

Dear Student,

Prep for Life is a four-level series designed for students with some knowledge of the English language. It starts out by reviewing what you have learned previously so as to create a solid foundation from which to continue your learning process. The main objective of this course of study is to build your general knowledge so you can communicate actively, productively, and critically within your environment. It also aims to prepare you for higher education, in accordance with your interests and aspirations. Furthermore, it will provide you with real-world activities related to different fields of work and that will help improve your career prospects.

In addition to learning the English language through the practice of the four skills: listening, speaking, reading and writing, **Prep for Life** encourages learning through experience. You will learn to deduce the form and use of language through observation, reflection, and active conceptualization. You will be encouraged to read critically, to defend your ideas and opinions, and to use technology as a means of communication and source of information.

Throughout the course, you will have the chance to work with your fellow classmates in pairs and groups. Together you will exchange ideas, solve problems, work on projects, and complete a wide range of other tasks. These activities, along with the development of learning strategies and self and peer evaluation, will help you to become an autonomous learner. In this way, your language learning process will become a life-long project that will expand your knowledge and ability to interact in today's world.



»» About Your Book

Your *Student's Book* is divided into four units and each unit is divided into three lessons. Each unit contains material for four weeks of classes.

Each unit offers:

A *Unit Opener* with the unit objectives, a pre-test to help you evaluate your previous knowledge of language structures and vocabulary related to the objectives of the unit, and steps for an ongoing unit project.

Unit 1

»» Dilemmas

Learning Outcomes

- Identify a person's point of view and opinion in statements and texts dealing with hypothetical situations and moral dilemmas.
- Describe people in terms of their moral and ethical qualities using appropriate adjectives.
- Use the second conditional with modal verbs and appropriate connectors to discuss hypothetical situations and moral dilemmas.

What You Know

- Underline the correct options to complete the text.

What would you do if you
1) won/win the lottery? Would you tell your friends? That would be the 2) friends/friest thing to do. However, if you told them, they 3) might/will start asking you for money. Other people might only want to buy your friend just 4) because/so you have money. Maybe you could just tell a few 5) politer/foyal friends—people who you could trust to keep a secret. Of course, you'd have to think about how you would spend it too. Would you buy lots of things? If I won the lottery, I 6) would/had buy gifts for all my close family members. However, if my mother's cousin's sister-in-law asked me for money, I don't think I would give it to her. Would that be 7) safe/honest? If I was successful, people might say that it was because I was rich, not because I worked hard. That wouldn't be 8) reliable/fair. If someone asked me to give money to their charity, which one 9) will/would I choose? Actually, I think life would be more complicated if I 10) won/ win the lottery!
- Check your answers on page 22.

Ongoing Project: Ethical Dilemmas Survey for Teenagers

Step 1 In groups, discuss some ethical dilemmas that teenagers sometimes have to face. Make a selection of the five or six ethical dilemmas that you think are the most relevant today.

Step 2 Assign different dilemmas to individual members of your group and have them write questions using the format: *What would you do if...?* Have everyone write three possible answers to the questions. Check and correct each other's work and make improvements. As a whole group, put the questions in one document to make a survey and check the final version.

Step 3 Use your survey to interview members of the class. As a group, prepare a presentation on the findings. Make sure that each person in the group presents part of the presentation.

Step 4 Present the results of your survey to the class. Use the rubric on page 22 to peer assess your classmates.

Three *Lessons* that revolve around a specific topic. Each *Lesson* is divided into three classes: A, B, and C.

The *B* classes focus on practicing new language and developing reading, listening, and speaking skills.

The *A* classes present and practice new language and vocabulary in context.

B Discussing hypothetical options

1 In pairs, look at the picture and discuss the questions.

- Where do you think these people are?
- How do you think the girl is feeling?
- What do you think is happening?

Writing: Problem Page Letters

C Offering advice

Having problems at home, at school, with your friends?

Ask Amy

Letter of the Week: Just Seeking Attention?

A close friend has some problems at home. I have tried to be supportive, but recently I found out that some of the things he told me aren't completely true. Another friend says that he's insecure and just seeking attention. What would you do in my position?

Q: _____

A: _____

Lesson 1: Ethical Dilemmas

A Talking about hypothetical situations

Ethical Dilemmas by Matt Calvin

We all experience dilemmas at some time in our lives. I recently asked some friends to tell me about their current dilemmas. So here they are, and here are my opinions about them. See if you agree with me!

Friend A: "A friend of mine has just changed her hairstyle. She's really excited, but I think it looks terrible. I'm usually very honest with her, but what would you do if your friend looked like that?"

Well, this kind of thing happens all the time, doesn't it? It's tempting to tell a white lie and say something nice. However, this isn't just a bad habit day if she were my friend, I would tell her what I think—as tactfully as possible, of course. Your friend can choose to listen to you or to do her own thing.

Friend B: "I sing in a band with some classmates. We played in a café last Saturday. Even though a guy told me that he'd like me to join his band, he would know the band—they're famous. I was over the moon, but I feel that I would be dishonest if I suddenly left my friends. What would you do?"

That is a dilemma. If someone invited me to join a famous band, I wouldn't believe them! No, seriously, I would talk to the people in my band to see what they thought. There would make up my mind.

Friend C: "I haven't been doing very well in math recently. In the last test, the teacher made a mistake and gave me an A instead of my usual D. Now I have the goods to go to college next year. Would you tell the teacher she made a mistake?"

Sorry, but this is a no-brainer. I know college is important, but you have to tell the teacher. Otherwise, you could be accused of cheating on the test. Could you really go to college with that on your conscience?

3 Match the expressions in bold from the text to the definitions.

- _____ very pleased
- _____ something that is deliberately untrue, but that will not hurt someone
- _____ make a decision
- _____ a day when your hair is difficult to style or when everything goes wrong
- _____ do what you want
- _____ decision or choice that is very easy to make because it is obvious

4 Complete the sentences with the correct form of the expressions from exercise 3.

- He was offered a full scholarship at that college, so his decision was a _____.
- I really don't like that picture of me. I was having a _____.
- You're so indecisive, why can't you just _____?
- It's good to be honest, but sometimes you have to tell _____.
- I was _____ when she told me how great I looked.
- Some people ask for advice, but I prefer to _____.

Grammar Spotlight *Second conditional verb forms*

- Read the examples and underline the word that means *if...not*.

It might rain on an occasion on which I had no experience.

I wouldn't recommend a change of school unless the situation were very serious.
- Underline the correct options to complete the rules.

6 Complete the conversation about a hypothetical situation with the correct forms of the verbs in parentheses.

Max: If you 1) _____ (find) a wallet on a bench in the park, what would you do?

Lazzy: If it 2) _____ (have) a phone number inside it, I 3) _____ (call) the person and give them back the wallet.

Max: What 4) _____ (do) if there 5) _____ (be) no number inside?

Lazzy: I 6) _____ (take) it to the nearest police station.

7 Complete the sentences with your own ideas. Then share your answers with a partner.

- If I forgot to do my homework, I would _____.
- I would be honest with my friend if he or she _____.
- If my friend asked me to help him or her cheat on a test, I would _____.
- If I met my favorite singer or band, I would _____.
- I would be over the moon if _____.

8 In pairs, discuss what you would do in each of the situations in the *Ethical Dilemmas* article. Come to an agreement about the best ideas.

The *C* classes provide guided skills development related to cultural and cross-curricular themes.

4 »»

»» Scope and Sequence

Unit 1 »» Dilemmas8

Learning Outcomes:

- Identify a person's point of view and opinion in statements and texts dealing with hypothetical situations and moral dilemmas.
- Describe people in terms of their moral and ethical qualities using appropriate adjectives.
- Use the second conditional with modal verbs and appropriate connectors to discuss hypothetical situations and moral dilemmas.

Lesson	Functions	Language	Vocabulary
1 Ethical Dilemmas	Talking about hypothetical situations Discussing hypothetical options Offering advice	Second conditional with <i>if</i> and <i>unless</i>	Dilemmas Informal expressions
2 Community Issues	Talking about hypothetical possibilities Giving opinions about hypothetical situations Discussing ethical questions	Second conditional with <i>could</i> and <i>might</i>	Community issues
3 Personality and Choices	Talking about what people would do Giving explanations for hypothetical choices Discussing character traits	Second conditional with <i>even if</i> Connectors <i>but, and, because,</i> and <i>so</i>	Adjectives with prefixes: <i>dishonest, unkind, irrational, illegal, immature, inexpensive</i>

Unit 2 »» Experiences24

Learning Outcomes:

- Exchange information about people and their experiences.
- Use the present perfect with adverbs to describe actions, states, and situations.
- Describe activities, places, and food connected to tourism.
- Use the present perfect and simple past to talk about vacations and free-time activities.

Lesson	Functions	Language	Vocabulary
1 Incredible Experiences!	Describing life experiences Describing experiences Describing a trip	Present perfect simple	Vacation activities Adjectives to describe food
2 Travel and the Environment	Talking about situations, states, and duration Discussing a trip Describing changing situations	Present perfect simple with <i>for, since,</i> and <i>How long...?</i> Present perfect vs. simple past	Scouts and camping Tourism and ecology
3 Travelers	Describing completed actions Describing complete and incomplete actions Comparing experiences	Present perfect simple with <i>yet</i> and <i>already</i>	Airplanes and flying Describing places

Unit 3 >>> Likes and Preferences40

Learning Outcomes:

- Express likes and preferences relating to entertainment and free time activities.
- Obtain information about the likes and preferences of other people.
- Use appropriate language structures to express likes and preferences.
- Describe people’s personalities and their preferences.

Lesson	Functions	Language	Vocabulary
1 Teenagers Today	Talking about likes and dislikes Comparing likes and dislikes Describing yourself	Expressing likes and dislikes using <i>love, like, hate, enjoy,</i> and <i>don't mind</i>	The Internet Informal expressions Adjectives to describe personality
2 What's on?	Expressing likes and dislikes Expressing opinions Describing an event	Adjective + preposition: <i>fond of, sick of, obsessed with, interested in,</i> and <i>crazy about</i>	TV shows Movie, music, and game reviews
3 Go out or stay in?	Expressing preferences Discussing preferences Comparing books and movies	Expressing preferences using <i>like, prefer, would rather, would like,</i> and <i>would prefer</i>	Leisure activities Adjectives with <i>ed</i> and <i>ing</i>

Unit 4 >>> People, Places, and Things56

Learning Outcomes:

- Obtain and exchange information about people, places, activities, and things using relative pronouns and adjectives.
- Identify and understand characteristics of people, places, activities, and things.
- Identify different places of work, the jobs that people do in each place, and the equipment they use to do their jobs.
- Discuss people’s suitability for different jobs.

Lesson	Functions	Language	Vocabulary
1 This Is What I Do	Describing jobs Talking about unusual jobs Discussing women's role in the workplace	Defining relative clauses with and without <i>who</i> and <i>that</i>	Jobs
2 Tools of the Trade	Describing jobs in the movies Talking about work equipment Describing personal qualities	Defining relative clauses with <i>where, when, whose</i> and <i>why</i>	Jobs in the movie industry Describing things Describing personal qualities
3 Humanitarian Work	Giving extra information Giving extra and essential information Describing humanitarian work	Nondefining relative clauses Defining vs. nondefining relative clauses	Humanitarian work and organizations

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Dilemmas

Unit 1



Learning Outcomes

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What You Know

1 Underline the correct options to complete the text.

What would you do if you

1) *won/win* the lottery? Would you tell your friends? That would be the 2) *friendly/silly* thing to do. However, if you told them, they 3) *might/will* start asking you for money. Other people might only want to be your friend just 4) *because/so* you have money. Maybe you could just tell a few 5) *polite/loyal* friends—people who you could trust to keep a secret. Of course, you'd have to think about how you would spend it too. Would you buy lots of things? If I won the lottery, I 6) *would/had* buy gifts for all my close family members. However, if my mother's cousin's sister-in-law asked me for money, I don't think I would give it to her. Would that be 7) *selfish/honest*? If I was successful, people might say that it was because I was rich, not because I worked hard. That wouldn't be 8) *reliable/fair*. If someone asked me to give money to their charity, which one 9) *will/would* I choose? Actually, I think life would be more complicated if I 10) *won/win* the lottery!



2 Check your answers on page 22.



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- Step 3** Use your survey to interview members of the class. As a group, prepare a presentation on the findings. Make sure that each person in the group presents part of the presentation.
- Step 4** Present the results of your survey to the class. Use the rubric on page 22 to peer-assess your classmates.

A Talking about hypothetical situations

Ethical Dilemmas

by Matt Calvin

We all experience dilemmas at some time in our lives. I recently asked some friends to tell me about their current dilemmas. So here they are, and here are my opinions about them. See if you agree with me!

Friend A: "A friend of mine has just changed her hairstyle. She's really excited about it, but I think it looks terrible. I'm usually very honest with her, but what would you do if your friend looked like that?"

Well, this kind of thing happens all the time, doesn't it? It's tempting to tell a **white lie** and say something nice. However, this isn't just a **bad hair day**. If she were my friend, I would tell her what I think—as tactfully as possible, of course. Your friend can choose to listen to you or to **do her own thing**.

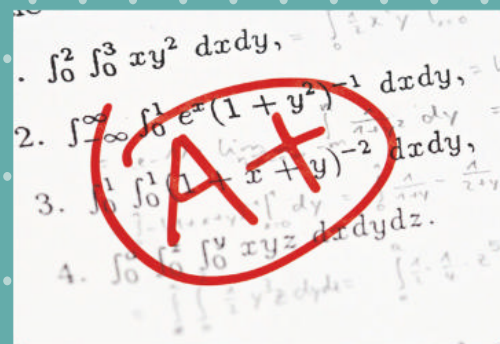
Friend B: "I sing in a band with some classmates. We played in a café last Sunday. After the show, a guy told me that he'd like me to join his band. You would know the band—they're famous. I was **over the moon**, but I feel that I would be disloyal if I suddenly left my friends. What would you do?"

That is a dilemma... If someone invited me to join a famous band, I wouldn't believe them! No, seriously, I would talk to the people in my band to see what they thought. Then I would **make up my mind**.

Friend C: "I haven't been doing very well in math recently. In the last test, the teacher made a mistake and gave me an A+ instead of my usual D. Now I have the grades to go to college next year. Would you tell the teacher she made a mistake?"

