night and some cereal with a lot of sugar this morning. I need to **follow a balanced diet / meditate / get a check-up**.
10. A: How often do you **follow a balanced diet / meditate / go for a run**?
    B: I try to sometimes in the morning, but I am too worried about the work day.
    A: Oh, you should try it when you are relaxing before bed.

LESSON 3 GRAMMAR

A Complete the paragraphs with words and phrases from the box. Not all words are used.

every morning every night monthly several times a day twice a week

1. Jennifer tries to live a healthy lifestyle. She tries to get enough sleep _____. She runs _____ and then eats a good breakfast. She drinks plenty of water, she follows a balanced diet, and _____, on Tuesdays and Fridays, she goes to the gym.

Every day Every evening On weekends Once an hour Yearly

2. Jack and Nadia want their children to develop healthy habits. _____, they try to set a good example by eating well and exercising. _____, before the children's bedtime, they put down their devices and read together. _____, they all spend either Saturday or Sunday outdoors together.

a few times a year hourly on Mondays three times a week twice a month

3. Maria belongs to an athletic club and enjoys taking classes there. To start the week, she takes a yoga class _____. Then _____, on Tuesdays, Thursdays, and Saturdays, she does water aerobics. She runs daily, and _____, on weekends in the summer, she runs 10 kilometer races.

B Complete the sentences with words and phrases from the box. Circle all the correct answers.

daily monthly once a week weekly every Friday

1. Michael goes swimming on Fridays. He swims _____.

four times a month monthly once a month once a week weekly

2. Barbara gets a paycheck on the last day of the month. She gets paid _____.

a couple nights a week a few times a year every night nightly two or three nights a week

3. Dan sleeps well only on weekend nights. He gets enough sleep _____.

a couple times a week nightly twice a week two evenings a week weekly

4. I usually go out in the evening on Thursdays and Saturdays. I go out _____.

a few times a day daily every day every morning once a day

5. Joe always meditates before breakfast. That is the only time he does it. He meditates _____.

a few times a month every day every weekend four times a week quarterly

6. Joanne plays tennis in the summer. She plays every Saturday and Sunday morning and on Tuesday and Thursday afternoons. She plays tennis _____ in the summer.

LESSON 4 READING

A Read the article. Then complete the sentence. Circle the correct answer.

According to the research,…

a. music has no influence on what we eat.

b. loud music may make us want to eat junk food.

c. the type of music we listen to influences what we eat.

LOUD MUSIC and JUNK FOOD

According to a study done by the University of South Florida, the volume of background music at restaurants and supermarkets influences the kind of food that people decide to eat. Soft music creates a romantic or relaxed mood and music with a beat may motivate us. But the volume that music is played at causes our heart rate to change. This could make us want to eat something unhealthy.

Researchers say the louder the music, the more likely we are to eat fattening, unhealthy food. Loud music makes us feel excited, and when we're excited, we eat more exciting food. For example, a cheeseburger may be more exciting than a salad, but it's definitely not as healthy.

The first study was done at a café in Stockholm, Sweden. Researchers created a mix of music genres and played them continuously at different volumes–55 decibels and 70 decibels. They saw that when louder music was played, diners were 20% more likely to order unhealthy food.

A similar study was done at a supermarket in Sweden. They also noted that sales of unhealthy foods increased when the music was louder. There are skeptics, but many food service companies could benefit from this research in order to improve sales.

So, if you're ever in a fast food restaurant that's playing loud music, don't be surprised if you feel tempted to order a fried chicken sandwich instead of a salad. Remember, it could just be the loud music making you want to eat junk food!



B Read the Reading Skill. Then read the article again. Circle the correct answers.

READING SKILL Ask and answer questions

Asking questions while you read helps you understand the text. As you read, stop and ask questions about the text. Do you understand what you are reading? Do you need to look up any words?

1. According to the author, what does loud music do to our bodies?
   a. It makes us want to dance.
   b. It makes our heart rate change.
   c. It makes us hungrier.
2. When we feel excited, what meal might we want to eat?
   a. a salad and a small sandwich
   b. fish with vegetables
   c. fried chicken and French fries
3. What is a measure of music volume?
   a. decibel
   b. genre
   c. meter
4. Where were the studies done?
   a. in Florida
   b. at a hotel and a supermarket in Sweden
   c. at a supermarket and café in Sweden
5. What did the two studies have in common?
   a. They both showed an increase in the sale of unhealthy food.
   b. They both showed a decrease in the sale of unhealthy food.
   c. They both showed no change.
6. What kind of business might do well if the music volume is loud?
   a. a pizza place
   b. a salad and soup restaurant
   c. a vegetarian café

LESSON 5 WRITING

A Read the discussion board posts. Complete the posts with information from the box.

because I have no time to cook	but Santiago's makes black beans without meat
but they aren't always sweet	I love the one with cucumbers, avocados, and tomatoes
they have live Cuban music	if you do eat yogurt, eggs, and cheese

Discussion Thread Home | Discussion Board | Logout

New to Miami. I'm looking for healthy places to eat _____ 1. _____. I'm a vegetarian. Any recommendations? Not just vegetarian restaurants. Maybe places that have vegetarian food? Thanks!

****

Hi there! I am also a vegetarian. There are lots of places to eat in Miami. Do you like Cuban food? Most Cuban food has meat, _____ 2. _____.



