

# GRAMMAR REFERENCE AND PRACTICE

## 1.1 INFORMATION QUESTIONS (page 3)

Information questions		
Question words	To ask about ...	Examples
Where	places	Where do you live?
When	times	When's your birthday?
Why	reasons	Why did you try to call me earlier?
What	things	What's your email address? What color do you like the best?
Which	a specific group of things or people	Which floor is your apartment on?
Who	people	Who's your boss?
Whose	who things belong to	Whose phone is this?
How	ways to do things	How do you make chocolate cake?

**A** Complete the questions with the words in the box. Then match them with the answers.

How	What	When	Where	Which	Who	Whose	Why
1	Where	can we get some coffee?	d	a	Oh, they're mine. Thanks.		
2	When	does the movie start?	b	b	At 6:30, I think.		
3	Whose	keys are these?	a	c	Because it's too hot in here.		
4	What	would you like to drink?	e	d	There's a café on the corner.		
5	Why	are all the windows open?	c	e	Just some water, please.		

## 1.2 INDIRECT QUESTIONS (page 5)

Indirect questions			
Questions within questions		Questions within statements	
Do you have any idea	where he was born?	I'd like to know	where he was born.
Can you tell me	if she plays any sports?	I want to find out	if she plays any sports.
Do you know		I wonder	

**A** Put the words in the correct order to make indirect questions.

- have / Do / idea / where / born / you / your roommate / was / any / ?  
Do you have any idea where your roommate was born?
- know about / my cousins / I wonder / if / anniversary party / my parents' / .  
I wonder if my cousins know about my parents' anniversary party.
- and Eva / you / married / know / if / Ramiro / are / Do / ?  
Do you know if Ramiro and Eva are married?
- to / retire / when / like / my boss / I'd / know / is going to / .  
I'd like to know when my boss is going to retire.
- people / I / those / want / are / to / who / find out / .  
I want to find out who those people are.

## 2.1 PRESENT PERFECT WITH *EVER*, *NEVER*, *FOR*, AND *SINCE* (page 13)

Present perfect with <i>ever</i> and <i>never</i> (for experience)	Present perfect with <i>for</i> and <i>since</i>
<p><b>Have you ever played</b> video games? Yes, I <b>have</b>. I've <b>played</b> them many times. No, I <b>haven't</b>. I've <b>never played</b> them.</p> <p><b>Has he ever traveled</b> to another country? Yes, he <b>has</b>. He's <b>traveled</b> to ten countries. No, he <b>hasn't</b>. He's <b>never traveled</b> anywhere.</p>	<p>How long <b>has</b> your car <b>been</b> outside? It's <b>been</b> outside <b>for</b> two years.</p> <p>How long <b>have</b> you <b>had</b> your comic books? I've <b>had</b> them <b>since</b> I was 12.</p> <p><b>Have you ridden</b> your bikes lately? No. We <b>haven't ridden</b> them <b>since</b> college.</p>

**A** Make complete sentences or questions in the present perfect from these words. Add *for* or *since* when needed.

- |  |   |
|--|---|
| 1 you / ever / buy / car / ?<br><u>Have you ever bought a car?</u>                                     | 5 he / ever / visit / your family / ?<br><u>Has he ever visited your family?</u>                                    |
| 2 We / not see / Maria / a few years / .<br><u>We haven't seen Maria for a few years.</u>              | 6 Nadia / not play / computer games / she was 16 / .<br><u>Nadia hasn't played computer games since she was 16.</u> |
| 3 They / never / clean / their garage / !<br><u>They've never cleaned their garage!</u>                | 7 Roberto / has / his car / a long time / .<br><u>Robert has had his car for a long time.</u>                       |
| 4 You / live in / the same house / 11 years / .<br><u>You've lived in the same house for 11 years.</u> | 8 I / not eat / meat / 2015 / .<br><u>I haven't eaten meat since 2015.</u>  |

## 2.2 PRESENT PERFECT WITH *ALREADY* AND *YET* (page 15)

Present perfect with <i>already</i> and <i>yet</i>	
<p><b>already</b></p> <p>I've <b>already</b> made folders. She's <b>already</b> tried the camera.</p>	<p><b>yet</b></p> <p>I haven't tried the camera <b>yet</b>. He hasn't made folders <b>yet</b>. Have you tried the camera <b>yet</b>? Yes, I have. / No, I haven't. Has he made folders <b>yet</b>? Yes, he has. / No, he hasn't.</p>

**A** Look at the sentences. Write sentences with opposite meanings. Use the words in parentheses ( ).

- I haven't used my new computer yet. (already / three times)  
I've already used my new computer three times.
- Ken hasn't downloaded any apps yet. (already / ten new apps)  
Ken has already downloaded ten new apps.
- My parents haven't seen my apartment yet. (already / twice)  
My parents have already seen my apartment twice.
- I've already ridden my new bike. (not / yet)  
I haven't ridden my new bike yet.
- Vicky has downloaded new apps. (not / any apps / yet)  
Vicky hasn't downloaded any apps yet.
- I've already chosen my online profile photo. (not / yet)  
I haven't chosen my online profile photo yet.

### 3.1 ARTICLES (page 23)

#### Articles

##### Use *a / an* ...

when something isn't definite: *Is there **a ferry** in your city?*

with jobs: *I'm studying to be **an engineer**.*

##### Use *the* ...

for something you've mentioned before: *How often does **the ferry** run?*

for something your listener knows: *He works in **the city**.*

with ordinals: *What time does **the first** ferry leave?*

with superlative adjectives: *Where can I find **the most unusual** sculptures?*

for only one thing: *Don't sit in **the sun** too long.*

##### Don't use an article ...

with noncount nouns or plural nouns: *Where can I play **music**? I like to draw **monuments**.*

when you talk about something in general: ***Hostels** are usually cheap.*

for the names of countries\*, cities, and continents: *I'm from **Russia**. I live in **Moscow**.*

for the names of parks, streets, single mountains, and lakes: ***Central Park** is on **Fifth Avenue**.*

*\*but: the United States (the US), the United Kingdom (the UK), the Philippines*

#### A Complete the sentences with *a, an, the, or -* (no article).

- There's   a   Russian embassy in my city. I think   the   embassy is on   -   Fourth Avenue.
- I'm   an   engineer, and I design   -   bridges and   -   tunnels.
- There's   a   sculpture of a horse near   the   river. Have you seen it?
- You can get   -   information about   the   city at your hotel. Then you can email me   the   information.