Sorry, but this is a **no-brainer**. I know college is important, but you have to tell the teacher. Otherwise, you could be accused of cheating on the test. Could you really go to college with that on your conscience?

West Fields High School Magazine Issue 23



1 In pairs, look at the pictures and the text and discuss the questions.

- a. What can you see in the pictures? What issues do you think they refer to?
- b. Where would you expect to find an article like this?

2 Read the text and underline the correct options to complete the statements.

- a. Matt thinks that Friend A should *tell a white lie/tell the truth*.
- b. Matt thinks that Friend B should *find out if the offer is real/ask the other band members their opinion*.
- c. Matt thinks that Friend C *should go to the best college/would feel bad if he or she didn't say anything*.

3 Match the expressions in bold from the text to the definitions.

- a. _____: very pleased
- b. _____: something that is deliberately untrue, but that will not hurt someone
- c. _____: make a decision
- d. _____: a day when your hair is difficult to style or when everything goes wrong
- e. _____: do what you want
- f. _____: decision or choice that is very easy to make because it is obvious

4 Complete the sentences with the correct form of the expressions from exercise 3.

- a. He was offered a full scholarship at that college, so his decision was a _____.
- b. I really don't like that picture of me. I was having a _____.
- c. You're so indecisive, why can't you just _____?
- d. It's good to be honest, but sometimes you have to tell a _____.
- e. I was _____ when she told me how great I looked.
- f. Some people ask for advice, but I prefer to _____.

Grammar Spotlight » Second conditional

- Read the sentences and underline the verbs.
What would you do if your friend looked like that?
If she were my friend, I would tell her what I think.
I would be disloyal if I suddenly left my friends.
- Underline the correct options to complete the rules.
 - a. We use the second conditional to talk about *real/hypothetical* situations.
 - b. The verb in the *if* clause is in the *present simple/simple past*.
 - c. We use *would + base verb/gerund* in the result clause.
 - d. In the second conditional, the form of *to be* in the *if* clause is usually *were/was*.

5 Underline the correct options to complete the sentences.

- a. If you *find/found* some money in your classroom, would you *keep/kept* it?
- b. If I *was/were* rich, I would *buy/bought* a car.
- c. What *do/would* you do if you *saw/see* your friend cheating on an exam?
- d. If my friend *had/has* an eating disorder, I would *tell/told* her to go to the doctor.
- e. What would you do if your friend *bullies/bullied* another student?

6 Complete the conversation about a hypothetical situation with the correct forms of the verbs in parentheses.

MARK: If you 1) _____ (find) a wallet on a bench in the park, what would you do?

Lizzy: If it 2) _____ (have) a phone number inside it, I 3) _____ (call) the person and give them back the wallet.

MARK: What 4) _____ (do) if there 5) _____ (be) no number inside?

Lizzy: I 6) _____ (take) it to the nearest police station.



7 Complete the sentences with your own ideas. Then share your answers with a partner.

- a. If I forgot to do my homework, I would _____.
- b. I would be honest with my friend if he or she _____.
- c. If my friend asked me to help him or her cheat on a test, I would _____.
- d. If I met my favorite singer or band, I would _____.
- e. I would be over the moon if _____.

8 In pairs, discuss what you would do in each of the situations in the *Ethical Dilemmas* article. Come to an agreement about the best ideas.

B Discussing hypothetical options

1 In pairs, look at the picture and discuss the questions.

- Where do you think these people are?
- How do you think the girl is feeling?
- What do you think is happening?



2 Listen to the conversation between Caitlin and a counselor and mark the statements T (true) or F (false).

- Caitlin is having problems at school. ____
- The counselor explains that the problem is not Caitlin's fault. ____
- Caitlin is absolutely certain that Tanya took some books from her bag. ____
- The counselor advises Caitlin to change schools. ____
- Caitlin is going to talk with her parents about the situation. ____

3 Listen again and answer the questions.

- Why do other students make fun of Caitlin?

- Who does Caitlin think is to blame for the situation?

- Why does the counselor warn her not to make accusations?

- Who has Caitlin spoken to about the problem?

Grammar Spotlight Second conditional with *unless*

- Read the examples and underline the word that means *if...not*.

I wouldn't make an accusation unless I had concrete proof.

I wouldn't recommend a change of school unless the situation were very serious.

- Underline the correct options to complete the rules.
 - We use *unless* with the second conditional to talk about *hypothetical/real* situations.
 - We use the verb in the simple past *after/before* the word *unless*.

4 Complete the sentences with the correct form of the verbs in parentheses to make sentences about hypothetical situations.

- I _____ (not eat) that food unless I _____ (be) really hungry.
- Unless I _____ (have) an emergency, I _____ (not dial) 911.
- He _____ (not buy) a car unless he _____ (live) in a place with no public transportation.
- Unless I _____ (be) at a party, I _____ (not listen) to that kind of music.

5 Complete the sentences with your own ideas.

- I wouldn't change schools unless _____
- Unless I were really hungry, I wouldn't eat _____
- Unless I felt sick, _____
- My friends would always be loyal to me unless _____
- I would always tell the truth unless _____

6 In pairs, share your sentences and give reasons for you ideas.



Having problems at home, at school, with your friends?

Ask Amy

Letter of the Week: Just Seeking Attention?

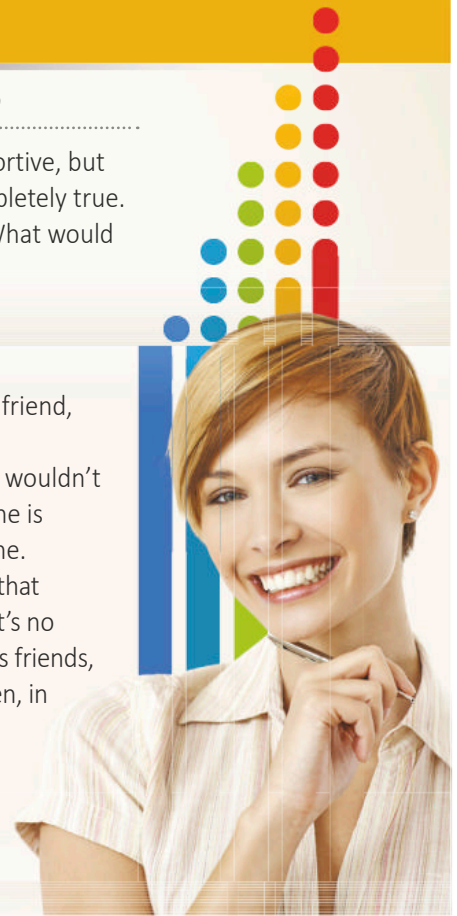
Q:

A close friend has some problems at home. I have tried to be supportive, but recently I found out that some of the things he told me aren't completely true. Another friend says that he's insecure and just seeking attention. What would you do in my position?

—*Confused*

A:

- This is frustrating because you have tried to be a sympathetic friend, but he has not been one hundred percent honest with you.
 - I assume that your friend is normally trustworthy, and that he wouldn't deceive you unless there was a good reason. It could be that he is seeking attention from you because he is not getting it at home.
 - If I were you, I would explain to him that you want to help, but that he needs to be straight with you. If he doesn't want to talk, that's no problem. Offer to just hang out. If he spends some time with his friends, maybe that will help him to forget his problems for a while. Then, in time, he might confide in you.
 - Sometimes we just need a bit of time to work things out. Be patient with your friend.
- Good luck!



1 In pairs, look at the text and discuss the questions.

- a. What type of text is this?
- b. Where can you find these types of texts?

2 Read the letter and the reply. Then match one of the descriptions below to each part of the reply.

- a. Offers a possible explanation
- b. Offers encouragement and closes the letter
- c. Shows that you understand the problem
- d. Suggests a couple of possible solutions

3 Read the letter and the reply again and answer the questions.

- a. Why does *Confused* need advice?

- b. What explanation does Amy give for the friend's behavior?

- c. What does Amy suggest that *Confused* should do?

4 In groups, discuss what you think about Amy's reply and say what advice you would offer to *Confused*.


5 Write a reply to one of the following problems. Use the letter structure from the reply in the magazine in exercise 1 as a model. 📁

- a. A student at my school has been bullying me using social media. I blocked her and told my parents, but it's really getting me down. What would you do?
- b. This semester I have much more schoolwork, but my parents expect me to look after my kid brother. My grades are suffering, but my parents won't listen to me! What would you say to them?

A Talking about hypothetical possibilities

1 In pairs, look at the pictures and discuss the questions.

- What situations can you see in the pictures?
- What problems do people in wheelchairs face?
- What provision is there in your school for people in wheelchairs?
- What improvements could be made in your school and in other buildings in your community?

2 Listen  to a radio discussion and write Gary, Alison, or Charlie next to each statement.

- This person sympathizes with the student. _____
- This person understands the point of view of the school. _____
- This person sees the situation as a dilemma. _____
- This person gives examples of the great costs that could be involved. _____

3 Listen again and underline the correct options to complete the sentences.

- The name of the radio program is *Local Matters/Ethical Cases/Ethical Matters*.
- Gary and Alison are *educational/legal/disability* experts.
- The name of the school is *Westdale High School/Eastdale High School/Westdale College*.
- The school says they cannot accommodate *teachers/visitors/students* with wheelchairs.
- Alison suggests discussing some *real/historical/hypothetical* cases.
- Students/Taxpayers/Teachers* would have to pay for the cost of widening the school hallways.

4 Underline the best synonym or definition for each word or phrase.

- to recap
 - to repeat and correct
 - to repeat and summarize
 - to repeat and check
- turn down
 - accept
 - criticize
 - reject
- to enroll
 - to register
 - to start
 - to succeed
- adjustment
 - problem
 - modification
 - charge
- computer suite
 - computer software
 - computer equipment
 - computer rooms
- case-by-case
 - each case individually
 - all the cases together
 - only important cases





Grammar Spotlight » Second conditional with modal verbs

- Read the sentences and underline the modal verb in each one.

If he wanted to, he could make an official complaint.

If you wanted to enroll at this school, you might feel that this was unfair.

If the school modified the building, it could cost hundreds of thousands of dollars.

If I were in his place, I would feel upset.

- In pairs, answer the questions.
 - a. Which modal do we use to talk about a probable or certain outcome of a hypothetical situation?
 - b. Which two modals can we use to describe the possible outcome of a hypothetical situation?
 - c. Which modal do we use to talk about ability in hypothetical situations?

5 Underline the correct options to complete the sentences about hypothetical situations.

- a. If we *spoke/speak* to the local newspaper, that *might/would* make a difference. We can't be certain, but it's worth a try.
- b. I'm sure he *would/could* feel happier if he *saw/see* his friends more often.
- c. What about the possibility of distance learning? If we *have/had* laptops, we *would/could* study from home.
- d. If they *spend/spent* money modifying the school, they *could not/would not* have as much money to spend on other things like computers. That's for sure.

6 Transform the sentences into hypothetical situations using the modal verbs in parentheses.

- a. I don't know her phone number and I can't call her. (could)
If I knew her phone number, I could call her.
- b. He doesn't train, so he won't make the team. (might)
If _____.
- c. We don't like jazz music, so we're not going to the concert. (would)
If _____.
- d. He has an exam next week, so he can't go to the skate park. (could)
If _____.

7 Work in groups of four. Select a role and read the information on your role card. Make notes on what you are going to say, including sentences about hypothetical possibilities.

Role card A: a student with a disability

You use a wheelchair and would like to play basketball at your local sports center, but wheelchair access at the center is very limited.

Role card B: a member of the finance committee on the city council

You and your committee have to decide how to allocate resources. If you give more money to improve the sports center, there will be less money for local schools and hospitals.

Role card C: a lawyer

You work on behalf of people with disabilities, campaigning for improved facilities in public buildings.

Role card D: the administrator of the local sports center

You would like to make improvements to the sports center, but it would be very expensive and you only have a limited amount of money to spend.

8 Act out the role-play in your group.

B Giving opinions about hypothetical situations

1 In pairs, look at the website and read the title. Then answer the questions.

- What type of website is this?
- What kinds of issues do people discuss on this type of website?

2 Read the text and answer the questions.

- Who makes a comment related to racial prejudice?

- Who mentions criminal activities?

- Which two writers mention teenagers?

- Which two writers talk about physical activity?

3 Read the text again and underline the correct options to complete the sentences.

- Andy *agrees/disagrees* with some people's opinions of teenagers.
- Madeeha has lived in Arlington Heights for a few *months/years*.
- Frank Edwards wants the authorities to create more *houses/green spaces*.
- Justine R. thinks the basketball courts should be in *better condition/in a better location*.

4 Underline the word that is not a synonym or near synonym in each group.

- delinquent *n* → criminal, lawbreaker, citizen
- prejudice *n* → neutrality, nonobjectivity, partiality
- derelict *n* → new, abandoned, disused
- vandalism *n* → destruction, robbery, damage
- maintenance *n* → conservation, care, demolition

5 In groups, make a list of problems in your community.

6 Discuss ideas for solving the problems you listed in exercise 5, using hypothetical solutions.

*If we cleaned the river, everyone could walk along it.
There might be less graffiti if we organized a graffiti art competition.*

INDEX FAQ'S MEMBERS FORUM LOGIN



YOUR COMMUNITY, YOUR FORUM

Last week, we asked Arlington Heights residents to write in with their comments and suggestions regarding ways to improve our community. The response was fantastic. Here are some of the best comments.

I've heard some comments recently—mostly from older people—about so-called teenage delinquents. Well, for your information, not all of us are delinquents! If people stopped labeling us in this way, we might behave better!

Andy

I arrived here with my family from Pakistan four years ago, so I'm not exactly a newcomer. Some people show prejudice against people like us and they keep their distance, which is a pity. If people got to know us, they would see that we are just like them.

Madeeha

In my opinion, there are not enough parks in Arlington Heights. Both adults and children need green spaces in which to exercise and to play. If the council built a new park on the site of the derelict tire factory, this would contribute greatly to everyone's health.

Frank Edwards

I play basketball with my friends at the courts on Lexington, but they are full of holes. If the council gave maintenance to the courts, more young people would play there. There might be less vandalism and graffiti if teenagers played more sports.

Justine R.



THE **Globe/Opinion**

Sunday, March 8

You Saw It Here First!

by Patrick Dodds

If you do an Internet search for quotes on the subject of “plagiarism,” you will soon come across the following:

“If you steal from one author, it’s plagiarism; if you steal from many, it’s **research**.”