They also have a vegetarian plate with fried plantains. Plantains are like small bananas, _____ 3. _____. In this dish, they are salty and I think they have a little bit of garlic on them. So yummy! Oh, and if you go on the weekends, _____ 4. _____. I was there once when Carlos Molina, the famous Cuban guitarist, performed. Amazing!

If you prefer Mediterranean food, Pera Bistro has some wonderful, fresh options, too. They have several vegetarian pasta dishes, and they have great salads. _____ 5. _____. They put cheese on a lot of their salads, though, so be sure to tell them if you don't eat cheese.

Speaking of dairy, _____ 6. _____, I recommend Mama's Kitchen. They have homemade yogurt and fruit for breakfast. It doesn't sound that exciting, but it's so delicious! They also make the best veggie cheese omelets in Miami.

Hope you like these places. Maybe someone else has more ideas. Good luck!

B Read the Writing Skill. Then read the excerpts from the posts. Decide if each one uses formal or informal language.

	Informal	Formal
So yummy!	☐	☐
If you prefer Mediterranean food,	☐	☐
I recommend Mama's Kitchen	☐	☐
Any recommendations?	☐	☐
They have several vegetarian pasta dishes	☐	☐

WRITING SKILL Write informally

Informal writing is similar to spoken conversation, and it follows fewer grammar rules than formal writing.

We often use incomplete sentences in informal writing. Contractions (*I'm, doesn't, couldn't, it's*) and abbreviations (*TV, photos*) are also used.

Formal writing: *It was a pleasure to meet you yesterday. I hope we can see each other again very soon.*

Informal writing: *Great to meet you! Hope to see you again soon.*

UNIT 8 SELF-QUIZ

1 VOCABULARY

A Complete the sentences with words from the box. Not all words are used.

guitar	bassist	drummer	keyboard

1. His fingers hurt when he holds the _____ strings.
2. The _____ broke his stick.
3. When she's sitting in front of the _____, I can't see her fingers.

B Complete the paragraph with the phrases from the box. Not all phrases are used.

go to the gym	see a musical	go to the ballet	get enough sleep
go to an art gallery	follow a balanced diet	go to a basketball game	

I'll be so busy this week. I have to _____ (1) with my parents. They want to buy some paintings. I wanted to _____ (2), but they don't like to watch people singing and dancing. I also have to _____ (3) to see my brother play. I don't think I will _____ (4) because I still have to work long hours. I can't even _____ (5) for my workout.

2 GRAMMAR

A Complete the conversation. Use a *wh-* word and the words in parentheses.

A: _____ (1.) (you / watch) now?

B: I'm watching a documentary.

A: _____ (2.) (be) it about?

B: It's about scientists.

B Complete the paragraph. Use *so, because,* or *because of.*

1. I moved to a new apartment _____ (1.) my son. His school was an hour away from our house, _____ (2.) he was often late to school. Now this doesn't happen anymore _____ (3.) his school is only five minutes away.

C Complete the sentences. Use the words in parentheses and a time expression.

1. I never skip breakfast. I eat yogurt _____ (morning).
2. I watch a movie _____ (a week). I go to the theater on Mondays and Saturdays every week.

>> GO TO PAGE 94 TO CHECK YOUR ANSWERS.

UNIT 9 WHERE DO YOU WANT TO MEET?

LESSON 1 VOCABULARY

A Look at the word search. Circle thirteen words for living room furniture.

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

B Complete the conversations. Use the words from A.

1. A: I want a new _____. The screen on this one is just too small.
   B: Fine by me! Let's go shopping Friday night.
2. A: Where do you want to put the new TV?
   B: We could hang it up on the wall, or we could put it on our old _____.
3. A: You look comfortable.
   B: This _____ is going to be great for napping. It's so much longer than our old one.
4. A: Do you like this _____?
   B: Sure. Who's the artist?
   A: An old friend from school. How about we hang it over the couch?
5. A: This room has nice windows. You get lots of natural light in here.
   B: Too much, in fact! In the afternoon, the sun pours in and the room really heats up. I need to get some _____ I can close.
6. A: You bought another _____?
   B: Yes, isn't it nice? I do love green things.

LESSON 1 GRAMMAR

A Complete the sentences with phrases from the box. Circle all the correct answers. Not all phrases are used.

is going to have is having will have

1. A: Look at this! Pete's Furniture Store _____ a sale this weekend!
   B: Great! Let's go furniture shopping.

I am going to meet I'll meet I'm meeting

2. A: Would you help me decide which TV to buy?
   B: Sure. _____ you at the store.

It gets in It'll get in It's getting in

3. A: Is this the weekend that your brother is coming to visit?
   B: Yes. His flight has already taken off. _____ at 8:00.

we're going to move we're moving

4. A: Do you have plans for the weekend?
   B: Yes, _____ into a new apartment.

it looks it'll look it's going to look

5. A: I think I'm going to buy this rug for my living room. Do you like it?
   B: Yes. I think _____ great with your blue sofa.