### 3.2 MODALS FOR ADVICE (page 25)

#### Modals for advice

Affirmative statements	Negative statements	Yes/no questions	Information questions
You <b>should</b> take the subway.	You <b>shouldn't</b> take the bus.	<b>Should</b> I take a bus? Yes, you <b>should</b> . No, you <b>shouldn't</b> .	<b>Which</b> line should I take?
You <b>could</b> get the train to Terminal 3.	X	<b>Could</b> I take a train? Yes, you <b>could</b> . No. That's not possible.	<b>How</b> should I book my ticket?
I'd walk. It's not too far.	I <b>wouldn't</b> take that route.	<b>Would</b> you take the subway? Yes, I <b>would</b> . No, I <b>wouldn't</b> .	<b>What</b> would you do?
shouldn't = should not	wouldn't = would not	I'd = I would	

**A Match the questions (1–5) with the responses (a–e). Then practice with a partner.**

- |   |   |
|---|---|
| 1 Should I meet you at the airport? <u>c</u>        | a You should go in the morning.               |
| 2 How do I get to the library from here? <u>d</u>   | b No. I'd check the schedule online.          |
| 3 Do you know when the bus leaves? <u>b</u>         | c Yes. Let's meet in the parking lot.         |
| 4 Would you take a train to Chicago? <u>e</u>       | d You could take the subway to Oak Street.    |
| 5 What is the best time to take the ferry? <u>a</u> | e No, I wouldn't. It takes too long. I'd fly. |

**4.1 BE GOING TO AND WILL FOR PREDICTIONS (page 35)**

**be going to and will for predictions**

She'll be shocked. = She's **going to** be shocked.

She **won't** like it. = She's **not going to** like it.

I **think** they'll be late. = I **think** they're **going to** be late.

I **don't think** he'll retire soon. = I **don't think** he's **going to** retire soon.

**NOTE: We don't use will to make a prediction about something when there is evidence. Instead, we use be going to.**

The sky is dark. It's **going to** rain. NOT The sky is dark. It'll rain.

**A Put the words in the correct order to make sentences.**

- embarrassed / be / He'll / really / . He'll be really embarrassed.
- be / it / I / think / fascinating / will / . I think it will be fascinating.
- to / disappointed / going / They / are / be / . They are going to be disappointed.
- won't / surprised / She / be / probably / . She probably won't be surprised.
- will / don't / be / I / amusing / think / it / . I don't think it will be amusing.
- going / enjoy / He / to / it / not / is / . He is not going to enjoy it.

**4.2 WILL FOR SUDDEN DECISIONS; PRESENT CONTINUOUS FOR FUTURE PLANS (page 37)**

**will for sudden decisions**

I'll **deal** with renting tents, OK?  
OK, and I'll **check** places to stay.  
Just a minute. I'll **check** online.

**Present continuous for future plans**

Are we **staying** with your cousin?  
They're **staying** with Leo's cousin.  
They're **not staying** in a hotel.

**A Circle the correct words to complete the sentences. Then check (✓) the correct column.**

	Sudden decision	Future plan
1 Thanks for inviting me to the movies. <u>I'll pay</u> / I'm paying for the tickets.	✓	
2 He'll drive / <u>He's driving</u> to Miami next weekend to visit his parents.		✓
3 Do you want to come with us? OK, <u>I'll book</u> / I'm booking a room for you.	✓	
4 We'll meet up / <u>We're meeting up</u> at the Hilton Hotel at 6:30.		✓
5 I'll take / <u>I'm taking</u> my kids to the zoo tomorrow. They're very excited.		✓
6 The traffic isn't moving! What's going on? <u>I'll check</u> / I'm checking on my phone.	✓	

## 5.1 SIMPLE PAST (page 45)

Simple past	
Sentences, <i>yes/no</i> questions, short answers	Information questions
The ring <b>disappeared</b> in the sand. She <b>didn't find</b> it. <b>Did she find</b> the ring? Yes, she <b>did</b> . / Yes. She <b>found</b> it. No, she <b>didn't</b> . / No. She <b>didn't find</b> it.	<b>Where did she search?</b> <b>How did she find it?</b> <b>Who helped her?</b> <b>What happened next?</b>

**A** Choose the correct verb for each sentence. Use the simple past.

discover	drop	make	not ask	return	tell
----------	------	------	---------	--------	------

- 1 She dropped her new coffee cup on the floor.
- 2 Did you return Marina's books to her?
- 3 I discovered my favorite jacket in the back of my closet.
- 4 He made a wonderful dinner for us when he got home.
- 5 Did they tell you about their trip to Bolivia?
- 6 I didn't ask him for his email address.

## 5.2 PAST CONTINUOUS AND SIMPLE PAST (page 47)

Past continuous and simple past	
Event in progress	Action that interrupts
<b>While/When I was looking</b> at some art, The subway doors <b>were closing</b>	the subway <b>came</b> . <b>when I looked up</b> .
<b>While/When you were talking</b> to Joe, It <b>was raining</b> a lot	your earring <b>fell off</b> . <b>when we left</b> the restaurant.
<b>NOTE: The order can change.</b> The subway came <b>when/while</b> I <b>was looking</b> at some art. <b>When</b> I looked up, the subway doors <b>were closing</b> .	

**A** Write sentences. Use the simple past and past continuous of the verbs.

- 1 I / give my friend a ride to the airport / when / my car break down  
I was giving my friend a ride to the airport when my car broke down.
- 2 When / I wash the dishes, / my ring fall off  
When I was washing the dishes, my ring fell off.
- 3 When / I look up, / the train leave the station  
When I looked up, the train was leaving the station.
- 4 Finn lose his phone / while / he walk in the park  
Finn lost his phone while he was walking in the park.
- 5 While / they have a picnic, / it start to rain  
While they were having a picnic, it started to rain.

## 6.1 QUANTIFIERS (page 55)

### Quantifiers

#### With count nouns

**Almost all of** the walls have graffiti.  
 There are **so many** walls with graffiti.  
 There are **several** walls with graffiti.  
 There are **a few / very few / so few** walls with graffiti.  
 There are **almost no** walls covered with graffiti.  
 There are **almost none**.