Wilson Mizner

“If you wrote a paper and quoted without credit from a single book, it would be plagiarism; but if you quoted from three or four, it would be research.”

Asa G. Baker

Even in quotations about plagiarism, plagiarism itself seems to be a problem! By the way, most commentators now agree that Mizner was the first person to make the observation or, rather, his quotation is the earliest one we have **on record**.

Nowadays, plagiarism is considered ethically wrong. However, this attitude only began to appear in the eighteenth century, when the Romantic poets emphasized



the importance of originality. Before that, all writers freely borrowed from previously published works, and people had less of a sense of **ownership**. An example is Shakespeare, who took material from many different sources without a second thought. Indeed, that is what his audiences expected. If he were alive now and did that, how would people react?

Today, plagiarism is a serious problem because the Internet offers students **huge** amounts of information that they can copy and paste more easily than in the past. As a result, schools and universities **employ** sophisticated software programs to detect cases of plagiarism.

“There is nothing new under the sun,” as my grandmother used to say, although I suspect she probably took the idea from some old book or other!

1 In pairs, look at the title and picture and discuss what you think the text is about.

2 Read the text and mark the statements **T** (true) or **F** (false).

- a. Mizner is probably the author of the original quotation on plagiarism. ____
- b. Plagiarism has always been illegal. ____
- c. People accused Shakespeare of plagiarism. ____
- d. Plagiarism is a big problem for educational institutions. ____

3 Find the words or phrases in the text in bold that match the definitions.

- a. _____: use
- b. _____: possession of something
- c. _____: officially noted
- d. _____: enormous
- e. _____: the activity of getting information about a subject

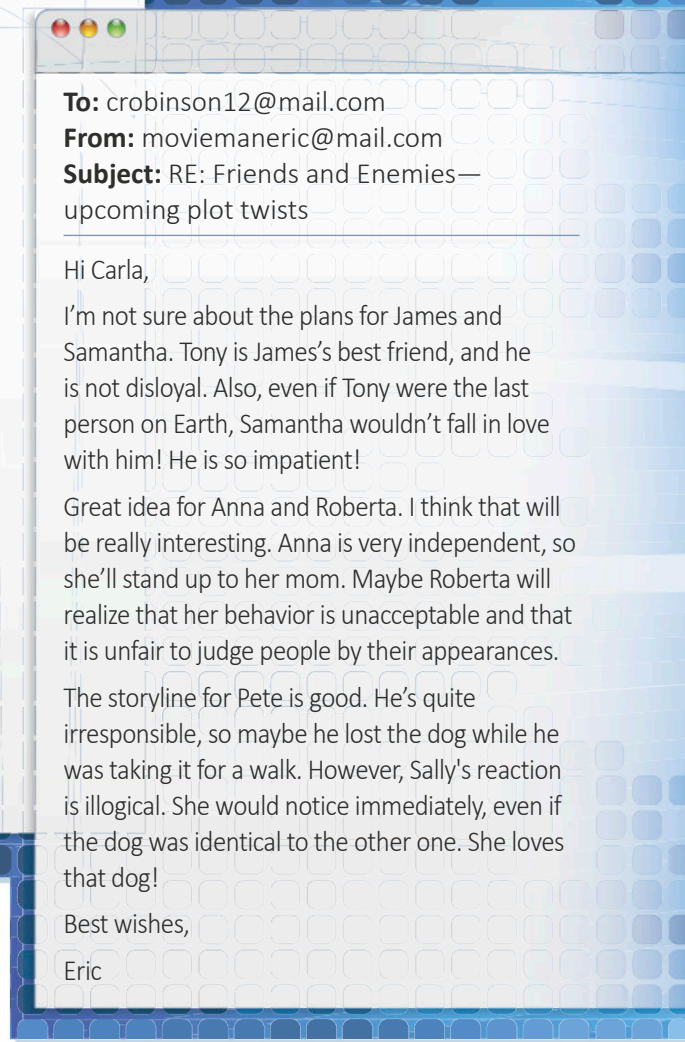
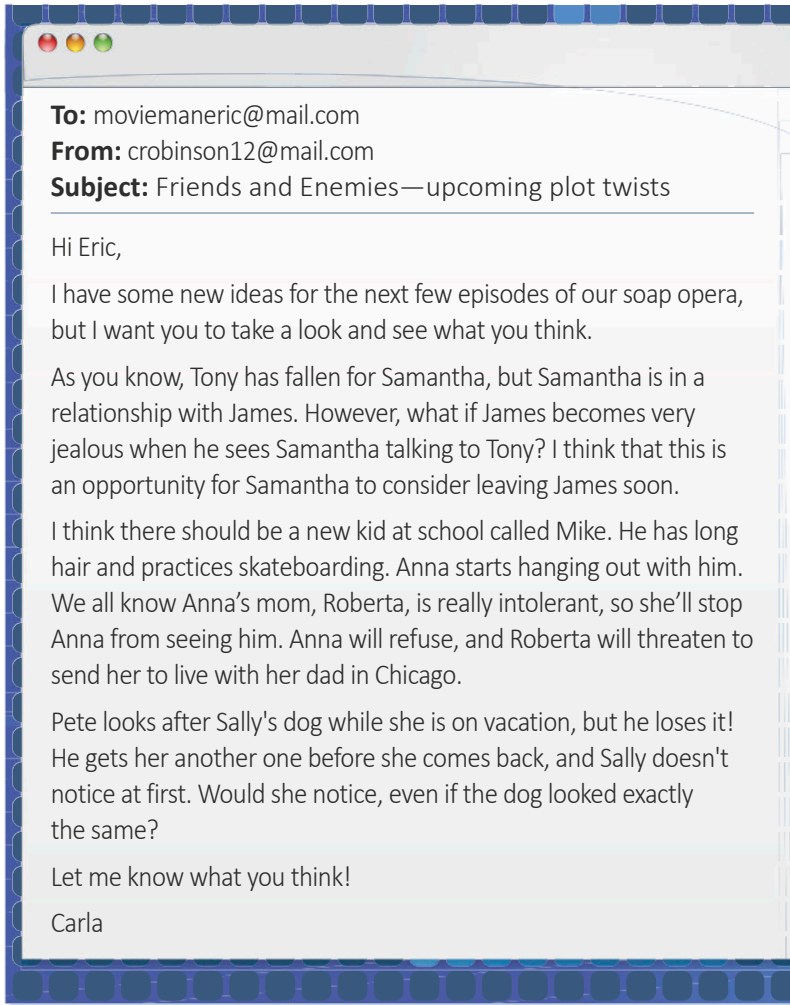
4 Complete the sentences with a word or phrase from exercise 3 in the correct form.

- a. The first copyright laws _____ date from the early eighteenth century, in England.
- b. If I wrote a novel, of course I would feel a sense of _____ about my own work.
- c. Nowadays, many students carry out their _____ on the Internet.
- d. Some students _____ questionable methods during their research.
- e. The rise of the Internet has seen a _____ increase in the amount of academic material available to students.

5 In groups, discuss why plagiarism is wrong and write down three possible consequences of plagiarizing other people’s work.

6 Share your ideas with the class.

A Talking about what people would do



1 In pairs, look at the pictures and the e-mail subject titles and discuss the questions.

- a. What kind of TV show is *Friends and Enemies*?
- b. What situations can you see in the pictures?

2 Read the e-mails and check your answers to exercise 1. Then name the characters in the pictures in pairs.

3 Read the e-mails again and answer the questions.

- a. What is the relationship between Tony and James?

- b. Why does Carla think Anna's mom will react badly to Mike?

- c. Why does Eric disagree with Carla about Pete's storyline?

- d. Would you watch this program? Why or why not?

4 Look at the prefixes and find more adjectives in the e-mails to add to the chart.

dis-	dishonest
un-	unkind
ir-	irrational
il-	illegal
im-	immature
in-	inexpensive



5 Complete the sentences with adjectives from exercise 4.

- a. It was really _____ of you to say that she had a bad singing voice.
- b. He is twenty, but he acts like he is fifteen. He is so _____.
- c. Raul is very _____. He doesn't always tell the truth.
- d. It was very _____ of you to take the children to the scary movie.
- e. It's _____ to park here. We could get in trouble.

Grammar Spotlight » Second conditional with *even if*

- Read the sentences. Then underline the correct option to complete the rule.

Even if Tony were the last person on Earth, Samantha wouldn't fall in love with him!

Would she notice, even if the dog looked exactly the same?

She would notice immediately, even if the dog was identical to the other one.

The phrase *even if* expresses a hypothetical situation that is...

- a. unusual, surprising, or extreme.
- b. predictable, ordinary, or normal.

6 Match the sentence halves to make logical sentences.

- a. Even if I could afford a car,
- b. He would swim in the ocean,
- c. Even if we lived on different continents,
- d. Even if she told me a hundred times,
- e. He wouldn't eat rabbit,
- ___ I would still keep in contact.
- ___ even if he were really hungry.
- ___ I'd prefer to ride my bike.
- ___ even if there were sharks in the area.
- ___ I wouldn't remember it.

7 Complete the sentences with your own ideas.

- a. Even if the tickets were free, I wouldn't _____
- b. I would stand by my best friends even if they _____
- c. Even if I won ten million dollars in the lottery, I wouldn't _____
- d. I would still continue studying English even if _____
- e. She wouldn't leave that school even if _____

8 In groups, share your sentences from exercise 7, giving reasons for your answers.

B Giving explanations for hypothetical choices

1 In pairs, look at the quiz and discuss the questions.

- Do you like to take "test your personality" quizzes in magazines or on the Internet? Why or why not?
- Why do you think these quizzes are popular?

Quiz.com

home about us support contact search

What kind of personality do you have?

1) If you were a color, would you be...

a. blue? b. red? c. green?

2) If you were an animal, would you be...

a. a bird b. a shark? c. a dog?

3) If you were a celebrity, would you be...

a. a writer? b. a politician? c. a scientist?

4) If you had a special talent, would you prefer to be...

a. multilingual? b. sporty? c. musical?

5) If you could go anywhere on vacation, would you go...

a. to a beach? b. on a cruise? c. to a rain forest?

Mostly As: You are relaxed and creative, but sometimes you can be disorganized.
Mostly Bs: You are energetic and outgoing, so you make a very good leader. However, sometimes you can be too serious.
Mostly Cs: You are generous and loyal and fun to be around. People ask you for advice because you are honest.

2 Listen to the conversation and circle the answers that Kayla gives to the personality quiz.

3 Listen again and underline the correct options to complete the sentences.

- Kayla thinks that personality quizzes are *enjoyable/silly*.
- According to Austin, Kayla usually arrives *late/on time*.
- Kayla thinks that learning a language is *easier/more difficult* than learning an instrument.
- Kayla would choose to play the flute because it *is portable/sounds beautiful*.
- Kayla and Austin *agree/disagree* about the results of the quiz.

Grammar Spotlight » Connectors: *but, and, because, so*

• Read the sentences and underline the connectors.

You are relaxed and creative, but sometimes you can be disorganized.

You are energetic and outgoing, so you make a very good leader.

You are generous and loyal and fun to be around.

People ask you for advice because you are honest.

• Complete the sentences with the correct connectors from the box.

and because so but

- We use _____ to introduce a contrast.
- We use _____ to express a consequence.
- We use _____ to add information.
- We use _____ to give a reason.

4 Complete the sentences with *but, and, because, or so*.

- If I asked my sister to arrive on time, she would do it _____ she is very reliable.
- My best friend is very likeable, _____ he can be a bit impatient at times.
- I don't like that guy at all. He is very impolite _____ disrespectful to everyone.
- He's very disorganized, _____ I wouldn't trust him to do a good job.

5 In pairs, ask each other the questions on the personality quiz. Give reasons for your answers and discuss your personalities.



**QUESTION OF THE WEEK:
WHAT IS THE NATURE
vs.
NURTURE DEBATE?**

Javier "Chicharito" Hernández comes from a family of famous soccer players

1) _____
If you were a soccer player and your son and your grandson also became soccer players, would it be because you gave them "soccer genes"? Or would it simply be because they grew up surrounded by soccer? The nature versus nurture debate is about what has a greater influence on human development: genetic inheritance or environmental circumstances.

2) _____
Some experts, called nativists, believe that we get all or most of our behavior and characteristics from our genes (nature). Other experts, the empiricists, assert that all or most of our behavior and characteristics are the result of our environment and how we grow up (nurture).

3) _____
Clearly, some of our characteristics are biologically determined; for example, skin, eye, and hair color, and certain diseases. Other things, such as height and life expectancy, have a strong biological component, but environmental factors and lifestyle also play a part. This is where the two points of view overlap.

4) _____
Nowadays, very few experts adopt an extreme nativist or extreme empiricist position. The majority believe that behavior and development are influenced by both nature and nurture.

- 1 In pairs, look at the picture and discuss the questions.
 - a. What profession does this person have?
 - b. Do you think he learned to be good at his job, or was he born with the skills? Why?
- 2 Read the text and label the paragraphs with the headings in the box.

The Two Sides Relevance Today The Debate
A Bit of One, a Bit of the Other

- 3 Read the text again and discuss the questions in pairs.
 - a. According to the text, what is special about Javier "Chicharito" Hernández?

 - b. What do nativists believe?

 - c. What do empiricists believe?

 - d. Which characteristics are affected by both nature and nurture?

 - e. What do most experts currently think about the debate between nature and nurture?

4 Write words or phrases from the text next to their meanings.

- a. _____: *n* something transmitted from parents to their children (paragraph 1)
- b. _____: *v* to state with assurance and confidence (paragraph 2)
- c. _____: *n* the way a person or a group of people lives (paragraph 3)
- d. _____: *n* the way a person or animal acts or behaves (paragraph 4)

5 In groups, talk about your character traits and which ones you think are the result of nature and which ones are the product of nurture.