I buy I'm buying I'm going to buy

6. A: You have some nice plants in your living room.
   B: Thanks! _____ some more, too. I love plants.

I take I'll take I'm taking

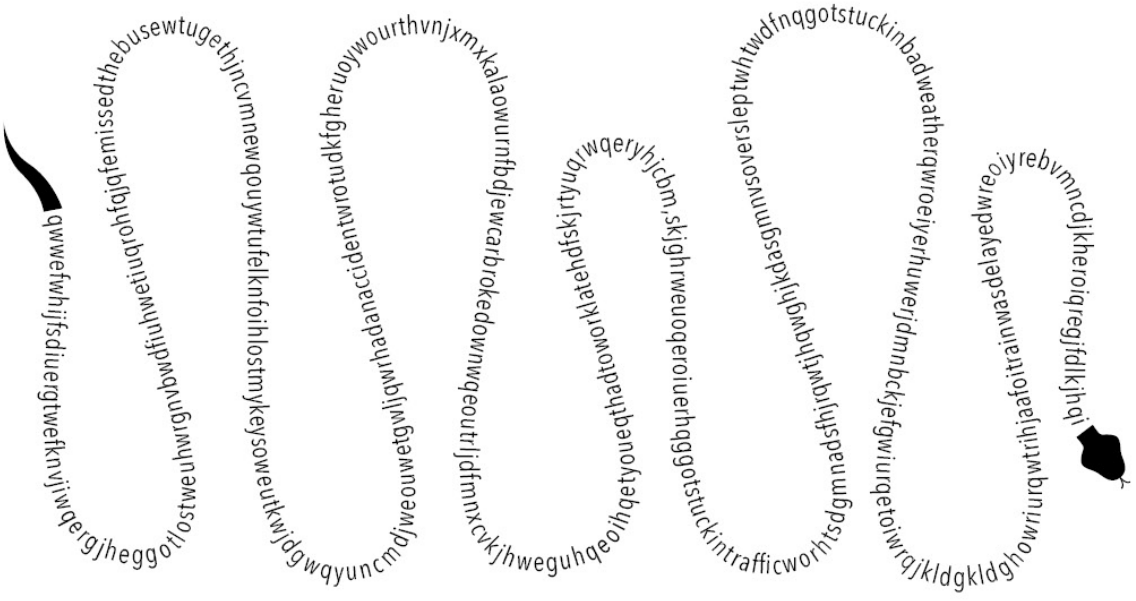
7. A: The blue armchair is on sale today, marked down 25%.
   B: Great! _____ it!

B Rewrite each sentence from past to future, using the verb form in parentheses. Use contractions when possible.

1. I went shopping for a lamp yesterday. (*be going to*)
   I'm going to go shopping for a lamp tomorrow.
2. I started looking for a new apartment last weekend. (*will*)
   _____ looking for a new apartment soon.
3. The rug store opened at 9:00 this morning. (simple present)
   _____ at 9:00 tomorrow.
4. They shared an apartment after they graduated last May. (*be going to*)
   _____ an apartment after they graduate next May.
5. We met at a café after work yesterday. (present continuous)
   _____ at a café after work on Friday.

LESSON 2 VOCABULARY

A Circle ten reasons for being late in the word snake below.



B Complete the conversations. Underline the correct answers.



1. A: Sorry I'm late. I **missed the bus / lost my keys / had an accident**.
   B: Well, you also missed the morning meeting.
2. A: You're late today.
   B: I **had to work late / got stuck in traffic / overslept**. I set my alarm clock, but I didn't hear it go off.
3. A: Sorry I'm late. I **got lost / had an accident / lost my keys** on the way to work.
   B: Oh no! Are you OK? Was anybody hurt?
   A: I'm fine, but my car's not.
4. A: I thought you'd be back from the conference yesterday. Where have you been?
   B: I **missed the bus / had to work late / got stuck in bad weather**. The storm was so bad, they closed the airport in Chicago, and I had to spend the night there.
5. A: Sorry I'm late. **I got lost. / My train was delayed. / My car broke down.** I have GPS on my phone, but my battery died, and there was no map in the rental car.
   B: Well, I'm glad you finally found your way to our office.
6. A: Hello, Paula? It's Ann. I'm so sorry, but I'm going to be late.
   B: Are you OK? What's wrong?
   A: I **lost my keys / had an accident / got stuck in bad weather**. I can't find them!
7. A: You're so late! What happened?
   B: **I missed the bus. / My train was delayed. / My car broke down.** It was an hour late leaving the station.
   A: Next time, please call and let me know, OK?
8. A: Did you get stuck in traffic?
   B: No, worse than that! **My car broke down. / I overslept. / I had to work late.**
   A: I got it towed, and the mechanic is going to call when they figure out what's wrong.

LESSON 2 GRAMMAR

A Write the words in the correct order to make sentences.

1. you know / do / I / find / a gas station / where / can
   Do you know where I can find a gas station?
2. I / who / don't know / calling / he / is
   _____.
3. Mary / is / I / wonder / if / out sick / today
   _____.
4. I / will / be / don't know / my flight / whether / on time
   _____.
5. you / tell me / why / the train / is / for an hour / can / delayed
   _____?
6. if / you / know / do / they / got / stuck / in traffic
   _____?
7. yesterday / I / wonder / why / didn't / Mark / come / to work
   _____.
8. my / key / I / don't know / is / where
   _____.
9. Kate / in London yet / could / you / tell me / whether / has / arrived
   _____?

B Change the direct questions to indirect questions. Use the words in parentheses to begin each sentence.