#### With noncount nouns

**Almost all of** the graffiti looks ugly.  
 There's **so much** graffiti.  
 There's **a little / very little / so little** graffiti.  
 There's **almost no** graffiti.  
 There's **almost none**.

### A Complete the sentences with the correct words from the box.

few      little      many      much      no      several

- This store isn't usually busy. I don't know why there are so many people here.
- I didn't bring much food. I just brought a few sandwiches.
- This bus is crowded. There are almost no seats left.
- I'm not sure exactly how long the trip is, but I think it takes several hours.
- It's been very dry recently. There's been very little rain.
- Be quiet! There's no need to make so much noise!

## 6.2 PRESENT AND FUTURE REAL CONDITIONALS (page 57)

### Present real conditionals

The present real conditional shows the usual result of a present situation. It can describe something that is generally true, a fact, or a habit.

#### Condition (if/when clause)

If there **is** a lot of garbage in the street,  
 When you **speak** angrily to noisy neighbors,

#### Result (main clause)

people often **leave** more trash there.  
 they **don't stop** making noise.

### Future real conditionals

The future real conditional shows the likely result of a possible future situation.

#### Condition (if clause)

If you **explain** your feelings clearly,  
 If she **talks** to him calmly,  
 If you **make** a special area for graffiti,

#### Result (main clause)

they **will understand**.  
 he'll probably **listen**.  
 people **won't paint** on other buildings.

'll = will      won't = will not

### A Complete the sentences with the correct form of the verbs in parentheses ( ).

Present situations:

- When crime isn't (not be) a problem, neighborhoods are (be) safe.
- If I drive (drive) to work, I listen (listen) to the traffic report before I leave.

Future situations:

- If my sister's neighbors play (play) music loudly this weekend, she will/'ll get (get) angry.
- There will/'ll be (be) less trash if people recycle (recycle).

## 7.1 USED TO (page 67)

<i>used to</i>				
You can use <b>used to</b> for actions that happened regularly in the past but do not happen now, and for states that were true in the past but are not true anymore.				
	Affirmative	Negative	Questions	Short answer
I / You / He / She / We / They	<b>used to buy</b> CDs.	<b>didn't use to like</b> pop music.	<b>Did you use to listen</b> to pop music? <b>What did you use to like?</b>	Yes, I <b>did</b> . No, I <b>didn't</b> .

**A** Complete the sentences with the verbs in parentheses ( ) and the correct form of *used to*.

- Did you use to go to school with Terry Johnson? (go)
- That company used to be famous all around the world. (be)
- I used to listen to the radio, but I don't have a radio now. (listen)
- He didn't use to eat chocolate, but now he loves it. (not eat)
- Who did she use to be married to? (be)
- I used to meet my friends at the local coffee shop. (meet)

## 7.2 COMPARISONS WITH (NOT) AS ... AS (page 69)

Comparisons with (not) as ... as					
We can use <b>as ... as</b> to say that two things are the same or similar; <b>not as ... as</b> means the first thing is less than the second thing.					
Subject	Verb	as	Adjective	as	
The new series	is isn't	as	good funny	as	the first series.
Subject	Verb	as	Adverb	as	
I	train don't train	as	hard often much	as	my brother does.
Subject	Verb	as	Noun	as	
My old phone	had didn't have	as	many ringtones much memory	as	my new one.

**A** Are the sentences true (T) or false (F)? Change one or two words in each false sentence to make it true.

- F Tablet screens are as big as TV screens. Tablet screens aren't as big as TV screens.
- F Birds can fly as fast as planes. Birds can't fly as fast as planes.
- T Movies aren't as long as series.
- T Buses don't have as many seats as movie theaters.
- F Shoes aren't as expensive as socks. Socks aren't as expensive as shoes.
- F A lake has as much water as an ocean. A lake doesn't have as much water as an ocean.



## 8.1 PRESENT PERFECT CONTINUOUS (page 77)

### Present perfect continuous

Use the present perfect continuous for an action or event that started in the past and continues into the present time.

What **have you been doing**?

I've **been painting** pictures recently.

I **haven't been going out** lately.

What **has she been doing**?

She's **been making** sushi lately.

She **hasn't been eating out** recently.

**Have you been going out** lately?

Yes, I have.

No, I haven't.

**Has he been playing** soccer recently?

Yes, he has.

No, he hasn't.

### A Complete the conversation with the present perfect continuous of the verbs in parentheses ( ).

A What <sup>1</sup> are you <sup>2</sup> doing at work these days? (do)

B I <sup>3</sup> 've been designing software. (design)

A That's interesting. <sup>4</sup> Have you <sup>5</sup> been working with other people? (work)

B Yes, I <sup>6</sup> have. I <sup>7</sup> 've been working with a guy in our Japan office. (work)

A Will you have the opportunity to go to Japan?

B I think so. My boss <sup>8</sup> has been planning a trip for me, but it won't happen this month. (plan)

A So, <sup>9</sup> have you <sup>10</sup> been having any fun lately? (have)

B No, I <sup>11</sup> haven't!! I <sup>12</sup> haven't been going out at all, but I have some free time this weekend. (not go out) Let's meet up!

## 8.2 PRESENT PERFECT VS. PRESENT PERFECT CONTINUOUS (page 79)

### Present perfect vs. present perfect continuous

#### Present perfect

I've **cleaned** the bathroom.

I've **made** some cookies.

She's **worked** for the company for 24 years.

So far, we've **watched** four episodes of the series.

We've **watched** that movie twice.

#### Present perfect continuous

I've **been cleaning** the bathroom.

I've **been making** cookies. That's why the kitchen is a mess.

She's **been working** for the company for three months.

I've **been going** to the gym three times a week.

### A Complete the sentences with the verbs in parentheses ( ). Use the present perfect or the present perfect continuous.

1 I 've been riding my mountain bike a lot recently. (ride)

2 My essay is going well. I 've written six pages so far. (write)

3 We just got here. We haven't been waiting long. (not wait)

4 Sorry about my dirty clothes. I have been working on my car. (work)

5 I was born in this town. I 've been living here since 1998. (live)

6 She's getting better on the guitar. She 's been practicing every day. (practice)

7 You can't look at my painting. I haven't finished it. (not finish)

8 He knows how to make cookies. He 's made them before. (make)



## 9.1 MODALS OF NECESSITY: HAVE TO, NEED TO, MUST (page 87)

### Modals of necessity: *have to, need to, must*

I **have to** / **need to** take enough courses to get a degree.