- 6 Write a description of your character and how you compare with other people in your family. *I'm very disorganized. I think I get that from my mom.*

Peer Evaluation

1 Read the rubric below before you hear and assess your classmates' presentations.

Points	Grammar and vocabulary	Pronunciation	Interactive communication
5 = Very competent	Uses grammar correctly and a good selection of appropriate words to discuss hypothetical situations and dilemmas.	Has good pronunciation. You can understand most sentences and words your classmate is saying.	Maintains good conversation. Doesn't need help or prompting.
4 = Competent	Has features from 3 and 5.	Has features from 3 and 5.	Has features from 3 and 5.
3 = Satisfactory	Uses most grammar correctly and uses enough vocabulary to discuss hypothetical situations and dilemmas.	You can understand what your classmate is saying in spite of some problems.	Maintains conversation. Needs a little help.
2 = Needs to improve	Has features from 1 and 3.	Has features from 1 and 3.	Has features from 1 and 3.
1 = Lacks competence	Uses only isolated words and short phrases and is not able to discuss hypothetical situations and dilemmas.	You cannot understand what your classmate is saying most of the time.	Has difficulty maintaining a conversation. Needs a lot of help.

2 Work with another group. Present your ongoing projects (see page 9). Assess the students in the other group (total 3–15 points).

Name of student	Grammar and vocabulary	Pronunciation	Interactive communication	Total
1.				
2.				
3.				
4.				
5.				

3 Give feedback to each member of the other team.

4 Think about the feedback you receive and make a list of aspects to work on.



What You Know >>> Answer Key (from page 9)

1) won, 2) friendly, 3) might, 4) because, 5) loyal, 6) would, 7) selfish, 8) fair, 9) would, 10) won

Are you a competent listener?

By now you will be able to deal with a variety of situations and will have developed a variety of listening strategies that will have helped you in your language learning process. A competent listener understands the meaning of what he or she hears, and also comprehends the speaker's intention.

Comprehending intention requires more than understanding meaning. It implies understanding the message itself and the speaker's purpose, whether spoken or not spoken.

- Pay attention to the context. This will help you to understand the relationship between the speakers.
- Identify the register. Register is the type of language used by different people (e.g., doctors, children) in different situations (e.g., formal or informal). The register we use changes depending on who we are with or where we are.
- Listen to the tone. This will tell you if the speaker is nervous, happy, excited, angry, etc. Most of the time a person's tone tells you as much as their words.



- **Listen to, but do not watch, five minutes of a TV program or movie in English. Then answer the questions.**
 - a. How many speakers are there?
 - b. What is their relationship?
 - c. Where are they and why are they there?
 - d. What is the register?
 - e. What can you tell about the speakers, based on their tone?
- **Think about yourself.**
 - a. Do you set yourself goals for improving your listening?
 - b. Do you listen regularly to English online? (CNN, BBC, Voice of America, etc.)
 - c. Do you often try to watch movies in English?

✓ What You Can Do

- **Look back at your work from the unit and assess your progress.**

I can...

talk about hypothetical situations.	
discuss what I would do when faced with different dilemmas.	
offer advice.	
suggest solutions for problems in my community.	
discuss character traits.	
give a presentation about an ethical survey I have created and carried out.	



Experiences

Unit 2



Learning Outcomes

- Exchange information about people and their experiences.
- Use the present perfect with adverbs to describe actions, states, and situations.
- Describe activities, places, and food connected to tourism.
- Use the present perfect and simple past to talk about vacations and free-time activities.



Ongoing Project: An Achievements and Experiences Board

- Step 1** In groups, discuss unusual experiences that you and your classmates have had, notable achievements that you have accomplished, interesting places that you have visited, and unusual food you have eaten. Make a list of the most interesting items.
- Step 2** Interview another member of your group about one of his or her experiences or achievements, and take notes.
- Step 3** Use your notes to write a paragraph about what the person you interviewed has done. Check and correct each other's work.
- Step 4** Display your work on an Achievements and Experiences Board on the wall and present it to the class. Use the rubric on page 38 to peer-assess your classmates.



What You Know

1 Underline the correct options to complete the sentences.



- a. Have you ... traveled to another country?
1) for 2) ever 3) since
- b. I ... worked in many different cities.
1) have 2) has 3) am
- c. I have saved up some money to go traveling during my ... year.
1) space 2) gap 3) opening
- d. How long have you ... at this school?
1) were 2) be 3) been
- e. My teacher has worked here ... 2001.
1) for 2) when 3) since
- f. I have never flown in a hot-air ... Have you?
1) plane. 2) balloon. 3) boat.
- g. Have you ever ... insects?
1) eaten 2) eat 3) ate
- h. My friend has ... visited many interesting places on his trip.
1) yet 2) since 3) already
- i. There is a plan, but we haven't confirmed anything ...
1) yet. 2) already. 3) for.
- j. Have they ever visited a rain ...?
1) jungle 2) forest 3) wood

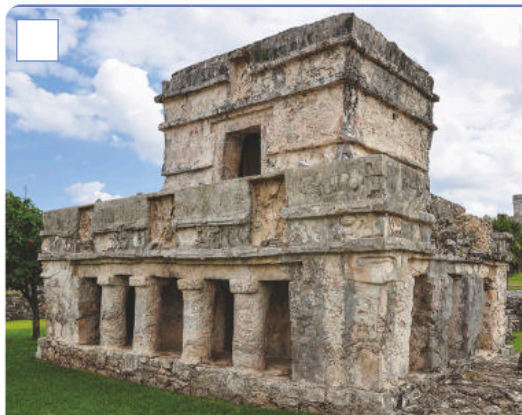
2 Check your answers on page 38.



A Describing life experiences

1 In pairs, look at the pictures and discuss the questions.

- a. Can people do these vacation activities in your country? If so, where?
- b. What kind of activities do you like to do on vacation?



2 Listen **5** to Adam and Megan talking about vacations. Mark (✓) the pictures of the activities that Adam has done before.

3 Listen again and mark the sentences **T** (true), **F** (false), or **NS** (not stated).

- a. Adam went to visit relatives in the city. ____
- b. Megan likes animals. ____
- c. Megan and Adam live in a small town. ____
- d. Megan made friends at the beach. ____
- e. Adam is afraid of heights. ____
- f. Adam has not visited the archaeological ruins. ____

4 Match the words and phrases to make vacation activities.

- a. lie on _____ archaeological ruins
- b. explore _____ a hotel
- c. stay at _____ a hot-air balloon
- d. hike in _____ a beach
- e. fly in _____ rock climbing
- f. go _____ a forest

5 Write the activities from exercise 4 in the correct column of the table.

Adventure	Culture	Relaxation

Grammar Spotlight: » Present perfect simple

- Read the sentences. Then underline the correct options to complete the rules.

My cousin Jim has posted some pictures.

I've been camping a few times.

You haven't flown in a hot-air balloon.

I've never done that.

Have you ever hiked in a rain forest?

Yes, I have. No, I haven't.

- We use the present perfect simple to talk about past experiences that happened at *an unspecified time in our life/a specific point in the past*.
- We use *ever* in present perfect questions to ask if someone has done an activity *at some time in his or her life/recently*.
- We use *never* to talk about something that someone *has experienced/has not experienced*.

- In pairs, discuss the questions.

- What form of the main verb do we use in the present perfect?
- When do we use the auxiliary verbs *has* and *have*?
- How do we form affirmative and negative short answers?
- What are the contracted forms of *I have* and *I have not*?
- Where do we place *never* in the sentence?

6 Underline the correct options to complete the sentences.

- I love traveling and I *has/have* visited over twenty different countries all over the world.
- She has *climb/climbed* three mountains this year.
- He *hasn't/haven't* been on a plane before.
- We *have never/never have* eaten guinea pig.
- Where *you have/have you* decided to go on vacation?
- Have you *ever/never* seen a monkey in the wild?
- They *has/have* taken a cruise before.

Tip: gone vs. been

Go has two past participles: *been* and *gone*.

- *Has/have gone*... refers to someone who is doing an activity, but has not yet returned.
He has gone horseback riding. He should be back soon.
- *Has/have been*... refers to an activity that someone has done sometime in his or her life. In other words, *has been* refers to an experience.
I've been horseback riding twice in my life.



7 Complete the questions with the correct form of the verbs in parentheses.

- Have you ever _____ (have) a vacation at the beach?
- Have you ever _____ (go) camping?
- Have you ever _____ (ride) a horse?
- Have you ever _____ (fly) in a hot-air balloon?
- Have you ever _____ (swim) in a river?

8 In pairs, take turns asking and answering the questions in exercise 7.

9 Write three questions asking about your classmates' vacation experiences. Ask your classmates the questions and make notes in the table.

Question	Classmate 1	Classmate 2
1) Have you ever _____ _____?		
2) Have you ever _____ _____?		
3) Have you ever _____ _____?		

B Describing experiences

1 In pairs, look at the pictures and answer the questions.

- What are the names of these foods?
- Where do you think these foods come from?
- Would you like to eat these foods? Why or why not?

2 Read the web page and complete the sentences with information from the texts.

- _____ and _____ visited Europe.
- Witchetty grubs are a food that you can find in _____.
- _____ and _____ enjoyed the food that they tried.
- The French are famous for eating _____.
- _____ and _____ are not going to repeat their culinary experience.
- _____ is a dish that contains the internal organs of a farm animal.

3 Read the web page again and find adjectives that match the definitions.

- _____ : horrible, repulsive, revolting (paragraph 1)
- _____ : having a pleasant, distinct flavor (paragraph 2)
- _____ : cooked over a grill or a fire (paragraph 3)
- _____ : pleasantly crisp when bitten (paragraph 3)
- _____ : needing to be chewed hard or for some time (paragraph 4)
- _____ : cooked in boiling water (paragraph 5)

4 In pairs, using the words in exercise 3, write lists of foods that fit these descriptions.

Bread can be toasted. Nuts are crunchy.

5 In small groups, exchange stories about unusual things that you have eaten. Explain the circumstances and describe what the food tasted like.


What is the most unusual food you have ever eaten?

Location Comments Views Likes ²

Feedback Zone


We asked you to send in your stories about the most delicious, the most interesting, and the most disgusting things that you have eaten on your travels. Here's a selection of your replies.

The most exotic food that I've ever tried was during a trip to Australia. My host prepared some witchetty grubs for me. Witchetty grubs are the larvae of white moths, and they are an excellent source of protein. I was skeptical at first, but they are really very tasty.




—Graham

Have you ever eaten an insect? I have. I was visiting some friends in Mexico and they took me to a traditional market where they had *chapulines*, which are toasted grasshoppers. I ate one. I don't remember what it tasted like because I ate it really quickly, but I remember that it was crunchy. Once was enough!




—Alexa

Everyone has heard that in France they eat snails, right? So, last summer, on vacation in France, I decided to try some. I had a dish called *Escargot à la Bourguignonne*. What are they like? Well, they're OK— sort of chewy. I don't think I'm going to eat them again!



—Eric

The most unusual food I've ever tasted was haggis. This was on a trip to Scotland last year. It's a traditional Scottish dish, made with the chopped up heart, liver, and lung of a sheep, mixed with onion, spices, oatmeal, salt, and stock, and boiled in the sheep's stomach lining for a few hours. I didn't like the list of ingredients, but it actually tasted really good!



—Marcos



C Describing a trip

⚙
✉ 15
↺
✍

To: alexflores@mail.com
 From: jenbarragan@mail.com
 Subject: Weekend trip Sent: Monday 6/4/15 06:46 p.m.

Hi Alex,

How are you? I hope you're having a good vacation.

I just came back from a weekend in Morelos, Mexico, and it was amazing! I went to visit my uncle and aunt and my two cousins, who live in Cuernavaca, the state capital.

On Saturday, we went to El Rollo, which is a water park not far from my uncle and aunt's house. I've been there twice before, but this time was definitely the best! They had a lot of new attractions and slides. My favorite was the Aqua Loop. Later, we went for lunch at the restaurant. It was jam-packed and the lines were really long, but the food was tasty.

On Sunday, we went to Tepoztlán, which is a charming small town near Cuernavaca. We arrived early because we wanted to hike up to the Tepozteco—an archaeological site on the top of a mountain. I've hiked before, but I've never climbed at that altitude, and it made it a lot more difficult with less oxygen. Everyone was sweating when we arrived at the top, but the view was definitely worth it. We hiked back down and, after lunch, we had a delicious sorbet from a famous local ice cream parlor.

We came back on Sunday night and we were exhausted! It was a great trip. How about you? Have you been anywhere interesting during the vacation?

Hope to hear from you soon,
 Jen

1 In pairs, look at the subject of the e-mail and answer the questions.

- a. What is Jen writing to Alex about?
- b. What kind of things do people do on weekend trips?

2 Read the e-mail and mark the sentences **T** (true), **F** (false), or **NS** (not stated).

- a. Jen went to visit family in Morelos. ____
- b. She went to El Rollo for the first time on Saturday. ____
- c. They ate a lot at the restaurant at the water park. ____
- d. The hike to the Tepozteco was easy. ____
- e. Jen enjoyed her dessert in Tepoztlán. ____

3 Read the e-mail again and find words to match the definitions.

- a. _____: *n* a structure with a slippery surface
- b. _____: *adj* crowded, full
- c. _____: *v* to walk a long distance, especially for pleasure
- d. _____: *v* to produce a clear liquid from your skin, perspire
- e. _____: *adj* very tired

4 Write an e-mail to a friend describing a place in your country you have visited many times.

Include:

- An appropriate opening phrase
- Where you went
- How many times you have been there
- Who you went with
- Three activities that you did there
- What food and drink you had
- An appropriate closing phrase

5 Exchange your e-mail with a partner. Make corrections and comments.

A Talking about situations, states, and duration

- 1** In pairs, look at the social network profiles and discuss the questions.
- Where would you find these types of profiles?
 - What kind of information do people write in their social network profiles'?