1. Will the flight arrive on time? (Do you know)
   Do you know if the flight will arrive on time?
2. Who is that? (Can you tell me)
   _____
3. Did Tom miss the bus? (I wonder)
   _____
4. Why are they late? (Do you know)
   _____
5. Did he get lost? (I wonder)
   _____
6. When will they be here? (I don't know)
   _____
7. What's the weather like? (I'd like to know)
   _____
8. When did they leave? (Could you tell me)
   _____
9. Did I do the right thing? (Would you mind explaining)
   _____

LESSON 3 VOCABULARY

A Complete the conversations. Use the words from the boxes. Not all words are used.



attic basement hallway stairs

1. A: Why is that armchair in the _____? We don't need a chair by the front door!
   B: I need you to help me carry it up the _____.
   A: Do you want to put it in one of the bedrooms?
   B: No, in the _____. We don't have a place for it on the first or second floor, but I want to keep it. So for now, let's keep it up there.

backyard entryway laundry room patio

2. A: Honey, I'm home! Where are you?
   B: I'm in the _____, putting clothes into the washing machine.
   A: Where are the kids?
   B: They're playing outside, in the _____.
   A: Who's watching them?
   B: My sister. And she's setting the table on the _____ for dinner.

entryways garden porch roof

3. A: How's the new house?
   B: Well, there's a lot of work to be done. I can do some of it myself, like painting the _____ and the rest of the first floor. But I need to hire a carpenter and a roofer.
   A: Do you need a new _____?
   B: No, we just have a leak in it that needs to be fixed.
   A: And what do you want the carpenter to do?
   B: Build us new steps and a _____ on the front of the house.

LESSON 3 GRAMMAR

A Complete the conversations with words from the boxes. Not all words are used.

at backyard in on outside

1. A: Could we eat _____? Do you have a table in the _____?
   B: Yes, there's a table _____ the patio.

at in on outside upstairs

2. A: Do you work _____ home?
   B: Yes, I have an office _____ in my house.
   A: You're lucky that you live _____ a quiet street.

at in nearby on somewhere

3. A: Do you have a long commute?
   B: No. I live _____. I can be _____ the office in five minutes.
   A: By car?
   B: No, on foot! I live _____ the building next door.

B Re-order the words in parentheses to complete each sentence. Add *in, at,* or *on* when necessary.

1. A: Where can I find a suitcase?
   B: Look upstairs in the attic. (attic / upstairs)
2. A: Let's eat _____. (the backyard / outside)
   B: Good idea.
3. A: Where does your boss live?
   B: I'm not sure, but she lives _____, I think. (Park Street / somewhere)
4. A: Where's the cat?
   B: She's _____. (my room / upstairs)
5. A: Where did you park the car?
   B: I left it _____. (nearby / Green Street)
6. A: Is Bobby still _____? (school)
   B: No, he's studying _____. (the library)
7. A: I can hear the children's voices.
   B: They're playing _____. (somewhere / nearby)
8. A: Is Anna at home?
   B: Yes, she's _____. (outside / the patio)
9. A: Where can I find something to eat?
   B: Well, look _____! (the kitchen / somewhere)

LESSON 4 READING

A Read the comments on a review. Then complete the sentence. Underline the correct answer.

JustinThyme wants t o know if **he can watch movies on the VR headset / the VR headset is a good value / the VR headset is easy to use**.

Howl Reviews



JustinThyme. Hey, Gamers! Has anyone tried the VR-FunSet Model X Virtual Reality (VR) headset yet? Is it worth the money? I want to buy a VR headset, but not sure which one is the best. What do you recommend?

GamerGal2002. Hi, Justin. I LOVE the VR-FunSet! It's definitely worth the money. It's actually pretty cheap. You can buy it online for $200. The headset is really light, and you can wear it for several hours. It comes with a case and controller. The case is waterproof. The controller is small and fits in my hand nicely, but it's not easy to use. The buttons are really small. However, the video is very clear. It really feels like you're jumping out of an airplane or climbing a mountain! So far, there aren't many games for it, but I love to watch movies on it.

CharmainR. If you're going to buy this headset, be sure to try it out first. It's not good quality. It's so light that it falls off my head when I'm gaming. The controller isn't easy to use either. The video is OK, but not great. I use it to watch sports mostly. But I also play some games. The best thing about this headset is the $200 price. But if you want a true virtual reality experience, a better one is coming out soon. The VR-FunSet Model Z will be available in February. And there will be a lot of new games for it.

B Read the Reading Skill. Then read the comments again. Write *fact* or *opinion* next to each statement.

1. _____ The case is waterproof.
2. _____ The video is OK, but not great.
3. _____ You can buy it online for $200.
4. _____ It's actually pretty cheap.
5. _____ The best thing about this headset is the $200 price.
6. _____ It comes with a case and controller.

READING SKILL Identify fact vs. opinion

When you are reading something, it is important to notice the difference between facts and opinions. A fact is a piece of information that is true. An opinion is someone's preference or idea. An opinion will vary from person to person.

C Read the comments again. Then complete the sentences. Underline the correct answers.

1. GamerGal2002 thinks the VR headset is **worth the price / too expensive / too small**.
2. GamerGal2002 and CharmainR both think the headset is **heavy / good quality / light**.
3. GamerGal2002 and CharmainR both think the controller is **heavy / difficult to use / small**.
4. There **are a lot of / aren't many / aren't any** games to go with the VR-Funset Model X.
5. GamerGal2002 likes to use the VR headset to **play games / watch movies / watch sports**.
6. CharmainR thinks **the Model Z will be better / the video quality is great / the controller is easy to use**.

LESSON 5 WRITING

A Read the blog post. Complete the post with information from the box.

and it will be the most beautiful house in the area.	I love nature and modern design,
It is going to be like his famous house, Fallingwater.	When my friends come to visit,
and it's going to have a large fireplace.	Then, I'm going to find an architect

Blog | About | Destinations | Contact

My Dream Home



My dream home is inspired by the architect, Frank Lloyd Wright.