I **don't have to** / **don't need to** choose a job yet.

Why do you **have to** / **need to** get a degree?

Do you **have to** / **need to** choose a major?

Yes, I do. / No, I don't.

**NOTE:** We mainly use *must* in formal situations.

Students **must enroll** in four classes each semester.

### A Complete the sentences with the correct form of the words in parentheses ( ).

- 1 He needs to call the office in San Francisco right away. (need to)
- 2 You didn't have to buy us a gift, but it was very nice of you. (not have to)
- 3 The college must reply within ten days. (must)
- 4 How much homework did you have to do last night? (have to)
- 5 She doesn't need to make a decision now. (not need to)
- 6 Do we have to have a degree to get a job at that company? (have to)

## 9.2 MODALS OF PROHIBITION AND PERMISSION (page 89)

### Modals of prohibition and permission

Use *can't* and *must not* + the base form of a verb to say what is prohibited or what is not allowed. *Must not* is stronger than *can't*. When speaking, we often use *can't* instead of *must not*.

#### Prohibition: *can't, must not*

You **can't waste** time.

We **can't leave** work early.

You **must not do** chores around the house.

They **must not take** their laptops out of the building.

#### Permission: *can, may, could*

You **can** / **may** take short breaks.

They **can** / **may** work from home on Fridays.

**Can** / **Could** / **May** I email you?

Yes, you **can** / **may**.

No, you **can't** / **may not**.

### A Cross out the word or phrase that does not work in each sentence.

- 1 The official company handbook says: "You ~~can~~ / *must not* / *can't* have drinks at your desk because they might spill."
- 2 We need to be in the office four days a week, but we *can* / *may* / ~~could~~ work from home on Fridays.
- 3 A *Can* / ~~Must~~ / *Could* I use your laptop?  
B Sure. No problem.
- 4 A *May* I come to work a few minutes late tomorrow?  
B Yes, you *can* / ~~could~~ / *may*.
- 5 Employers *can't* / *must not* / ~~couldn't~~ hire people without experience.
- 6 You *can* / ~~can't~~ / *may* have the meeting in my office tomorrow. There's enough room for everyone.



We often use *please* when asking for permission.

*Can I please come to work late tomorrow?*

*Can I come to work late tomorrow, please?*

**Don't use *could* in statements. This shows a possibility, not permission.**

## 10.1 SIMPLE PRESENT PASSIVE (page 99)

### Simple present passive

We use the passive when we're more interested in the action, or in the person or thing receiving the action – and less interested in, or don't know, the person or thing doing the action. We can use *by* to say who or what is doing the action.

The furniture **is made** in this factory.  
 The chairs **are used** in restaurants.  
 The price **isn't written** on the label.  
 The beds **aren't sold** in the US.  
 The meals **are cooked** by a famous chef.

Where **are** the beds **sold**?  
**Are** the beds **sold** in the US?  
 Yes, they **are**. / No, they **aren't**.

#### A Write the sentences in the passive.

- |   |   |
|---|---|
| 1 They make all the furniture from wood.      | <i>All the furniture is made from wood.</i>       |
| 2 You cook the dish in the oven.              | <i>The dish is cooked in the oven.</i>            |
| 3 They sell the snacks at local supermarkets. | <i>The snacks are sold at local supermarkets.</i> |
| 4 Where do you find these plants?             | <i>Where are these plants found?</i>              |
| 5 Do they play the sport in Mexico?           | <i>Is the sport played in Mexico?</i>             |
| 6 You don't eat the dish in summer.           | <i>The dish isn't eaten in the summer.</i>        |
| 7 They use this technology in hospitals.      | <i>This technology is used in hospitals.</i>      |
| 8 You don't see the animals during the day.   | <i>The animals aren't seen during the day.</i>    |

## 10.2 SIMPLE PAST PASSIVE (page 101)

### Simple past passive

My laptop **was designed** in the US.  
 This dress **was designed by** my friend.  
 The coffee beans **were imported**.  
 My laptop **wasn't made** in the US.  
 The coffee beans **weren't grown** in Canada.

**Was** the fruit **picked and frozen** right away?  
 Yes, it **was**. / No, it **wasn't**.  
**Were** the computers **shipped** from China?  
 Yes, they **were**. / No, they **weren't**.  
 Where **were** the computers **shipped** from?  
 Who **were** the computers **shipped by**?

#### A Circle the correct active or passive verb.

- I bought / *was bought* a tablet online. It *shipped* / was shipped to me right away.
- These pictures *painted* / were painted by my sister. She *trained* / was trained really well.
- My house *built* / was built more than 100 years ago. I have no idea who built / *was built* it.
- These shoes *made* / were made locally, but those *imported* / were imported from Italy.
- She sent / *was sent* the birthday card on Tuesday, and it *delivered* / was delivered the next day.
- I caught / *was caught* this fish last summer and froze / *was frozen* it right away.

## 11.1 PHRASAL VERBS (page 109)

Phrasal verbs		
No object	With object, separable	With object, inseparable
Things hardly ever <b>work out</b> the first time. You need to <b>stand out</b> . Don't <b>give up</b> when it gets tough.	They <b>set up</b> a company. (They <b>set it up</b> .) I <b>figured out</b> the answer. (I <b>figured it out</b> .) <b>Keep up</b> the hard work. (Keep <b>it up</b> .) <b>Give up</b> candy and you'll feel better. (Give <b>it up</b> .)	<b>Get over</b> the problem. (Get <b>over it</b> .) <b>Work at</b> something you're good at. (Work <b>at it</b> .)

**A** Complete the sentences. Put the second word of the verb and *it* in the correct order.

- When did you set it up ? up / it
- I just can't figure it out . out / it
- She's really working at it . at / it
- I've decided to give it up . up / it
- You'll get over it soon. over / it
- I hope you keep it up . up / it

## 11.2 PRESENT AND FUTURE UNREAL CONDITIONALS (page 111)

Present and future unreal conditionals	
The present and future unreal conditional describes the possible result of an imagined situation in the present or future.	
Condition ( <i>if</i> clause)	Result (main clause)
If you <b>had</b> a million dollars,	what <b>would</b> you <b>do</b> ?
If I <b>had</b> a million dollars,	I'd <b>start</b> a business.
If I <b>had</b> a million dollars,	I <b>wouldn't</b> work.
If I <b>offered</b> you a million dollars,	<b>would</b> you <b>swim</b> across a river full of crocodiles?
	Yes, I <b>would</b> .
	No, I <b>wouldn't</b> .