Meet Scouts from Around the World on YouthNetwork



Richard Carter
Country: USA
About me
 I'm Rick and I'm from Spokane, Washington. I have been a scout for five years. I love the outdoors and I have been on many camping trips with my troop to mountains and forests in Washington State. I attended the National Scout Jamboree in West Virginia in 2014. I'm proud to say that I have been an Eagle Scout (the highest rank) since January 2014. I speak English and I've studied Spanish for three years. I'd like to meet scouts from all over the world, but especially from Spanish-speaking countries.
Skills and interests
 American football, baseball, plant identification, drums



Mariana Carvalho
Country: Brazil
About me
 Hi, I'm Mariana, from São Paulo, Brazil. I have only been a member of the scouts for six months, but I have made some great friends. I have been interested in the outdoors and environmental issues since I was a child. I've practiced rappelling for three months, and I really enjoy it. I've only been on one camping trip, to a place next to a lake. It was great because we went kayaking and practiced our lashing skills—constructing shelters with ropes and wood. I speak Portuguese and English fluently, as well as a little French.
Skills and interests
 Rappelling, kayaking, soccer, fire building, lashings



Torsten Eriksson
Country: Sweden
About me
 Hi, I'm Torsten and I'm from Gothenburg, but I've lived in Malmö since May. I speak Swedish and English. I have been a member of the scouts since I was eight years old. I have learned some really important skills at scout meetings and camping trips. Once I used my first-aid and signaling skills to help my brother when he had an accident. I know about signaling and maps from orienteering competitions. I hope to be a scout leader one day, and my dream is to go to the World Scout Jamboree and meet scouts from all over the world.
Skills and interests
 First aid, orienteering, computer programming, guitar, trumpet

2 Read the profiles and mark the sentences R (Richard), M (Mariana), or T (Torsten).

- a. This person speaks Portuguese. ____
- b. This person knows what to do in an emergency. ____
- c. This person has traveled to a national scout event. ____
- d. This person has moved house recently. ____
- e. This person speaks three languages. ____
- f. This person has achieved a high rank. ____

3 Write words from the profiles next to the categories.

- a. Languages: _____

- b. Musical instruments: _____

- c. Outdoor skills: _____

- d. Sports: _____

Grammar Spotlight » Present perfect simple with *for* and *since*

- Read the examples and underline the time expressions.

I have been a member of the scouts since I was eight.
I've practiced rappelling for three months.
I've lived in Malmö since May.
I've studied Spanish for three years.

- Underline the correct options to complete the rules.

- a. We use the present perfect with *for* and *since* to talk about an action *that began in the past and continues in the present/happened at an unspecified moment in the past.*
- b. We use *for/since* with durations of time.
- c. We use *for/since* with specific moments in time.

4 Complete the table with time expressions from the box. Then add two more expressions to each column.

a long time the 1990s ten years January
 2004 a few months three weeks

Expressions with <i>for</i>	Expressions with <i>since</i>
a long time	the 1990s



5 Complete the sentences with *for* or *since*.

- a. I've practiced badminton _____ 2008.
- b. She's been interested in environmental issues _____ three years.
- c. They've lived in the city _____ two months.
- d. I've played the guitar _____ I was twelve years old.
- e. He's studied English _____ five years.
- f. She's been a member of the rock climbing club _____ January.

Tip: How long...?

We use *How long...?* with the present perfect simple to ask about the duration of an action that began in the past and continues in the present.

How long have you been a scout?

6 Write down five things about your life that started in the past and continue in the present.

7 Write your own YouthNetwork profile. Include information about the activities you wrote about in exercise 6.

B Discussing a trip

- 1 In pairs, look at the picture and discuss the questions.**
 - a. Where do you think the people are?
 - b. What kinds of activities can people do there?
- 2 Listen  to the conversation and underline the correct options to complete the sentences.**
 - a. Mariana went on an activity camp *two/three* weeks ago.
 - b. They participated in *social/environmental* awareness activities.
 - c. It *was/wasn't* the first time that Mariana had done archery.
 - d. They *saw/didn't see* wild animals.
 - e. Lizzy *went/didn't go* to the camp.



Grammar Spotlight >> Present perfect simple vs. simple past

- **Read the sentences. Then underline the present perfect sentences and circle the simple past sentences.**

Have you been on any camping trips recently?
Two weeks ago, I went on an activity camp with my scout troop.
Did Lizzy go?
I haven't seen her since we finished school.
I've always wanted to try archery.
I've done it a few times before.
- **Underline the correct options to complete the rules.**
 - a. We use the *present perfect/simple past* to talk about actions completed at a specific moment in the past.
 - b. We use the *present perfect/simple past* to talk about actions that started in the past and continue in the present.
 - c. We use the *present perfect/simple past* to talk about actions that happened at an unspecified moment in the past.

- 3 Underline the correct options to complete the sentences.**
 - a. He *has been/went* camping many times. His most recent trip has *been/was* in May.
 - b. Last year we *have visited/visited* a national park, but we *haven't seen/didn't see* any animals.
 - c. She *has been/went* to the National Scout Jamboree last year, and since then she *hasn't stopped/didn't stop* talking about it.
 - d. Since I *have joined/joined* the scouts, I *have met/met* a lot of new friends.
- 4 Complete the sentences with the correct form of the verbs in parentheses.**
 - a. Their ecotourism company _____ (be) very successful since it _____ (open) in April of last year.
 - b. They _____ (try) snails when they _____ (go) to France two years ago.
 - c. I _____ (never fly) on a plane, but last month I _____ (travel) on a ferry.
 - d. We _____ (visit) our family in Canada three times. The last time _____ (be) in December 2014.
- 5 In pairs, write five questions to ask your partner about trips he or she has taken. Use the present perfect and simple past.**

Have you ever been...? What did you do there?
- 6 Use your questions to interview your partner.**



There is no doubt that the explosion of tourism, especially in the last half-century, has affected the environment in various ways. Read on to find out about the negative and positive effects of tourism on our world.

Negative Impacts

One of the biggest negative impacts has been pollution. A lot of this has come from the emissions from the airplanes, trains, cars, buses, and taxis that tourists use to get to their destinations.

Many tourists, as they walk carelessly through a forest or a meadow, are oblivious to the physical damage that they have caused when they accidentally crush a rare species of flower or destroy an animal's underground burrow.

Waste is another big problem. Tourists pack a lot of disposable items to avoid having to bring them back at the end of their trip. This has added to the total amount of trash that we produce.

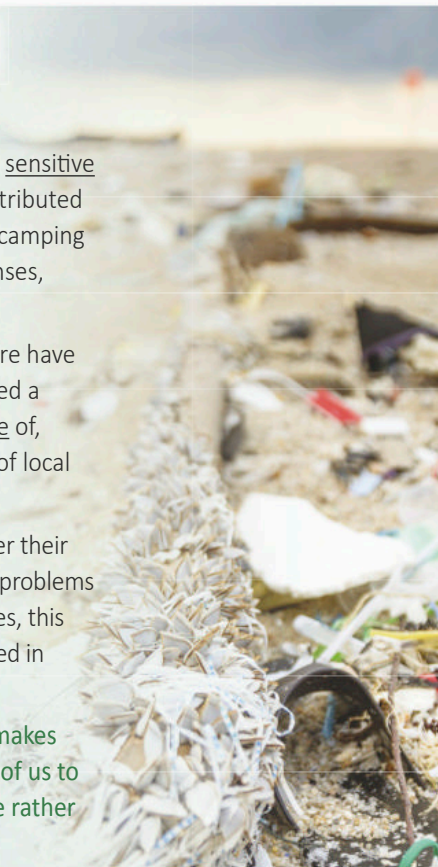
Positive Impacts

The maintenance of environmentally sensitive areas costs money. Tourists have contributed to fund-raising through payment for camping sites, park entrance fees, fishing licenses, and so on.

Tourists can increase awareness. There have been cases where visitors have noticed a problem that residents were unaware of, and have brought it to the attention of local environmental authorities.

On returning home, tourists remember their travel experiences and any ecological problems that they have observed. In some cases, this has inspired people to become involved in environmental activism.

As you can see, every single tourist makes some sort of impact. It is up to each of us to make sure that our impact is positive rather than negative.



1 In pairs, look at the picture and discuss the questions.

- a. What negative impacts does tourism have on the environment?
- b. Is this an issue in your country? What are people doing about it?

2 Read the article and label it with the most appropriate title.

- a. How Tourists Can Protect the Environment
- b. The Negative Effects of Tourism on the Environment
- c. How Tourism Has Affected the Environment

3 Read the article again and answer the questions.

- a. How do tourists add to the problem of pollution?

- b. In what way do tourists add to the problem of waste?

- c. How can tourists contribute to fund-raising?

- d. In what way can tourists help to increase awareness?

4 Match the underlined words in the text to the corresponding definitions.

- a. _____: *adj* designed to be used once and then thrown away
- b. _____: *n* things, especially gases, that are discharged into the air
- c. _____: *adj* not conscious
- d. _____: *v* to press or squeeze something so hard that it breaks
- e. _____: *adj* easily damaged or harmed

5 Complete the sentences with words from exercise 4.

- a. We need to protect _____ ecosystems.
- b. Stay on the trail or you will _____ the plants.
- c. Many people are _____ of the impact that their actions have had on the environment.
- d. They may be convenient, but _____ items have increased the problem of garbage.

6 In groups, list five things you can do as a tourist to limit the negative impact you have on the environment.

A Describing completed actions

1 In pairs, discuss the questions.

- a. What does a flight attendant do?
- b. Would you like to work as a flight attendant? Why or why not?



2 Listen to a question-and-answer session with a young flight attendant. Number the events in the pictures in the order that they are mentioned.

3 Listen again and add the correct information.

- a. The school that Josh attended as a student:

- b. The first city Josh flew to as a flight attendant:

- c. The number of times he has visited Florida:

- d. The country he is probably going to visit soon:

- e. The holidays that Josh spent in Cleveland:

- f. When Josh took part in his last emergency drill:

4 Mark (✓) the correct definitions.

- a. Domestic flights
Flights between two cities in the same state ____
Flights between two cities in the same country ____
- b. Cabin
The space on an airplane for the passengers ____
The space on an airplane for the pilot and copilot ____
- c. Crew
All the people on board an airplane at any one time ____
All the people who work on and operate an airplane ____
- d. Turbulence
Violent or unsteady movement of the air ____
Very heavy rain, with thunder and lightning ____
- e. Unsociable hours
Working hours outside usual daily and weekly schedules ____
Working hours within usual daily and weekly schedules ____
- f. Emergency drills
Real-life emergency situations ____
Simulated emergency situations ____

5 Complete the sentences with words and phrases from exercise 4.

- a. For the past two months, I have had to work very _____, including on my birthday!
- b. This airline only offers _____. It doesn't operate any international routes.
- c. I get along very well with all of the _____. We are a good team.
- d. He has learned what to do when there is very strong _____ during a flight.
- e. We have practiced _____ to be able to deal with any situation that might arise.
- f. A flight attendant has to be very familiar with all parts of the _____ of an aircraft.

Grammar Spotlight » Present perfect with *yet* and *already*

- In pairs, read the sentences and underline the adverbs.

I've already visited many different cities.

I haven't had the results yet.

I've been there about twenty times already!

Have you finished your training yet?

- Underline the correct options to complete the rules.

- a. We use *already/yet* to say that something has happened earlier than expected.
- b. We use *already/yet* to talk about something that has not happened but we expect to happen.
- c. We can place *already/yet* between the auxiliary verb and the main verb or at the end of the sentence.
- d. We usually place *already/yet* at the end of the sentence.

6 Underline the correct options to complete the sentences.

- a. I've *already/yet* gotten used to the routine.
- b. Have you been on any international flights *already/yet*?
- c. They have been to many countries in Central America *already/yet*.
- d. I haven't finished my training *already/yet*.
- e. She has *already/yet* applied for a job with an airline.

7 Decide if you can use *already* or *yet* with each sentence. Mark (↓) the place(s) where the word can go.

- a. I haven't seen the flight schedule. _____
- b. I've had that experience quite a few times. _____
- c. I've visited New York twice. _____
- d. I haven't had to deal with any emergency situations. _____
- e. I've gotten used to the unsociable hours. _____

8 Use the prompts to write sentences about finished and unfinished actions with *already* or *yet*.

- a. the passengers/board the plane (already)

- b. you/take/first flight attendant exam? (yet)

- c. I/not decide/where I want to work (yet)

- d. he/work/ for three different airlines (already)

9 Write about three things that you have already achieved and three things that you haven't achieved yet. In pairs, share and compare your experiences.

I've already performed in three concerts.

I haven't learned to drive yet.

B Describing complete and incomplete actions

1 In pairs, look at the text and discuss the questions.

- What type of text is this?
- Where can you find this type of text?

2 Read Carl and Jessica's blog and write the names of the countries they have already been to.

3 Read the travel blog again and answer the questions.

- How are Carl and Jessica traveling around South America? _____
- Where did they go on May 13? _____
- On May 11, which country were they in? _____
- What is special about French Guiana? _____
- Where will they be a week from now? _____
- How have they tried to prepare for their arrival in Brazil? _____

4 Match the underlined words in the text to the correct definitions.

- _____ : *n* vertical elevation
- _____ : *n* the seat of government
- _____ : *n* a large body of inland water
- _____ : *n* a boundary
- _____ : *n* an area of flat, high land

5 Complete the sentences with the words from exercise 4.

- A _____ usually contains freshwater.
- How long is the _____ between Mexico and the USA?
- What is the _____ of Mexico City? About 7,300 feet.
- There are no mountains in Central Antarctica. It is just a large _____.
- Santiago and Lima are both _____ cities.

6 Draw or copy a map of your country. Mark three places that you have visited on it.

7 In pairs, ask and answer questions about the places you have visited and want to visit in your country.

Have you visited Cancun yet?



OnTheRoadBlog.com

ON THE ROAD

South America by Bus

We are Carl and Jessica. We are traveling around South America using only buses for transportation—quite a challenge! We don't have a time limit, but our intention is to visit every country on the continent before heading home.

Previous posts:

Caracas, Venezuela	April 1
Bogota, Colombia	April 8
Quito, Ecuador	April 17
Lima, Peru	April 25

May 17 La Paz

We arrived in Bolivia on May 12, and it's hard to believe that we've been in the country for five days already. La Paz—the highest administrative capital in the world—is about 12,000 feet above sea level, and I haven't gotten used to the high altitude yet. Traveling in and around the city, we've had some amazing views of the Bolivian altiplano, the plateau that is the widest part of the Andes mountain chain. The day after we entered the country, we made a stop at Lake Titicaca (the largest lake in South America) on the border between Peru and Bolivia.

Including Bolivia, we've already visited five South American countries, which means that there are seven that we haven't visited yet, as well as French Guiana, which is technically not a country, but an overseas department of France. Our next blog update, about a week from now, will be from Asunción, the capital of Paraguay.

After that, we're going to Brazil, so we've started learning some Portuguese. I can't wait to go there!



What are your opinions on gap years?

1

“I don’t think it’s a good idea to take time off between school and college unless you know exactly what you want to do. I wanted to improve my language skills, _____. I have to pick up the children after school, make them dinner, and make sure they do their homework. I’ve been here for three months, and I have really improved my English.”