_____ 1.

Fallingwater was built over a waterfall, attached to a huge rock, and secured by a very large tree. The house was built using stone, wood, and glass. You can hear the sound of the waterfall inside the house. _____ 2. so this is the perfect design for me. Fallingwater had some problems because Wright didn't make the roof strong enough, but my house won't have those problems.

First, I'm going to look for property in the forest with a waterfall and a small river. _____ 3. who understands how to mix nature with architecture. My builders will use stone and wood from the area to build the house.

The house itself is going to be very open, _____ 4. There will be spacious rooms and huge windows. A beautiful garden will surround the entire property. _____ 5., we'll spend time on the balcony, talking quietly and listening to the relaxing sounds of the water.

My house will be spectacular, _____ 6.

About
RSS Feed
Social Media
Recent Posts
Archives
Email

B Read the Writing Skill. Then read the excerpts from the blog post. Check (✔) all the phrases with parallel structure.

WRITING SKILL Use parallel structure

Use the same pattern of words to show that two or more ideas have the same level of importance. They are usually joined by conjunctions, such as *and* or *or*.

Wei passed the class because he studied for exams, turned in all his homework, and loved the subject.

- ☐ a. My dream home is inspired by the architect, Frank Lloyd Wright.
- ☐ b. Fallingwater was built over a waterfall, attached to a huge rock, and secured by a very large tree.
- ☐ c. The house was built using stone, wood, and glass.
- ☐ d. You can hear the sound of the waterfall inside the house.
- ☐ e. The house itself is going to be very open, and there's going to be a large fireplace in the living room.
- ☐ f. … we'll spend time on the balcony, talking quietly and listening to the relaxing sounds of the water.
- ☐ g. My house will be spectacular, and it will be the most beautiful house in the area.

UNIT 9 SELF-QUIZ

1 VOCABULARY

A Complete the sentences. Circle the correct answer.

1. Let's get big white _____ to cover the window.
   a. frames b. carpets c. curtains d. TV stands
2. Can I sit on your _____? It looks so comfortable.
   a. plant b. couch c. painting d. book case
3. It's dark in here. We need a _____.
   a. armchair b. end table c. floor lamp d. coffee table

B Complete the sentences with phrases from the box. Not all phrases are used.

I got lost	I overslept	I missed the bus	I got stuck in traffic	I got stuck in bad weather

1. I can't find the office. I think _____.
2. _____. I heard it's going to snow all morning.
3. I couldn't hear the alarm, and _____.

C Complete the sentences with words from the box. Not all words are used.

roof	stairs	garden	basement	laundry room

1. We need to fix the _____. The rain is coming into the house.
2. She hurt herself when she ran up the _____.
3. I took the clothes to the _____ to wash them.

2 GRAMMAR

A Complete the sentences. Circle the correct answer.

1. The store _____ at 9:00 A.M.
   a. opens b. will open c. is opening d. is going to open
2. I just saw her message. I _____ call her now.
   a. call b. will call c. am calling d. am going to call

B Change the direct questions to indirect questions.

1. Where is the restroom? → Can you tell me _____?
2. Is she okay? → Do you know _____?
3. Why is Lukas here? → I don't know _____.

C Complete the paragraph. Use *in*, *on*, or *at*

Our cat likes to sleep _____ (1.) the kitchen. He sometimes sits _____ (2.) the table. He is somewhere _____ (3.) the house. He never goes outside.

>> GO TO PAGE 94 TO CHECK YOUR ANSWERS.

UNIT 10 HOW LONG DID YOU WORK THERE?

LESSON 1 VOCABULARY

A Look at the word search. Find eight words related to job interviews.

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

B Complete the conversations. Underline the correct answers.

1. A: I've never written a **résumé / reference / position** before.
   B: Start with your education, and then list the work you've done. Make sure the reader will get a clear idea of your abilities.
2. A: Why do I need to write **an application / a cover letter / a candidate**?
   B: To send with your résumé. You can highlight details about your work experience.
3. A: I'm going to apply for a job at Aunt Jen's company. Should I send my résumé to her personally?
   B: No, send it to **reference / human resources / an application**. The hiring process begins with HR.
4. A: Is Jack still working at ABC Media?
   B: Yes, but he has a new **candidate / position / reference**, with bigger responsibilities.
5. A: Do you think they'll invite me for a job interview?
   B: Yes. Your experience makes you a very strong **candidate / skill / application**.
6. A: Do I need to submit a résumé to apply for this job?
   B: No, you just need to go to the company website and fill out the **HR / skill / application** online.
7. A: I'm planning to apply for jobs in market research.
   B: I can help. Feel free to give my name as a **cover letter / candidate / reference**.
8. A: I think I have the **positions / skills / candidates** that the company is looking for.
   B: Make sure you highlight them in your cover letter.

LESSON 1 GRAMMAR

A Underline the correct answers.

1. I'm not late, **am I / aren't I**?
2. You work in human resources, **aren't you / don't you**?
3. Emily will apply for that position, **will she / won't she**?
4. I can use you as a reference, **can I / can't I**?
5. They won't require more than two references, **will they / won't they**?
6. She didn't write a very good cover letter, **did she / didn't she**?
7. You've completed the application, **have you / haven't you**?
8. You are on our team, **aren't you / don't you**?

B Match the sentences with the tag questions.