**A** Complete the sentences with the correct form of the verbs in parentheses ( ).

- If Viggo had (have) a better job, he would be (be) happier.
- Lorenzo would walk (walk) to work if he lived (live) closer.
- I would consider (consider) moving to Japan if I didn't have (not have) a cat.
- If we started (start) a business, we wouldn't see (not see) our friends much.
- If I were (be) you, I 'd/would do (do) more research before making a decision.
- Mara wouldn't know (not know) what to do if her parents didn't help (not help) her.



'd = would    wouldn't = would not

The condition (*if* clause) can also be in the second part of the sentence. Note there is no comma when the result (main clause) is first.

*What would happen if I won the race?*

*You would be famous if you won the race.*

## 12.1 INDEFINITE PRONOUNS (page 119)

### Indefinite pronouns

Indefinite pronouns are used when the noun is unknown or not important.

with every-	with some-	with any-	with no-
Everyone was mad at me.	Can someone pass me the ketchup?	Anyone can make a mistake.	No one / Nobody blamed me for the accident.
The peas flew everywhere.	My wallet fell out of my bag somewhere.	I can't find the salt anywhere.	There's nowhere to eat in this area.
I ate everything on my plate.	Would you like something to eat?	Can I help you with anything?	Is there really nothing in the fridge?

#### A Circle the correct indefinite pronouns.

- I asked someone / anyone about the café, but he didn't know nothing / anything about it.
- The kids want to watch anything / something on TV. Is there anything / everything good on right now?
- Let's go anywhere / somewhere nice for lunch. Does anybody / nobody know a great restaurant?
- No one / Anyone can join the company gym, and it's free. It doesn't cost anybody / anything.
- I've made something / anything for dinner. It's nothing / something special, but I hope you like it.
- Everyone / Anyone loves this beach. They say there's nowhere / everywhere like it.



No one is two words. The other indefinite pronouns are one word.

## 12.2 REPORTED SPEECH (page 121)

### Reported speech

Reported speech tells us what someone says in another person's words. In reported speech, we use a reporting verb – for example, *say* or *tell* – which is often followed by a *that* clause.

Tense/Verb	What someone said (direct speech)	How it's reported (reported speech)
Simple present	"I <b>play</b> baseball."	She said that she <b>played</b> baseball.
Present continuous	"I'm <b>working</b> all day."	He said he <b>was working</b> all day.
Simple past	"I <b>spoke</b> to Ken."	He told me that he <b>had spoken</b> to Ken.
Present perfect	"I've <b>seen</b> the report."	She told me she <b>had seen</b> the report.
Future with <i>going to</i>	"I'm <b>going to</b> quit my job."	He said he <b>was going to</b> quit his job.
Future with <i>will</i>	"I'll <b>call</b> you soon."	She said that she <b>would</b> call me soon.
<i>can</i>	"I <b>can</b> see you on Friday."	He told me he <b>could</b> see me on Friday.

#### A Write what the person said.

- He said that he was thrilled with the idea. "I'm thrilled with the idea."
- She said she couldn't come to the party. "I can't come to the party" ."
- He told me he was going to eat out. "I'm going to eat out" ."
- She told me that she wouldn't be home. "I won't be home" ."
- He said that he was going shopping. "I'm going shopping" ."

# VOCABULARY PRACTICE: TEACHER TIPS

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The vocabulary practice exercises form an integral part of the lesson. They provide controlled practice of the target language and prepare students to use new vocabulary with confidence. Students can complete them individually or in pairs. Below is a list of ideas to practice using new vocabulary in an engaging way.

- 1 • Quickly come up with simple gestures for each of the vocabulary items.
  - Tell Ss to cover the vocabulary pictures and/or words. Do one of the gestures and ask a volunteer to say the word.
  - Alternatively, let a S do one of the gestures and then point to another S to say the word and do a different gesture, and so on.
- 2 • Provide Ss with index cards and let them make flashcards for each of the vocabulary words. On one side they should write the word, and on the other side they can write the definition or draw a picture of the word.
  - Encourage Ss to include more information on the card, for example, a synonym, an antonym, and a sample sentence.
  - Ss can use the cards to review new vocabulary in pairs. S1 can use their cards to quiz S2 in several ways: by showing the picture and asking for the word; by reading the example sentence, by leaving the vocabulary word blank for S2 to say; by saying a synonym and an antonym and having S2 say the vocabulary word, etc.
- 3 • Divide the class into teams and play “Hangman.”
  - Team A chooses a word, and one S from Team A (S1) writes on the board.
  - One S from Team B (S2) guesses a letter. If they are correct, S1 writes the letter on the board. If the letter is not in the word, S1 draws a head (a circle) on the board.
  - Ss from Team B take turns guessing letters that are in the word. If they are incorrect, S1 draws a body (another circle), arms, legs, eyes, and mouth for each incorrect letter.
  - The game continues until Team B correctly guesses the word or guess incorrectly enough times that a whole body is drawn.
  - Teams switch roles.
- 4 • Play “Telephone.” Put Ss in rows of at least four Ss.
  - Whisper a vocabulary word to the last S in each row.
  - When you say “Go!” the last S whispers the word to the next S in the row, who whispers it to the next S in the row, etc.
  - When the first S in each row hears the word, they write it on the board.
  - Give S one point if the word is correct but misspelled and two points if it is spelled correctly. The first team to write a correct word wins.
  - For more of a challenge, whisper three vocabulary words to the last S, or whisper a sentence that uses the vocabulary word.
- 5 • Write the vocabulary words on the board.
  - Challenge Ss to write one sentence using as many of the vocabulary words in that sentence as they can.
  - Ss read their sentences to the class. Ss can vote on the best sentence.
  - Alternatively, Ss can write a short paragraph of no more than five sentences using all of the vocabulary words in the paragraph.
- 6 • Write the vocabulary words on index cards. Make enough copies for Ss to play in small groups.
  - Put the cards face down on a table in front of each team.
  - One S (S1) chooses a card but does not look at it. Instead, S1 holds the card on their forehead with the word facing out so their team can see it.
  - Each person on the team takes turns giving one clue about the word. S1 tries to guess the word.
  - Continue until each S in the group has a chance to guess a word.
  - For an extra challenge, include vocabulary words from previous units for a review.