—Mariana, Mexico

2

“I’m from the UK, and here it’s quite common for people to take a gap year before they start university. I wanted to get some work experience connected to my university degree, _____. I have been here for six months now, and I have learned a huge amount. I have even saved some money for university next year.”

—Will, UK

3

“I don’t see the point in doing a gap year. When students take a year off after high school, most end up never going back to school—they end up getting jobs and staying. _____, and you can forget a lot of the stuff you learned at school. I went straight to college, and have not regretted it. I think you should concentrate on your education.”

—Mark, Australia

4

“I didn’t get into the college that I applied for at the end of high school, and I was really disappointed. _____ so, I decided to wait a year and apply again. I have studied a lot this year, and I have also become involved in voluntary work in my community. I really enjoy it, and I think that it will look good on my college application. I have met people of different ages and backgrounds, and I think I have become more mature and open-minded.”

—Becca, USA



1 In pairs, look at the pictures and answer the questions.

- a. What kind of activities are the people doing?
- b. What are their reasons for choosing to do these activities?

2 Read the text and match the paragraphs (1–4) to the pictures.

3 Read the text and complete it with the appropriate phrases.

- a. I really wanted to go to there
- b. so I applied to work as a nanny in the United States
- c. It makes you lose your motivation to study
- d. so I got a job at a local engineering company

4 In pairs, write down five things that you think would be good to do between high school and college.

5 Share your ideas with another pair and discuss which would be the best plan.

1 Read the rubric below before you hear and assess your classmates' presentations.

Points	Grammar and vocabulary	Pronunciation	Interactive communication
5 = Very competent	Uses grammar correctly and a good selection of appropriate words to discuss experiences.	Has good pronunciation. You can understand most sentences and words your classmate is saying.	Maintains good conversation. Doesn't need help or prompting.
4 = Competent	Has features from 3 and 5.	Has features from 3 and 5.	Has features from 3 and 5.
3 = Satisfactory	Uses most grammar correctly and uses enough vocabulary to discuss experiences.	You can understand what your classmate is saying in spite of some problems.	Maintains conversation. Needs a little help.
2 = Needs to improve	Has features from 1 and 3.	Has features from 1 and 3.	Has features from 1 and 3.
1 = Lacks competence	Uses only isolated words and short phrases and is not able to discuss experiences.	You cannot understand what your classmate is saying most of the time.	Has difficulty maintaining a conversation. Needs a lot of help.

2 Work with another group. Present your ongoing projects (see page 25). Assess the students in the other group (total 3–15 points).

Name of student	Grammar and vocabulary	Pronunciation	Interactive communication	Total
1.				
2.				
3.				
4.				
5.				

3 Give feedback to each member of the other team.

4 Think about the feedback you receive and make a list of aspects to work on.



What You Know >>> Answer Key (from page 25)

a. 2, b. 1, c. 2, d. 3, e. 3, f. 2, g. 1, h. 3, i. 1, j. 2

Are you a competent speaker?

Speaking competently means that you can now express yourself in a variety of ways. Use facial expressions and gestures to help convey your message when you speak. Also, use intonation and stress to show which parts of what you are saying are more important or less important. You should focus on both fluency (making sure you get your message across in a way that is both comfortable and understandable for the listener) and accuracy (making sure your English is correct).

Accuracy refers to how precisely we speak another language. Although you shouldn't expect everything to be perfect, because you make mistakes in your own language, accuracy has an important role as you learn to speak more English.

- **Listen to a native speaker of English on TV or the radio.**
 - Note the number of mistakes he or she made.
 - Write down his or her hesitations.
 - Write what words he or she rephrased.
 - Note down how the subject of the conversation changed from one point to another unexpectedly.
- **Think about yourself.**
 - a. When is it important to be very accurate in English? When is it more important to be fluent?
 - b. What is the effect for the listener of 1) a speaker who focuses too much on accuracy, and 2) a speaker who focuses too much on fluency?



✓ What You Can Do

- **Look back at your work from the unit and assess your progress.**

I can...

talk about my vacation experiences.	
describe unusual food experiences.	
write an e-mail describing a recent trip.	
write a personal profile including activities that started in the past and continue in the present.	
give a presentation about my achievements and experiences until now.	



Likes and Preferences

Unit 3



Learning Outcomes

- Use appropriate language structures to express likes and preferences.
- Express likes and preferences relating to entertainment and free-time activities.
- Obtain information about the likes and preferences of other people.
- Describe people's personalities and their preferences.



What You Know

1 Underline the correct options to complete the conversation.

DAD: Well, Stacey, your 17th birthday is coming up this weekend. I thought we could do something to celebrate.

STACEY: Thanks, Dad. That would be great!

DAD: Would you like to go bowling? Or to the ice 1) *rink/ring*? Or would you prefer to go to a restaurant, maybe?

STACEY: Actually, I think I'd prefer to 2) *go/going* to the movies.

DAD: OK. What kind of movie would you like 3) *to see/see*?

STACEY: I want to see something funny, like that new 4) *adventure/comedy* movie with Zach Efron.

DAD: Great. Then we can eat at the new seafood restaurant. I'll invite your aunts, uncles, and cousins.

STACEY: Hmm. 5) I'd rather *go/going* to an Italian restaurant. I 6) *love/can't stand* Italian food.

DAD: OK, I'll make the reservation for Amici's. Could you send a 7) *text message/phone call* to your cousins and tell them that we'll meet at two at Amici's?

STACEY: No problem.

DAD: There's a big baseball game on Sunday, too. Ask your cousins if they want to go.

STACEY: You know that my cousins are not very 8) *outgoing/sporty*. They prefer to go to museums. I don't 9) *like/mind* going with just you and Mom. It'll be fun.

DAD: OK. I'll get the tickets tomorrow.



2 Check your answers on page 54.



Ongoing Project: Likes and Dislikes Survey

- Step 1** In groups, brainstorm types of free-time activities that teenagers like to do and select four or five to include in a survey of likes, dislikes, and preferences.
- Step 2** Assign different types of activities to individual members and write your survey questions, using *Do you like...?*, *Would you like...?*, and *Would you prefer...?*
- Step 3** Check and correct each other's work and make improvements. As a whole group, review the final version of your survey.
- Step 4** Present your survey to the class. Use the rubric on page 54 to peer-assess your classmates.

A Talking about likes and dislikes

Teenagers: Changing Interests

An interesting report published recently reveals how young people’s participation in various free-time activities has changed over the last thirty years.

One key piece of data is that consumption of traditional entertainment and media, especially print media, has declined. In 2011, only 7.3 percent of teenagers read a daily newspaper compared with 35.5 percent in 1991. Similarly, 54.3 percent of young people read magazines at least once a week in 1991, but only 20.5 percent did so in 2011.

Today, adolescents spend less time hanging out with friends in person. Instead, they like to connect with their peers through social-networking platforms. In 1991, 47.3 percent of youth got together with friends almost daily, whereas in 2011, 38.4 percent of youth did.

Teenagers are using the Internet more and more—for social networking, sharing posts and pictures, downloading music and videos, or just for surfing. Teens nowadays hate being offline! In 2011, 70.1 percent of teenagers visited a social-networking site nearly every day, 58.4 percent of teenagers spent more than six hours a week texting, and 22.5 percent of them spent over forty hours a week texting. Recent research has found that a typical teen sent one hundred text messages per day in 2011, up from 80 in 2009.



Comments

Davey 2 hrs. ago Like Dislike

I really like getting my news as soon as it happens, which means I check news websites. I don't like to wait until the same thing appears in print form.

KSandra 1 hr. ago Like Dislike

Regarding seeing people in person, I have definitely observed this trend. My friends love to chat online. I don't really like doing that so much. I like to speak to my friends face to face!

Mel 1 hr. ago Like Dislike

The part about texting is definitely true! My friends and I love sending text messages. We do it all day! We hate to miss out on the latest gossip.

1 In pairs, look at the pictures and answer the questions.

- a. What activities can you see?
- b. Which of these activities do you do?
- c. How often do you do these things?

2 Read the article and complete the chart with the correct information.

	1991	2011
% of teenagers who read a newspaper every day	35.5	
% of teenagers who read magazines at least once a week		20.5
% of teenagers who visit friends almost daily	47.3	

3 Read the text again and mark the sentences T (true), F (false), or NS (not stated).

- a. In 1991, more teenagers read newspapers than magazines. ____
- b. In the past, more teenagers spent time with friends than they do nowadays. ____
- c. In 2011, 70.1 percent of teenagers used Facebook almost every day. ____
- d. Davey likes to read newspapers and magazines. ____
- e. KSandra doesn't see her friends in person anymore. ____
- f. Mel spends a lot of time online every day. ____



Sam 30 min. ago Like Dislike

I can't stand reading the news online. I enjoy buying a newspaper and reading wherever I want.

Rachel 25 min. ago Like Dislike

I don't mind being offline... when I'm asleep!

Adapted from www.civicyouth.org

4 Complete the table with the words in the box.
Some words can go in more than one column.

music pictures online the Internet
text messages posts

Download	Chat	Surf	Send	Share

5 Complete the sentences with expressions from exercise 4.

- Many teenagers like to _____ the Internet.
- I love downloading _____ from the Internet. It's so easy!
- I like to _____ interesting or funny posts with my friends.
- Some people spend all their free time chatting _____.
- I like to _____ text messages to my friends. I do it all day!

Grammar Spotlight >> Expressing likes and dislikes

- Read the sentences and underline the verbs that express likes and dislikes.

Teens nowadays hate being offline!
They love to chat online.
My friends love sending text messages.
We hate to miss out on the latest gossip.
I can't stand reading the news online.
I don't mind being offline.
I enjoy buying a newspaper.
I don't really like doing that.
I like to speak to my friends face to face.

- In pairs, read the sentences and discuss the questions.
 - Which sentences express positive opinions and which express negative opinions?
 - Which sentence expresses indifference?
- Complete the table with words to describe likes and dislikes.

Verbs that we always follow with verb + -ing	Verbs that we can follow with verb + -ing or to + verb
enjoy	

6 Complete the sentences with information that is true for you.

- I hate _____.
- I _____ receiving text messages from my friends.
- I can't stand _____.
- I _____ to play games online.
- I love _____.

7 Conduct a simple survey among your classmates to find out about their likes and dislikes regarding Internet use.

Do you like watching videos on YouTube?

B Comparing likes and dislikes

1 Look at the pictures and discuss the questions.

- Do you enjoy playing video games? Why or why not?
- Do boys enjoy different types of video games to girls? Give examples.



2 Listen to the conversation and make notes in the table on what types of games girls and boys like.

Girls	Boys

3 Listen again to the conversation and mark the statements **T** (true), **F** (false), or **NS** (not stated).

- James is reading the article in a magazine. ____
- More boys than girls play video games. ____
- James enjoys playing on the Wii console. ____
- Ally likes the same games as most girls. ____
- James is going to play video games at Ally's house. ____

4 Match the expressions to their meanings.

- | | | |
|-----------------------------|-------|---------------------|
| a. Never mind. | _____ | Calm down. |
| b. That sounds about right. | _____ | I can't believe it. |
| c. Chill out. | _____ | It's not important. |
| d. No way! | _____ | I suppose. |
| e. I guess. | _____ | That makes sense. |

5 Respond to the comments with appropriate expressions from exercise 4.

- "Teenagers love doing chores."

- "That makes me so angry!"

- "Many teenagers spend more than three hours a day online."

- "Sorry, I forgot to buy milk."

- "I think you're a typical boy!"

6 Work in pairs with a person you do not know very well. Write five statements about what games you think your partner likes and dislikes.

You love strategy games. You can't stand playing sports games.

7 Ask your partner questions to check your statements.

*Do you like playing sports games?
Yes, I do!*



C Describing yourself

To: annapower@zmail.com
 From: dougcunningham@zmail.com
 Subject: Hello from Doug



Dear Anna,

1) _____: My name is Doug. I'm 17 years old. I'm in my third year at high school. I live with my mom and my younger sister in an apartment.

2) _____: I like solving puzzles—word puzzles, number puzzles, logic puzzles, any type of puzzle. I also enjoy watching talent shows, especially ones where people play a musical instrument. I play the trumpet in the school band and I like listening to all types of music. I can't stand watching reality TV shows. They are so forced and fake! I don't really like sports, but I don't mind going running on my own, to keep in shape.

3) _____: So I guess you could say that I'm sort of analytical. I like to work things out for myself. I'm also artistic, at least in a musical way. I'm a little shy, I suppose, and maybe not a very outgoing sort of person. I love science, but I'm interested in many other things too.

4) _____: I think I would get along with a person who is quiet and introverted, like me, and who is into the same sorts of things as me. I think a sense of humor is important. I like chatting to people who are amusing and who can share a joke. I wouldn't have much in common with a person who is very sporty and just interested in going to the gym.

Tell me about yourself. I hope to hear from you soon.

Doug

1 In pairs, look at the picture and decide what Doug likes and doesn't like and what kind of person he is. Give reasons.

2 Read the text and label each section with a heading from the box.

- Likes and Dislikes
- Type of People That I Like
- General Information
- Personality

3 Read the text again and mark the sentences T (true) or F (false).

- a. Doug lives with his dad. ____
- b. He likes classical music and rock music. ____
- c. He likes all types of TV shows. ____
- d. He wants to write to someone who is very different from him. ____
- e. He likes people with a sense of humor. ____

4 Match the underlined adjectives in the text to their synonyms.

- a. _____: reserved
- b. _____: funny
- c. _____: sociable
- d. _____: athletic
- e. _____: logical
- f. _____: creative

5 Complete the sentences with adjectives from exercise 4.

- a. He's very _____. He has a great sense of humor.
- b. I'm quite _____ and I have a vivid imagination.
- c. She has many friends. I think it's because she is very _____.
- d. My friend is _____. She applies logic and reasoning to everything.
- e. I'm really _____ and I play a lot of soccer and basketball.
- f. She's rather _____ and does not like to be the center of attention.

6 Write a letter or e-mail to a pen pal. Include the following information.

- An informal greeting
- A description of your personality
- Three things you like to do
- Something you don't like doing

7 Exchange letters with other classmates. Decide which classmates would be good e-pals for you.

A Expressing likes and dislikes

1 In pairs, look at the TV guide and the pictures and answer the questions.

- a. What kind of information does the guide give you?
- b. Where can you find guides like these?