___	1. He isn't looking for a new job,	a.	wasn't he?
___	2. He's a good candidate for the position,	b.	will he?
___	3. He wasn't late for his interview,	c.	does he?
___	4. He was the best candidate for the job,	d.	is he?
___	5. He'll be here soon,	e.	doesn't he?
___	6. He won't be late,	f.	isn't he?
___	7. He wants a better job,	g.	won't he?
___	8. He doesn't like his current job,	h.	was he?

C Complete the tag questions with the correct verb and subject. Use contractions when possible.

1. Marie is applying for that position, isn't she?
2. Mike had an interview yesterday, _____?
3. They haven't interviewed many people, _____?
4. You'll have a cup of coffee, _____?
5. You're not quitting, _____?
6. He has all the right skills, _____?
7. I'm a good candidate for that job, _____?
8. That was a great cover letter, _____?
9. They haven't filled the position yet, _____?

LESSON 2 VOCABULARY

A Match the sentence beginnings with the endings.

___	1. Kate believes in getting work done on time to meet	a. a report.
___	2. Part of Brian's job is to train	b. a problem?
___	3. When the project is done, you'll need to write	c. a deadline.
___	4. A good team leader takes the time to communicate	d. a presentation?
___	5. Is Ann getting ready to give	e. new employees.
___	6. Does Harry have the ability to resolve	f. a budget.
___	7. What "people skills" do you need to manage	g. with team members.
___	8. Before I propose a project, I research costs and create	h. a team?

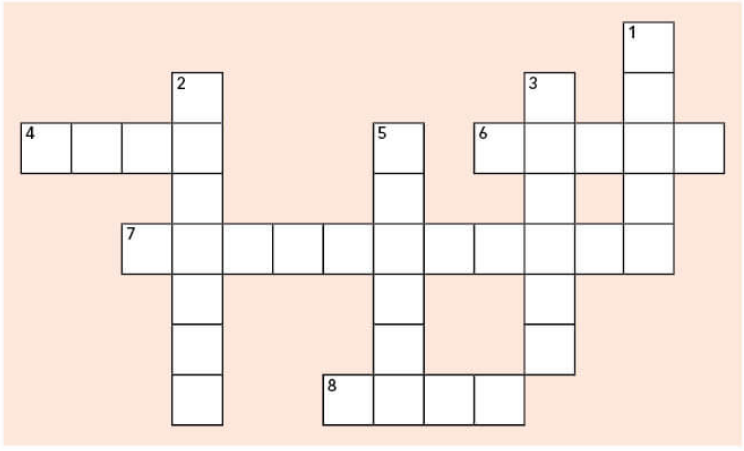
B Complete the crossword puzzle.

ACROSS

4. You'll need to connect the projector to ___ your presentation.
6. The new employees start work next week. Who will ___ them?
7. Susan holds regular meetings to ___ with team members.
8. Pam is working extra-long hours to ___ a deadline.

DOWN

1. Mark is good with words, so let's ask him to ___ a report.
2. When we need to ___ a problem, we work together.
3. Part of the planning process is to ___ a budget.
5. Someone with good leadership skills should be able to ___ a team.



LESSON 2 GRAMMAR

A Complete the conversations with words from the boxes. Not all words are used.

ever for how long how much since

1. A: _____ have they been in that meeting?
   B: A long time- _____ over an hour.
   A: Have they _____ had such a long meeting before?
   B: I don't think so.

ever for since we were we've been

2. A: Have you and John _____ worked together?
   B: Actually, yes. _____ on the same team _____ last August.

for how long I worked I've worked since

3. A: So, _____ have you been at your current job?
   B: _____ there _____ three years.

B Rewrite the sentences. Use the present perfect form of the verbs and *for* or *since*.

1. I write weekly reports. I began last month.
   I have written weekly reports since last month.
2. Adam works in Human Resources. He started in 2017.
   _____
3. Ann gives frequent presentations. She began several years ago.
   _____
4. Tom and Ed are business partners. They started two years ago.
   _____
5. Sue is in London on business. She got there last Monday.
   _____
6. Mark meets all his deadlines. He began at the start of the project.
   _____
7. I know your boss. We met ten years ago.
   _____
8. Jack doesn't work here. He quit last December.
   _____
9. Karl is under a lot of stress at work. It started several weeks ago.
   _____

LESSON 3 VOCABULARY

A Complete the phrases about soft skills. Use words from the box.

with conflict	good relationships	a team	leadership	critically	focused
the box	independently	your time	feedback	challenges	

1. work _____
2. work as _____
3. handle _____
4. build _____
5. give _____
6. deal _____
7. show _____
8. manage _____
9. think _____
10. think outside _____
11. stay _____

B Complete the conversations with the correct form of the words from A.

1. A: Does your manager let you know how you're doing?
   B: Yes! She _____ and suggests ways I can improve.
2. A: Ann really knows how to _____ at work.
   B: Yes, she does. She creates great connections with her colleagues.
3. A: How are you so good at getting your work done on time?
   B: I read a book about how to _____ at work.
4. A: Bob wants a job without so much stress.
   B: Yes, a job that's less complicated, where he doesn't have to _____ all day.
5. A: I'm going to stay late tonight to write my report. It'll be easier after everyone goes home.
   B: I know what you mean. It's hard to _____ in the office.
6. A: I'm glad we've got Amy as our team leader.
   B: Why's that?
   A: She really knows how to _____, and lately people are arguing a lot.
7. A: Why are you worried about this new project?
   B: I am afraid we will make some of the same mistakes we made before. We should really _____ about this before making a decision.
8. A: Did you hear Emily's great suggestion?
   B: Yes! I never would've thought of that. She really thinks _____.
9. A: No one will supervise you closely in this position. You'll be on your own a lot.
   B: That's fine. I like to _____.
10. A: Do you think David _____ in his current position?
    B: Yes, I do. People respect him, and I think he's ready to head up a bigger team.
11. A: How well do Ann, Bob, and Craig _____?
    B: Very well. They're happy working together, and they get the job done.