# VOCABULARY PRACTICE

## 1.1 DESCRIBING PERSONALITY (page 2)

### A Match the adjectives (1–12) with the definitions (a–l).

- |                        |   |
|------------------------|---|
| 1 brave <u>h</u>       | a caring only about yourself                      |
| 2 cheerful <u>k</u>    | b often giving people money or presents           |
| 3 easygoing <u>d</u>   | c telling the truth                               |
| 4 generous <u>b</u>    | d relaxed and not worried                         |
| 5 helpful <u>i</u>     | e likes to be with people and meet new people     |
| 6 honest <u>c</u>      | f worried   |
| 7 intelligent <u>g</u> | g able to learn and understand things easily      |
| 8 nervous <u>f</u>     | h not afraid of dangerous or difficult situations |
| 9 reliable <u>l</u>    | i willing to help                                 |
| 10 selfish <u>a</u>    | j quiet and doesn't laugh a lot                   |
| 11 serious <u>j</u>    | k happy   |
| 12 sociable <u>e</u>   | l able to be trusted or believed                  |

### B Complete the sentences with the correct words. There is one extra word.

cheerful      helpful      honest      intelligent      reliable      sociable

- 1 I'm sure Lucy will do well on her exams. She's really intelligent.
- 2 Max is always smiling and laughing. He's very cheerful.
- 3 Maria says what she thinks. She's always honest.
- 4 My uncle doesn't enjoy meeting people. He's not very sociable.
- 5 David always does what he says he's going to do. He's reliable.

## 1.2 GIVING PERSONAL INFORMATION (page 4)

### A Cross out the word that does not work in each sentence.

- 1 Kelly is *single* / *married* / ~~*born*~~.
- 2 Marcos was *born* / ~~*retired*~~ / *raised* in Quito.
- 3 Leila lives *alone* / *with her cousin* / ~~*single*~~.
- 4 My parents ~~*raised*~~ / *celebrated their anniversary* / ~~*retired*~~ last month.

### B Number the sentences in the correct order (1–4).

#### Story 1

- 3 Now he's married to Nina.
- 2 He lived alone during that time.
- 1 Ivan was single until he was 34.
- 4 They celebrated their third anniversary last week.

#### Story 2

- 2 She was raised in Incheon.
- 4 Now she lives alone near her parents.
- 1 Ji-soo was born in Seoul.
- 3 She lived there with her parents and brother.

## 2.1 DESCRIBING POSSESSIONS (page 12)

### A Match the expressions (1–12) with the definitions (a–l).

- |                              |   |
|------------------------------|---|
| 1 brand new <u>d</u>         | a not ordinary or usual                     |
| 2 common <u>f</u>            | b decorative, complicated, or expensive     |
| 3 damaged <u>l</u>           | c old and not useful anymore                |
| 4 fancy <u>b</u>             | d completely new                            |
| 5 in good condition <u>e</u> | e in good shape                             |
| 6 modern <u>i</u>            | f existing in large numbers                 |
| 7 plain <u>k</u>             | g helping you do things                     |
| 8 outdated <u>c</u>          | h not helpful; doesn't work well            |
| 9 special <u>a</u>           | i using the newest design or technology     |
| 10 used <u>j</u>             | j not new; owned by someone else before you |
| 11 useful <u>g</u>           | k not decorated                             |
| 12 useless <u>h</u>          | l broken or harmed                          |

### B Circle the correct answers.

- 1 My sister usually gives me her old clothes, but today I bought a *special* / brand new coat.
- 2 This bag is really *modern* / useful. I can put a lot of stuff in it.
- 3 I think your bike is *useless* / in good condition. You should keep it.
- 4 My brother says DVD players are outdated / *damaged*. People watch things online now.
- 5 Martina bought a used / *fancy* car, but she'd prefer a new one.
- 6 Everyone has smartphones these days. They're very *plain* / common.

## 2.2 TECH FEATURES (page 14)

### A Complete the sentences with the correct words.

delete    devices    folder    home screen    model  
set up    storage    sync    try    work

- 1 I set up my new computer by myself. Now the sound doesn't work.
- 2 I put all of my travel apps in one folder.
- 3 Did you try the new weather app? It's pretty cool.
- 4 I have a picture of my cat on my home screen.
- 5 My old phone is fine. I don't need the newest model.
- 6 I need to sync my phone with my computer so I can listen to my music on both devices.
- 7 I need to delete some photos because I don't have enough storage for them all.

### B Cross out the word that does not work in each sentence.

- 1 This is the best *device* / ~~folder~~ / *model* the electronics company has made.
- 2 Can you help me *sync* / *set up* / ~~delete~~ my new phone?
- 3 I want more *folders* / ~~home screens~~ / *storage* on my phone.
- 4 I need to ~~try~~ / *sync* / *delete* my photos.
- 5 It's easy to ~~delete~~ / *set up* / ~~work~~ an online profile.



### 3.1 CITY FEATURES (page 22)

A Complete the sentences with the correct words.

bridge clinic embassy fire station hostel monument sidewalk tunnel

- 1 Firefighters work in a fire station.
- 2 A large house where people can stay cheaply is a hostel.
- 3 People can go to a clinic for medical treatment or advice.
- 4 A path by the side of a road that people walk on is a sidewalk.
- 5 A tunnel is a long passage under the ground or through a mountain.
- 6 A monument helps people remember a famous person or important event.
- 7 An embassy is an official building of a government in another country.
- 8 People drive across a bridge to get across a river.

B Complete the sentences with words from exercise A.

- 1 I went to the American embassy and got a visa. Then I flew to San Francisco and stayed in a hostel for a week.
- 2 The bridge over the river was closed, so I drove through the tunnel instead.
- 3 I went to the clinic to see a doctor. I got there before it opened, so I waited outside on the sidewalk for 15 minutes.
- 4 There's a large monument in memory of the Great Fire next to the fire station where my husband works. He's a firefighter.