Channel	19:00	19:30	20:00	20:30	21:00
_____	Business News Roundup		Behind the News	International News	
_____	Forensics: New York		Vampire Neighborhood		
_____	Babysitting Nightmares	Granny Truckers		The Cat Whisperer	
_____	Wild Hearts	The World Turning	The Young and the Desperate		To Love Again
_____	The Story of Our Solar System		Famous Inventions	Inside the Genome Project	

2 Complete the guide with the names of the TV channels from the box.

Knowledge NewsWorld Soapz
DramaTV RealLife

3 Listen to a family trying to decide what to watch on TV. Check your answers to exercise 2.

4 Listen again and write the name of the show each family member wants to watch.

- a. Dad: _____
- b. Kerry: _____
- c. Dan: _____
- d. Mom: _____
- e. Grandma: _____

5 Match the types of TV shows to the descriptions.

- a. News and information
 - b. Documentary
 - c. Reality show
 - d. Soap opera
 - e. Drama series
- ___ A show that reports world events several times a day
- ___ A fictional drama about people's daily lives, which is broadcast every day or several times a week
- ___ A fictional TV story that is divided into episodes or chapters
- ___ A TV program that reports on real-life stories
- ___ A TV program in which ordinary or famous people are continuously filmed, designed to be entertaining rather than informative

6 Match the types of TV shows from exercise 5 to the descriptions.

- a. A chronicle of the lives, loves, trials, and tribulations of the citizens of the fictional city of Salem. _____
- b. The survivors of a plane crash are forced to work together in order to survive on a seemingly deserted tropical island. _____
- c. Contestants must compete against each other for a chance to win \$500,000 in a house wired with cameras and microphones capturing their every move for a TV and Internet audience. _____
- d. While examining the influence of the fast food industry, Morgan Spurlock personally explores the consequences on his health of a diet of solely McDonald's food for one month. _____
- e. Eleanor Williams and Michael Brown report on the latest national and international events. _____

Grammar Spotlight >> Adjective + preposition

- Read the sentences and underline the adjectives and prepositions.

I'm sick of watching news!

You are obsessed with knowing about celebrities' lives!

There's a series I'm interested in watching on the DramaTV channel.

I'm not crazy about seeing blood and dead bodies just after dinner.

I'm really fond of that show.

- Read the sentences again and answer the questions.

- a. What form of the verb do we use after adjectives that are followed by a preposition?

- b. What other type of word can we use after adjectives + prepositions?

7 Complete the sentences with the correct preposition in the box.

of with about of in

- a. She's really interested _____ watching wildlife documentaries.
- b. He's obsessed _____ sports channels.
- c. We're sick _____ that TV presenter. He's on everything!
- d. They're crazy _____ chatting about their favorite TV shows online.
- e. I'm fond _____ reading about my favorite TV actors.

8 Complete the second sentence in each pair so that it has a similar meaning to the first sentence, using the prompts.

- a. I'm really enthusiastic about reality TV shows.
I'm _____ (about) reality TV shows.
- b. She enjoys watching drama series on DVD.
She _____ (fond) watching drama series on DVD.
- c. He's tired of watching repeats of the same shows.
He's _____ (of) watching repeats of the same shows.
- d. They talk about soap operas too much. It's ridiculous!
They're _____ (obsessed) talking about soap operas. It's ridiculous!
- e. We watch the news because we want to know what's happening in the world.
We watch the news because we're _____ (in) what's happening in the world.

9 Write sentences with information about TV shows that you and your friends like and dislike. Then share your sentences with a partner.

- a. I'm interested in...
- b. ... is obsessed with...
- c. I'm sick of...
- d. She's crazy about...

B Expressing opinions

1 In pairs, look at the webpage and answer the questions.

- What is a review?
- Where can you read reviews?

2 Read the reviews and label them with the subheadings from the box.

Video Games Movies Albums

3 Read the reviews again and choose the correct options to complete the sentences.

- The Forget-Me-Nots' new album is *optimistic/pessimistic*.
- Sticky Rice* is the name of the new *single/album*.
- The writer *enjoyed/didn't enjoy* *House of Fear 2*.
- The writer was happy because the movie was not *long/scary*.
- In general, the writer *recommends/doesn't recommend* buying *Heart of War: Legacy*.

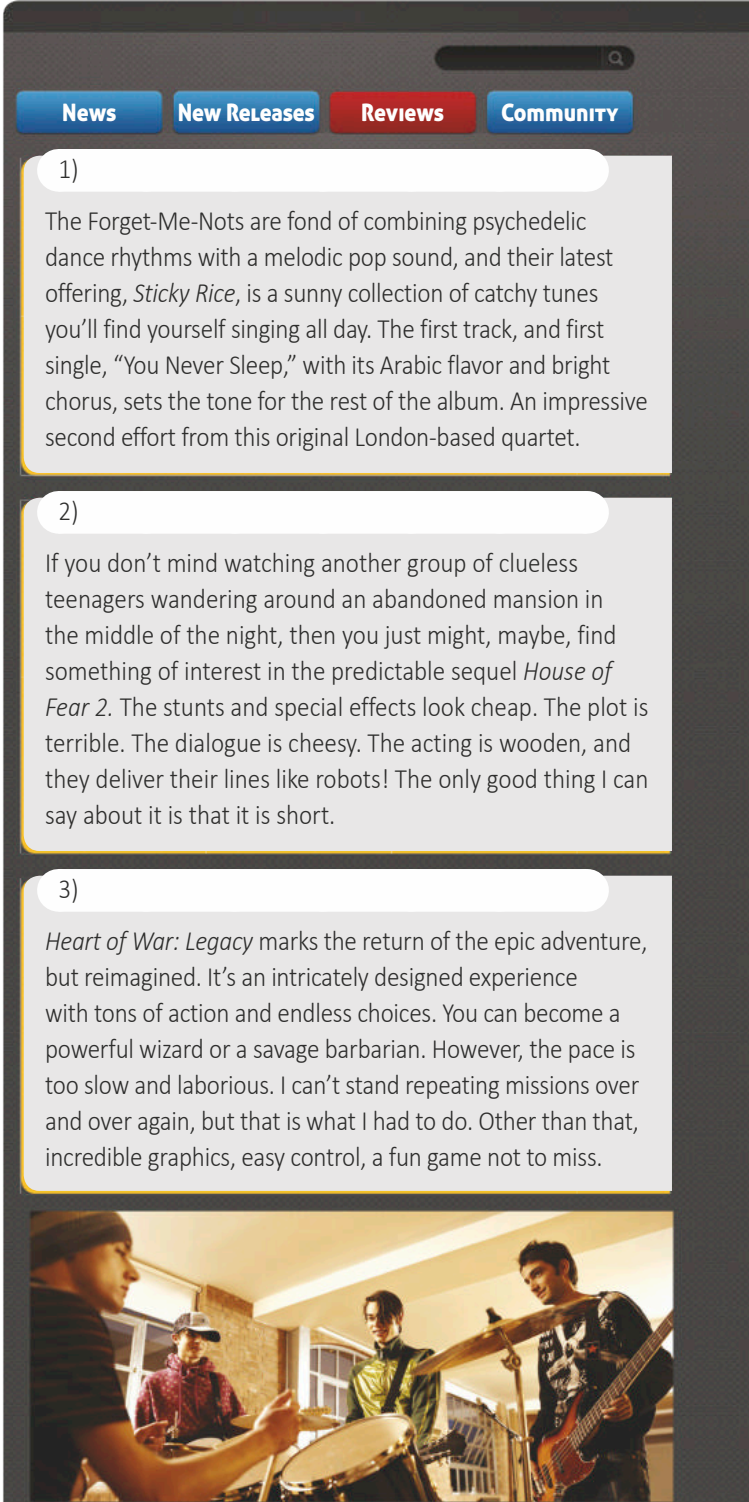
4 Underline the correct options to complete the definitions.

- catchy: easy to *remember/play/write*
- wooden: showing no *skill/emotion/effort*
- predictable: not *fast/original/entertaining*
- laborious: requiring considerable *money/intelligence/effort*

5 Complete the sentences with adjectives from exercise 4.

- The storyline of this video game is _____. It's just like lots of other games we've seen before.
- The songs on this album are really _____. I heard them once, and I can't get them out of my head!
- This video game is sometimes quite _____. You have to do the same task many times over.
- That actor is so _____. His expression stays the same through the entire movie.

6 Make notes on a movie you have seen, a concert you have been to, or a video game you have played.



News New Releases Reviews Community

1)


The Forget-Me-Nots are fond of combining psychedelic dance rhythms with a melodic pop sound, and their latest offering, *Sticky Rice*, is a sunny collection of catchy tunes you'll find yourself singing all day. The first track, and first single, "You Never Sleep," with its Arabic flavor and bright chorus, sets the tone for the rest of the album. An impressive second effort from this original London-based quartet.

2)

If you don't mind watching another group of clueless teenagers wandering around an abandoned mansion in the middle of the night, then you just might, maybe, find something of interest in the predictable sequel *House of Fear 2*. The stunts and special effects look cheap. The plot is terrible. The dialogue is cheesy. The acting is wooden, and they deliver their lines like robots! The only good thing I can say about it is that it is short.

3)

Heart of War: Legacy marks the return of the epic adventure, but reimagined. It's an intricately designed experience with tons of action and endless choices. You can become a powerful wizard or a savage barbarian. However, the pace is too slow and laborious. I can't stand repeating missions over and over again, but that is what I had to do. Other than that, incredible graphics, easy control, a fun game not to miss.



7 Write a review of the movie, concert, or video game you chose in exercise 6. 📁

Include:

- Facts
- Descriptive adjectives
- Your opinion



C Describing an event

Do you like comics and illustration? Are you crazy about the latest Hollywood TV series? Or are you a budding scriptwriter or animator? If so, you are sure to enjoy the San Diego Comic-Con International. Comic-Con is a multigenre entertainment and comic convention that takes place over four days every July in San Diego, California. The event was originally created in 1970 to showcase comic books and science fiction- and fantasy-related film and television. These days, the convention includes a larger range of pop culture and entertainment elements across virtually all genres, and attendance has grown by leaps and bounds. The first Comic-Con attracted one hundred people. However, nowadays, over 13,000 people attend. There really is something for everyone. You can enjoy previews of upcoming feature films, try out new

video games, get autographs from your favorite TV stars, or even show your illustration portfolio to a top comic book company. Those who are fond of buying collectibles can find exclusive toys and souvenirs. You can also get some great pictures of the fans who dress up as their favorite fictional characters. One of the best things about Comic-Con is the forums. Here you can get tips and find out the secrets of the best illustrators, animators, and scriptwriters in the industry. If you don't mind lining up for hours and hours, you can even have the chance to hear stars of popular series, such as *The Walking Dead* and *Game of Thrones*, talk about their characters and give away important information about upcoming plots. If you get sick of being stuck in the crowds, there are plenty of things to enjoy in the city of San Diego, such as the beaches or the zoo. Just don't be surprised if you come across Wolverine on the bus!



1 In pairs, look at the pictures and discuss the questions.

- a. Where do you think the people are?
- b. What kinds of things do you think you can do at this type of event?

2 Read the article and check your answers to exercise 1.

3 Read the article again and mark the sentences T (true), F (false), or NS (not stated).

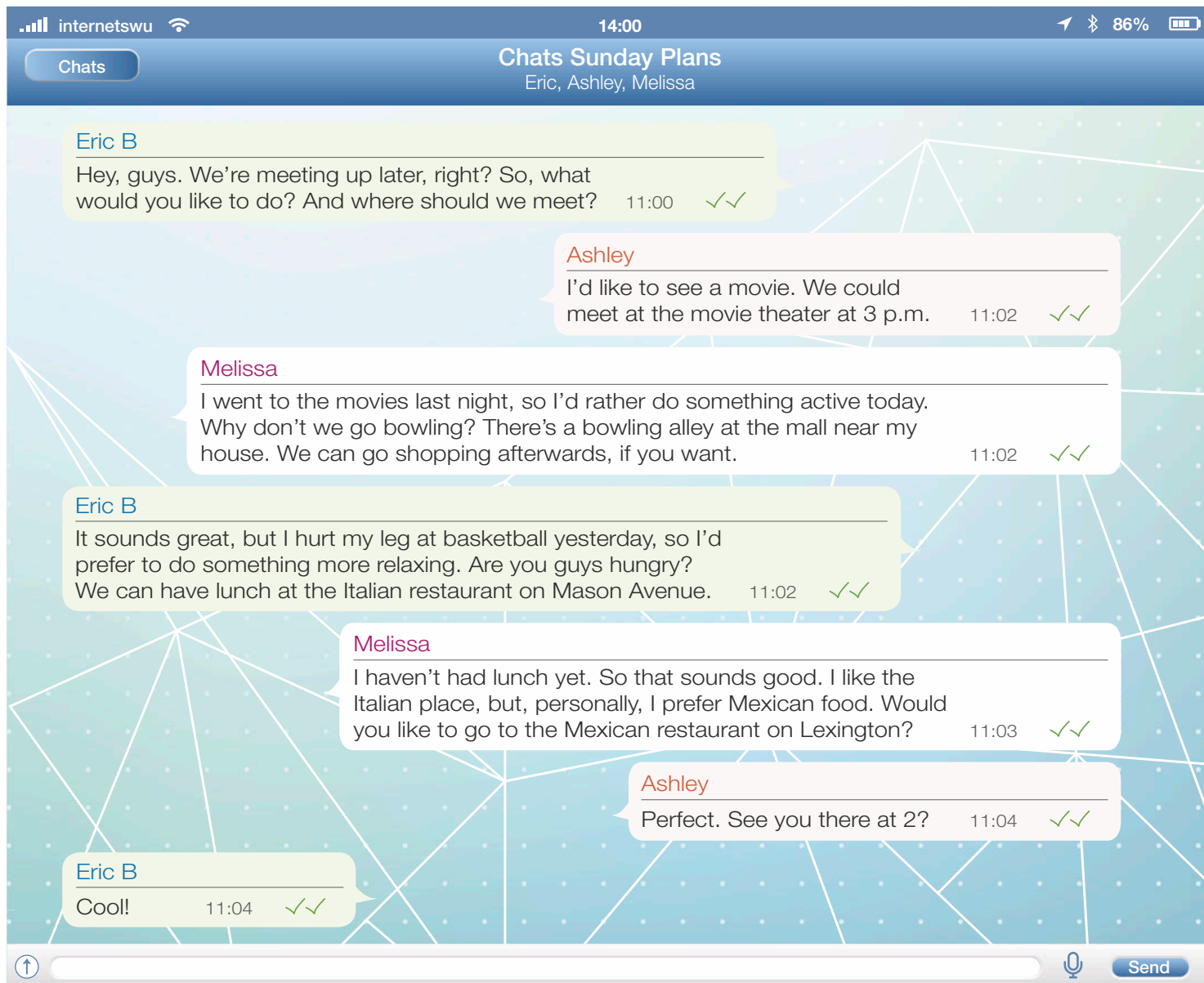
- a. Comic-Con goes on for a week. ____
- b. The convention has become more diverse over the years. ____
- c. You can buy souvenirs at a discounted price. ____
- d. It is easy to get into all the forums. ____
- e. The beach is close to downtown. ____

4 Match the underlined words and expressions in the article to their definitions.

- a. _____: the main story
- b. _____: something you buy to remind you of an event or vacation
- c. _____: just beginning or developing
- d. _____: meet or find unexpectedly
- e. _____: extremely quickly

5 Think of an annual event that you know about. Tell your partner what you can do there and what kinds of people would enjoy it.