LESSON 3 GRAMMAR

A Reorder the words to make questions in the present perfect.

1. worked / How / sales / long / you / have / in

_____?

2. shown / when / he / leadership skills / has

_____?

3. jobs / many / you / how / applied for / have

_____?

4. before / she / where / worked / has

_____?

5. to leave / why / decided / you / have / your current job

_____?

6. problems / you / faced / what / have

_____?

7. feedback / how / received / much / have / you

_____?

8. you / what / handled / challenges / have

_____?

B Complete the questions with the words in parentheses. Use the present perfect form of the verbs.

1. What experience _____has he had_____as a manager? (he / have)
2. How long _____ with XYZ Company? (you / be)
3. How _____ relationships with your team members? (you / build)
4. How well _____ as a team? (they / work)
5. What skills _____ on the job? (you / learn)
6. What kind of feedback _____ the people she manages? (she / give)
7. How _____ conflict in the workplace? (he / deal with)

C Write questions with the words in parentheses. Use the present perfect form of the verbs.

1. How long has she worked as a team leader?
(How long / she / work / as a team leader)

2. _____?
(How / he / deal with / conflict on your team)

3. _____?
(What challenges / you / face / in that position)

4. _____?
(How long / you / be / interested in / a leadership role)

5. _____?
(How / you / solve / problems with time management)

6. _____?
(What / you / do / to develop your skills)

LESSON 4 READING

A Read the article. Then complete the sentence. Underline the correct answer.

The article talks about how to **get a job / interview for a job / negotiate a better salary**.

Six Tips for Negotiating a Job Offer



You applied for a job, you had a great interview, and now the company wants to hire you. Congratulations! But when you receive the job offer, the pay is slightly lower than what you expected. What can you do? It's time to start negotiating a better salary.

Negotiating pay is not an easy thing to do. If you really want the job, but you think your skills are worth more—don't worry. Here are some useful salary negotiating tips.

1. Before you begin negotiations, be sure you have more than one job offer. It's not necessary to tell them about your other offers, but it does give you some power. You're not desperate for the job. And you still have options if one of the jobs doesn't work out.
2. Ask for time to think about the offer. You only need a couple days. This shows you are taking the time to make the right decision.
3. Ask open-ended questions. Politely ask something like, "Is there anything more you can do?" This puts them in the position of presenting a different offer first.
4. Use a technique called "bracketing." Bracketing is when you get an offer that's a bit lower than what you expected. Instead of asking for exactly what you want, raise it a bit. This puts pressure on them to meet you half way – your expected salary!
5. Explain why you need a higher salary. Perhaps you are moving to a more expensive area, or you need to cover the cost of childcare. It's helpful for them to understand why you're asking for more.
6. Let them know the value you'll bring. Talk about how your professional strengths deserve a higher salary. Talk about what they're getting by hiring you.

Remember to stay positive during the negotiation process. Don't rush. If you take your time, you may get exactly what you want. Hopefully these tips will help. Good luck!

B Read the article again. Complete the sentences and answer the questions. Circle the correct answers.

1. What should you do before negotiating a salary?
   a. ask open-ended questions
   b. have other job offers
   c. take time to think about the offer
2. How much time should you take to think about an offer?
   a. a few hours
   b. a few days
   c. a few weeks
3. Which of these is an example of an open-ended question?
   a. Can you add $5,000 more?
   b. Is there anything else that you can do for me?
   c. Can you double your offer?
4. Bracketing is when you _____.
   a. have three job offers and choose the second one
   b. ask for a higher salary so the company meets you in the middle
   c. accept a job offer after negotiating a long time
5. "I would like a higher salary because housing is more expensive in this city." What tip is this an example of?
   a. bracketing
   b. an open-ended question
   c. giving a reason

LESSON 5 WRITING

A Complete the cover letter with information from the box.

I learn quickly, and I enjoy challenging work.	Miguel Estrella
Thank you for your consideration.	Ms. Rodriguez
When I graduated, they hired me full time.	

_____ 1.
14278 SW 142nd Ave.
Miami, FL 33186

Elena Rodriguez
Office Director, Miami Housing, Inc.
9153 SW 227th St.
Miami, FL 33190

November 3, 2019

Dear _____ 2.:

I am writing in response to the office manager position listed on your website. I believe that I am perfect for this job because of my background and experience.

I have worked as a receptionist for Dolphin Homes for the past three years. I worked part time when I was a college student. _____ 3. At this job, I do much more than answer phones. I type and edit reports for the CEO, organize meetings for colleagues, purchase supplies, and help agents by arranging their flights and hotels when they travel.

I am good at solving problems and managing office tasks. I am also very patient, and I have good relationships with other employees. I am fluent in three languages—English, Spanish, and French.

_____ 4.
I have attached my résumé, which includes my skills, language ability, and work experience. I look forward to hearing from you soon. _____ 5.