### 3.2 PUBLIC TRANSPORTATION (page 24)

A Match the words (1–10) with the definitions (a–j).

- |                        |   |
|------------------------|---|
| 1 arrival <u>d</u>     | a to arrange to have a seat on a plane or a hotel room at a particular time     |
| 2 book <u>a</u>        | b an arrangement to have something kept for a person or for a special purpose   |
| 3 departure <u>j</u>   | c the price that you pay to travel on a plane, train, bus, etc.                 |
| 4 direct <u>h</u>      | d the act of coming to a place  |
| 5 fare <u>c</u>        | e a particular way or direction between places                                  |
| 6 line <u>f</u>        | f a subway route  |
| 7 reservation <u>b</u> | g a list of times when buses, trains, etc., arrive and leave                    |
| 8 route <u>e</u>       | h going straight from one place to another without changing trains, buses, etc. |
| 9 schedule <u>g</u>    | i a building where you can get onto a plane, bus, or ship                       |
| 10 terminal <u>i</u>   | j the act of leaving a place  |

B Complete the sentences with words from exercise A.

- 1 Is the ticket expensive? How much is the fare?
- 2 Departure is at 9:00 a.m., and arrival is at 11:30 a.m. It's a short flight.
- 3 We don't need to change trains. The trip is direct.
- 4 I still need to book a flight for the trip. I hope I can get a good price.
- 5 What time should we leave? Can we look at the bus schedule again?
- 6 Did you make a reservation for dinner? The restaurant gets busy on Saturdays.

## 4.1 DESCRIBING OPINIONS AND REACTIONS (page 34)

### A Match the *-ed* adjectives (1–8) with the definitions (a–h).

- |                         |  |
|-------------------------|--|
| 1 frightened <u>f</u>   | a showing you think something is funny                 |
| 2 fascinated <u>e</u>   | b a little angry                                       |
| 3 annoyed <u>b</u>      | c sad because something wasn't as good as you expected |
| 4 shocked <u>g</u>      | d red-faced and worried what others will think of you  |
| 5 amused <u>a</u>       | e very interested                                      |
| 6 embarrassed <u>d</u>  | f afraid   |
| 7 disappointed <u>c</u> | g very surprised, usually in a bad way                 |
| 8 surprised <u>h</u>    | h happy because something you didn't expect happened   |

### B Complete the words with the endings *-ed* or *-ing*.

- 1 That movie was frightening .
- 2 Olga isn't coming to the party. I'm so disappointed .
- 3 My friends were really surprised to see me.
- 4 I didn't think the joke was amusing .
- 5 We were shocked when we saw the price. It was really expensive!
- 6 I had to sing in front of 50 people. It was so embarrassing .
- 7 That noise is really annoying .
- 8 The kids were fascinated by some of the animals at the zoo.

## 4.2 MAKING DECISIONS AND PLANS (page 36)

### A Match the expressions (1–10) with the definitions (a–j).

- |                               |   |
|-------------------------------|---|
| 1 look into <u>g</u>          | a make necessary plans and preparations for something to happen |
| 2 check <u>b</u>              | b find out about something                                      |
| 3 deal with <u>c</u>          | c take action in order to achieve something or solve a problem  |
| 4 get in touch with <u>e</u>  | d not remember  |
| 5 arrange <u>a</u>            | e contact someone   |
| 6 forget <u>d</u>             | f give someone information about something                      |
| 7 think about <u>j</u>        | g examine the facts about a situation                           |
| 8 meet up <u>h</u>            | h get together with people                                      |
| 9 let (someone) know <u>f</u> | i make someone remember something                               |
| 10 remind <u>i</u>            | j consider something  |

### B Circle the correct answer for each sentence.

- 1 Did you *get in touch with* / *look into* prices for the hotel?
- 2 We *thought about* / *met up with* cost before we planned our trip.
- 3 How are you *dealing with* / *forgetting* your long work hours?
- 4 Did you *check Carol* / *let Carol know* about our plans?
- 5 Sara *arranged* / *reminded* Joe to book three hotel rooms.

## 5.1 LOSING AND FINDING THINGS (page 44)

A Match the verbs (1–10) with the definitions (a–j).

- |                                     |   |
|-------------------------------------|---|
| 1 appear <u>d</u>                   | a give something back                                 |
| 2 disappear <u>g</u>                | b find something for the first time                   |
| 3 discover <u>b</u>                 | c leave a place without taking something with you     |
| 4 drop <u>h</u>                     | d suddenly be seen                                    |
| 5 fall off <u>j</u>                 | e look somewhere carefully in order to find something |
| 6 get (something) back <u>i</u>     | f find exactly where something is                     |
| 7 leave (something) behind <u>c</u> | g become impossible to see                            |
| 8 locate <u>f</u>                   | h let something you are carrying fall                 |
| 9 return <u>a</u>                   | i have something again after it was lost              |
| 10 search (for) <u>e</u>            | j suddenly go to the ground                           |

B Circle the correct word or phrase for each sentence.

- Sofia dropped / fell off one of her earrings on the floor.
- Did you return / get your bag back from the airport?
- I searched for / located my credit card everywhere.
- The police discovered / appeared our car in another town.
- A lot of things returned / disappeared from our office last summer.
- He got / left his books behind in the classroom.
- I think my hat fell off / left behind when I got on the train.
- I lost my phone, but it located / appeared on my desk two days later.

## 5.2 NEEDING AND GIVING HELP (page 46)

A Choose the words that mean the same as the underlined words. Circle a or b.