A Expressing preferences



1 In pairs, look at the picture and the text and answer the questions.

- a. What is the young man doing?
- b. Who is he communicating with?

2 Read the messages and complete the table with the correct names, places, and activities.

Person	Activity	Place
Eric		

3 Read the messages again and mark the statements **T** (true), **F** (false), or **NS** (not stated).

- a. Eric B always arranges where he and his friends meet. ____
- b. Melissa wants to go to the movies. ____
- c. Eric B doesn't want to go bowling. ____
- d. Melissa isn't hungry. ____
- e. Melissa's favorite food is Mexican food. ____
- f. Ashley will meet them at 2 p.m. ____



Grammar Spotlight » Expressing preferences

- Read the sentences and underline the verbs and phrases that express likes and preferences.

So, what would you like to do?
I'd like to see a movie.
I'd rather do something active.
I'd prefer to do something more relaxing.
I like the Italian place, but, personally, I prefer Mexican food.
- Read the sentences again and underline the correct options to complete the rules.

a. Sentences with *like* and *prefer* refer to *general preferences/preferences at a specific moment in time*.

b. Sentences with *would like*, *would prefer*, and *would rather* refer to *general preferences/preferences at a specific moment in time*.
- Read the sentences again and decide what form of the verb follows the phrases below.

a. would prefer + _____

b. would rather + _____

c. would like + _____

4 Complete the sentences with *to* where necessary.

- a. We would like ____ go to the theater.
- b. Would you rather ____ go by bus?
- c. Would you like ____ join us?
- d. They would rather ____ see the movie tomorrow.
- e. She would prefer ____ visit a museum.

5 Write complete sentences from the prompts.

- a. I/would/prefer/go/movies

- b. He/would/rather/go/soccer game

- c. They/would/like/leave early

- d. We/would/prefer/buy/tickets now

- e. I/would/rather/sit near/window

6 Complete the conversation with the correct form of the verbs in parentheses.

DAVE: Would you like to go to the ice rink? We could go skating.

SUE: Well, I usually 1) _____ (like) skating, but today I 2) _____ (prefer) to do something else.

DAVE: OK. How about going to the movies?

SUE: Today, I 3) _____ (rather) stay home. Let's watch a DVD at my house.

DAVE: OK. 4) _____ you _____ (like) to see a science fiction movie? I have the latest Tom Cruise movie.

SUE: Great!

7 Work in pairs. Choose an activity and suggest it to your partner. Come to an agreement about which activity to do.

Would you like to go to the bowling alley?

I'd rather go to the mall.

8 Work with two other pairs. Suggest your idea and, again, come to an agreement in your group.

We would like to go shopping.

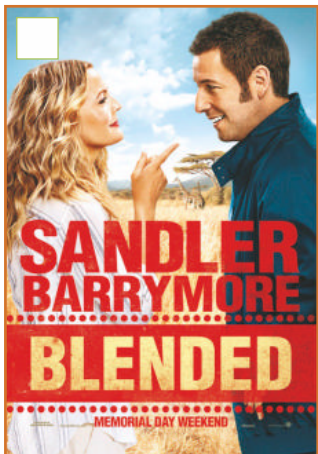
We would prefer to go to the ice rink.

B Discussing preferences

1 In pairs, look at the pictures and discuss the questions.

- What are your favorite types of movies?
- What types of movies do you dislike?
- Do you prefer to watch movies at home or at the movie theater? Why?

2 Listen **10** to the conversation between two friends and mark (✓) the movie they decide to see.



3 Listen again and underline the correct options to complete the sentences.

- Sophie and Jacob are going to the movies on *Saturday/Sunday*.
- Sophie doesn't like 3D movies because *they give her a headache/she doesn't like wearing the glasses*.
- Sophie doesn't want to see *Non-Stop* because *it is on too late/she doesn't like thrillers*.
- They are going to meet at 2 p.m. *outside/inside* the mall.

4 Underline the correct words to complete the sentences.

- Science fiction movies from the past are really *interested/interesting*. You see a lot of technology that was futuristic then but everyone uses now.
- She is so *excited/exciting* about the new *Hunger Games* movie.
- I don't think horror movies are *scared/scary*.
- He was *bored/boring*, so he decided to go to the movies.

Grammar Spotlight » Discussing preferences

- Read the sentences and underline the prepositions.

I prefer thrillers to horror movies.

I'd rather be scared than bored!

I'd prefer to arrive early rather than arrive late.

- Complete the rules with the correct prepositions.

a. We follow *rather* with the preposition _____.

b. We follow *prefer* with the preposition _____.

- Work in pairs. Discuss what we use the verbs *prefer* and *rather* for.

5 Match the sentence halves.

- She prefers _____
- I'd rather watch _____
- He'd prefer to _____
- They'd rather read the book _____ a DVD than go to the movies.
- _____ reserve his tickets online rather than buy them at the movie theater.
- _____ than watch the movie.
- _____ romantic movies to horror movies.

6 In pairs, discuss which movie from exercise 2 you would rather see and why.



C Comparing books and movies

Book or Movie?

People who love reading are often disappointed by the movie versions of their favorite books. When a director creates a movie based on an adapted screenplay, there are always debates, for various reasons.

1) _____

When you read a book, you participate in a creative process. You can choose how the characters sound, what they look like, and what their surroundings look like. No two people imagine a book in the same way, and that's why the movie often falls short of readers' expectations.

2) _____

When directors cast the roles for films, the actors rarely look the way that readers of the book had pictured them. For instance, many criticized the choice of Tom Cruise as main actor for *Jack Reacher*. In the books, Reacher is six-foot-five inches tall, while Cruise is only five-foot-six.

3) _____

A common complaint about movie versions is that the director has left out material from the original book. If a director wants to make a movie appropriate for commercial release, he or she has to sacrifice some details. This can upset fans of the books.

4) _____

Another thing that can annoy people about the film versions of their favorite books is when scenes or information are changed or added. Peter Jackson received criticism for doing this when he made *The Lord of the Rings*.

5) _____

Not all movie versions of books are criticized by readers. For example, many people believe that the film *The Godfather* is better than the Mario Puzo novel that inspired it. Film director Francis Ford Coppola has been praised for significantly improving on the book and taking out a lot of material that was irrelevant to the main story.



1 In pairs, read the title of the article and discuss the questions.

- a. What kind of information do you expect to find in the article?
- b. Can you think of any movies that are adaptations from books?

2 Read the article and label the paragraphs with the headings in the box.

Cutting Material Exceptions Casting Decisions
Making Changes Importance of Imagination

3 Read the article again and answer the questions.

- a. What happens in our imagination when we read a book?

- b. Why did people criticize the choice of the main actor for *Jack Reacher*?

- c. Why do directors leave out material when making a movie?

- d. What makes some movies better than the books?

4 Match the underlined words in the article to their definitions.

- a. _____: choose a performer for a particular part in a play, movie, TV series, etc.
- b. _____: all the things that are present in a place and that form the experience of being there
- c. _____: a story someone writes for a movie
- d. _____: removing
- e. _____: a new movie, video, or CD that is available for people to see or buy

5 In groups, write the names of four books you know that have been made into movies. Decide in each case if you prefer to read the book or see the movie, and why.

1 Read the rubric below before you hear and assess your classmates' presentations.

Points	Grammar and vocabulary	Pronunciation	Interactive communication
5 = Very competent	Uses grammar correctly and a good selection of appropriate words to talk about likes and preferences.	Has good pronunciation. You can understand most sentences and words your classmate is saying.	Maintains good conversation. Doesn't need help or prompting.
4 = Competent	Has features from 3 and 5.	Has features from 3 and 5.	Has features from 3 and 5.
3 = Satisfactory	Uses most grammar correctly and uses enough vocabulary to talk about likes and preferences.	You can understand what your classmate is saying in spite of some problems.	Maintains conversation. Needs a little help.
2 = Needs to improve	Has features from 1 and 3.	Has features from 1 and 3.	Has features from 1 and 3.
1 = Lacks competence	Uses only isolated words and short phrases and is not able to talk about likes and preferences.	You cannot understand what your classmate is saying most of the time.	Has difficulty maintaining a conversation. Needs a lot of help.

2 Work with another group. Present your ongoing projects (see page 41). Assess the students in the other group (total 3–15 points).

Name of student	Vocabulary and Grammar	Pronunciation	Interactive communication	Total
1.				
2.				
3.				
4.				
5.				

3 Give feedback to each member of the other team.

4 Think about the feedback you receive and make a list of aspects to work on.



What You Know >>> Answer Key (from page 41)

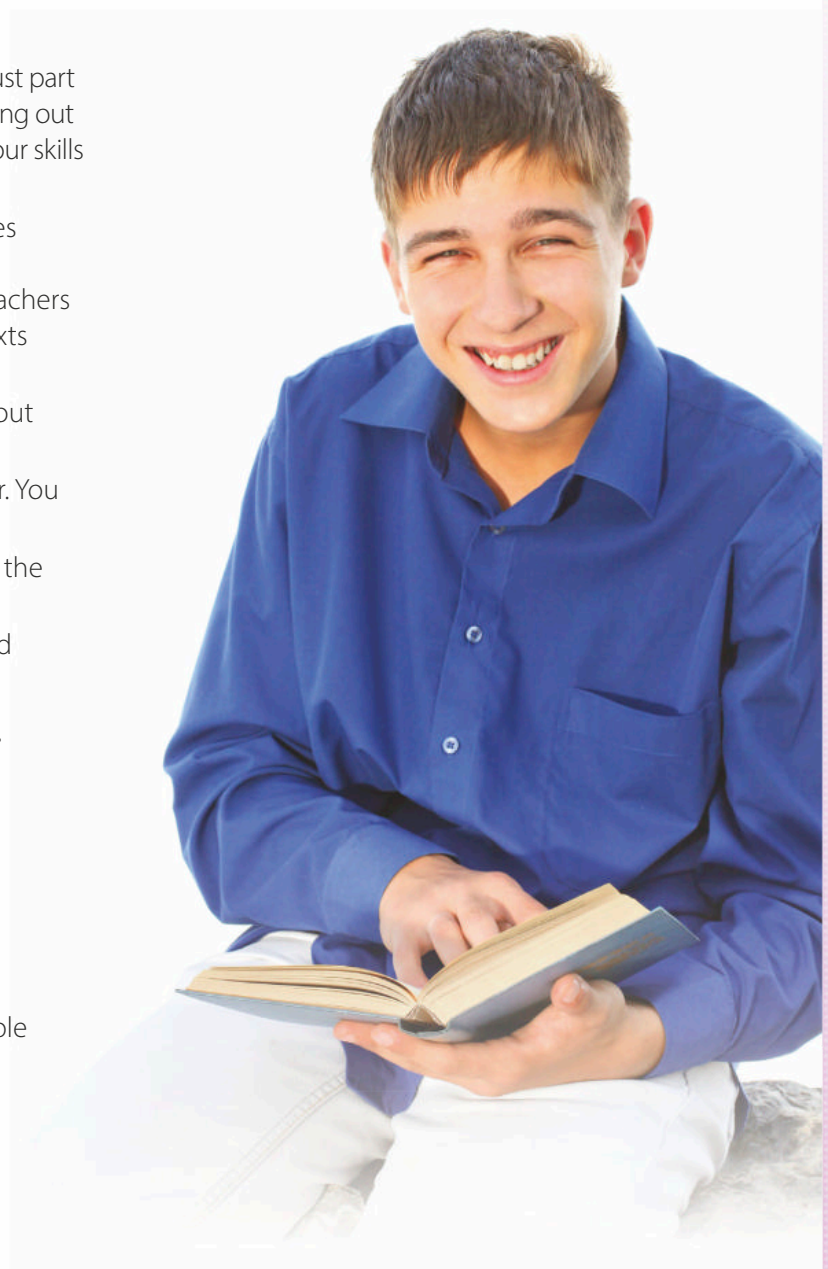
1) rink, 2) go, 3) to see, 4) comedy, 5) go, 6) love, 7) text message, 8) sporty, 9) mind

Are you a competent reader?

Mastering basic reading skills and strategies is just part of becoming a competent reader. Continue trying out and learning different techniques to improve your skills and keep you motivated to read more.

Interacting with what you read is what makes reading meaningful and enjoyable. There are many ways of interacting with a text. Even teachers question, think about, and puzzle over the texts they read.

- Write down what interests or bores you about a text. Think about why.
 - Feel free to disagree or disbelieve an author. You have a right to your own opinion.
 - Investigate what other authors think about the same topic.
 - Share information you learn with others and discuss it.
- **Think about a text you have read that you...**
 - disagreed with.
 - really enjoyed.
 - know you will always remember.
 - **Think about yourself.**
 - a. How can you interact more with the texts you read?
 - b. How can you make reading a more enjoyable experience?



✓ What You Can Do

- **Look back at your work from the unit and assess your progress.**

I can...

talk about what I like and dislike doing.	
write an e-mail describing myself.	
talk about TV shows I like and dislike.	
write a review of a movie, concert, or video game.	
arrange to do an activity based on my preferences.	
give a presentation about a likes and dislikes survey.	