Sincerely,
Miguel Estrella

B Read the Writing Skill. Then read the cover letter again. Underline the correct answers.

1. The audience of the cover letter is **Ms. Rodriguez / Miguel Estrella / Dolphin Homes**.
2. Miguel wants his audience to learn **about his education / that he can answer phones / about his experience and personal qualifications**.
3. Miguel uses **informal / friendly / formal** language, style, and tone.

WRITING SKILL Consider your audience

An audience is the person(s) who is going to read your piece of writing. Whether you are submitting a cover letter or simply sending an email, you should always write with your audience in mind. When you know your audience, you can choose the correct style, language, and tone. Before you start writing, ask yourself these questions: *Who is my audience? What information do I want to communicate? How do I want to communicate this information? What is the appropriate language, style, and tone?*

UNIT 10 SELF-QUIZ

1 VOCABULARY

A Complete the paragraph with words from the box. Not all words are used.

skills	position	candidate	reference	cover letter

I want to apply for a teaching _____ (1.) at St. James High School. I have to write a _____ (2.) where I will explain my teaching _____ (3.) and experience.

B Complete the sentences with phrases from the box. Use capitalization as needed. Not all phrases are used.

write a report	train new employees	think outside the box
give feedback	resolve the problems	communicate with team members
manage your time		

1. I think I _____ very well. I feel more comfortable working with others than working alone.
2. I have to _____ before I quit. They will take over my job.
3. When you are stuck in bad situations, you must stay calm and _____.
4. When you have many things to do at once, you have to _____ very well.
5. _____ and be creative. Then, you can make an original product.
6. A manager has to _____ to help people improve their work.

2 GRAMMAR

A Complete the sentences. Use tag questions.

1. She isn't mad at me, _____?
2. You've finished your report, _____?
3. They didn't call you, _____?

B Complete the conversation with the present perfect or simple past. Use the words in parentheses.

A: _____ (1.) (ever / you / study) Spanish?
B: Yes, I took a class in college.
A: _____ (2.) (long / you / study) it?
B: I _____ (3.) (take / it / three years) before graduation.
A: Why _____ (4.) (you / not / continue) taking Spanish classes?
B: Actually, since graduation, I have practiced it on my own.
A: How _____ (5.) (you / try) to practice?
B: Watching Spanish movies.
A: How _____ (6.) (that / help)?
B: I think I have better listening skills now.

>> GO TO PAGE 94 TO CHECK YOUR ANSWERS.

StartUp 3

StartUp is an eight-level, general American English course for adults and young adults who want to make their way in the world and need English to do it. The course takes learners from CEFR A1 to C1 and enables students to track how their English is progressing in detail.

English for 21st century learners

Students learn the language in ways that work for them, so they can communicate in their personal, academic, and work life, while building the collaborative and critical thinking skills needed for the 21st century.

Personalized, flexible teaching

StartUp gives teachers the flexibility and resources to personalize their teaching to meet their students' specific learning needs.

Motivating and relevant learning

Students will be immersed in an innovative world of interactive activities and a wide range of videos, including grammar and pronunciation coach videos, humorous character-based conversation videos, and high-interest talk videos.

Access at their fingertips: the Pearson Practice English App and Pearson English Portal

Students can extend their English studies anytime, anywhere with vocabulary, grammar, listening, and conversation activities on the go. They have access to all the audio tracks and video clips whenever and wherever they want on the app and in the Pearson English Portal.

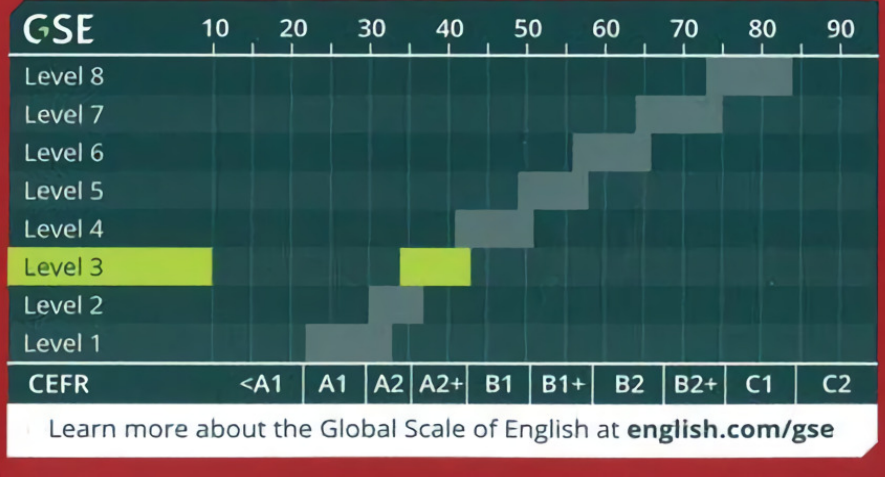
For the student

- Student Book with mobile app
- Student Book with mobile app and MyEnglishLab
- Workbook
- Downloadable audio and video files

For the teacher

- Teacher's Edition (interleaved)
- ActiveTeach presentation tool
- Assessment program, including ExamView Assessment Suite®
- Reproducible worksheets
- Additional teaching resources





Learn more about the Global Scale of English at **english.com/gse**

Find out more at
english.com/startup

ISBN-13: 978-0-13-517749-5
ISBN-10: 0-13-517749-9
EAN
9 780135 177495
90000

BOOK HUNTER