- I often get lost when I'm in a new city.  
a don't know where I am                      b ask someone for directions
- Did Vicky give you a ride to class today?  
a tell you how to get to class                      b drive you to class in her car
- I feel sorry for Tom. He lost his grandfather's watch.  
a am happy for                      b am sad for
- I need to figure out which subway line to take.  
a try to understand                      b tell someone
- Mari showed me where to get the bus on the map.  
a explained                      b listened to me explain
- Carl was in trouble at the airport because he left his passport at home.  
a found a solution                      b had a problem
- I'm grateful when strangers give me directions on the street.  
a appreciate it                      b feel embarrassed
- Sonny took care of his cousin when he was sick.  
a visited his cousin                      b stayed with his cousin and helped him

**B Match the questions (1–5) with the answers (a–e).**

- |   |  |
|---|--|
| 1 How did you find the hotel after you got lost? <u>c</u>     | a Yeah. I feel sorry for her.                              |
| 2 Did your aunt take care of you when you were sick? <u>e</u> | b A friend gave me a ride home.                            |
| 3 Did you figure out the bus wasn't running? <u>d</u>         | c A stranger showed me where it was on a map.              |
| 4 What happened after your car broke down? <u>b</u>           | d Yes. My neighbor warned me before I got to the bus stop. |
| 5 Did you hear that Sara was in trouble at work? <u>a</u>     | e Yes, she did. I was really grateful.                     |

## 6.1 URBAN PROBLEMS (page 54)

**A Complete the sentences with the correct words.**

air concrete graffiti land noise pollution space traffic trash

- 1 Just outside our office, there's an ugly concrete wall with graffiti painted on it.
- 2 Tall buildings need only a little land, but they have a lot of space inside them.
- 3 Some people eat as they're walking and throw their trash right on the sidewalk.
- 4 My house isn't right next to the highway, but I can hear the noise from the traffic.
- 5 It's hard to breathe because of all the pollution in the air from cars.

**B Use words from exercise A to complete these sentences. Sometimes more than one answer is possible.**

- 1 The traffic makes a lot of noise / pollution.
- 2 The concrete / land has graffiti / trash / concrete on it.
- 3 There's a lot of pollution in the air.

## 6.2 ADVERBS OF MANNER (page 56)

**A Complete the sentences with the adverb form of the words in parentheses ( ).**

- 1 Sandra speaks loudly (loud) when she's on the phone.
- 2 Duncan speaks politely (polite), even when he's upset.
- 3 It's hard to understand Jeff because he doesn't speak clearly (clear).
- 4 Mia draws beautifully (beautiful), but she can't paint at all.
- 5 Does your bus driver drive safely (safe) or dangerously (dangerous)?
- 6 How many questions did you answer correctly (correct)?
- 7 Did Ida react calmly (calm) or angrily (angry) when you told her the news?
- 8 The city cleaned up the street completely (complete) after the tree fell down.

**B Cross out the word that does not work in each sentence.**

- 1 John and Kara drive their motorcycles *dangerously* / ~~clearly~~ / *safely*.
- 2 We need to speak ~~completely~~ / *politely* / *calmly* if we want people to listen to us.
- 3 Trish writes *beautifully* / *clearly* / ~~loudly~~, so she can make the sign for our meeting.
- 4 When you talk *angrily* / *loudly* / ~~safely~~, I stop listening to you.
- 5 Melvin answered most of the questions *correctly* / ~~dangerously~~ / *clearly*, and he passed the test.

## 7.1 MUSIC (page 66)

A Circle the type of music that matches the definition.







- 1 a type of popular music with a strong beat, often played with electric guitars and drums: *classical* / **rock**
- 2 a type of popular music from Jamaica with a strong beat: **reggae** / *folk*
- 3 modern music with a strong beat that many young people like listening and dancing to: *country* / **pop**
- 4 a form of music developed mainly in the 18th and 19th centuries: **classical** / *EDM*
- 5 music that people often play without looking at written music: **jazz** / *folk*
- 6 a style of harsh, distorted rock music played loudly on electric instruments: *reggae* / **heavy metal**
- 7 a type of pop music with a strong beat in which people often speak the words: **hip-hop** / *jazz*
- 8 music written and played in a traditional style: *rock* / **folk**
- 9 a style of popular music from the southern and western US: **country** / *reggae*
- 10 a type of dance music with a strong beat usually played at clubs and festivals: *classical* / **EDM**

B Cover exercise A and complete the words with the missing letters.

- 1 r e g g a e
- 2 c l a s s i c a l
- 3 h e a v y m e t a l
- 4 c o u n t r y
- 5 j a z z
- 6 f o l k
- 7 h i p - h o p
- 8 r o c k

## 7.2 TV SHOWS AND MOVIES (page 68)

A Match the kinds of TV shows or movies with the emojis.

- |                            |   |  |
|----------------------------|---|--|
| 1 science fiction <u>e</u> | a  | d  |
| 2 romantic comedy <u>c</u> | b  | e  |
| 3 horror <u>a</u>          | c  | f  |
| 4 game show <u>b</u>       |   |  |
| 5 musical <u>f</u>         |   |  |
| 6 comedy <u>d</u>          |   |  |

B Complete the actor's story with kinds of TV shows or movies from exercise A.

When I was 18, I was on a <sup>1</sup> game show, and I won \$2,000! That was my first time on TV. I really liked it, so I tried out for a small part in a TV series, and I got it. It was <sup>2</sup> science fiction, and my character traveled through time. It was so cool! After that, I did a <sup>3</sup> horror movie. I'm not crazy about scary stuff usually, but it was better to act in it than to watch it! I think I want to try something lighter next time, though. Something fun, like a <sup>4</sup> romantic comedy, where my character falls in love with a celebrity. Or maybe a regular <sup>5</sup> comedy, where I get all the laughs. But I don't think I'll do a <sup>6</sup> musical. My singing voice isn't that great!

## 8.1 DESCRIBING EXPERIENCES (page 76)

- A Complete the sentences with the correct words. Then change the underlined words so the sentences are true for you.

challenge    change    chore    opportunity    success

- 1 I think washing dishes is a boring chore.
- 2 Passing my driver's test was a difficult challenge.
- 3 Tina's surprise birthday party was a great success.
- 4 I'm ready for a change in my style. I want a new hairstyle.
- 5 I'd love to have an opportunity to travel to Argentina.

- B **Circle** the correct words to complete the paragraph.

I had an interesting experience at work last month. I had to work on a group <sup>1</sup>project / change with three other people. We had to design a new website for our company. It was a difficult <sup>2</sup>opportunity / job, but we thought of an interesting <sup>3</sup>chore / process – we each took one part of the design to work on and then showed each other our work. I designed the homepage. The new website was a <sup>4</sup>success / challenge, so our boss was happy. I hope to have <sup>5</sup>an opportunity / a change to work with the group in the future.

## 8.2 DESCRIBING PROGRESS (page 78)

- A Complete the sentences with the correct words. You will use one of the words twice.

concentrate    do    have    save    spend    take    waste

- 1 I'm sure we'll have trouble with this.
- 2 We have plenty of extra time. We can take it easy.
- 3 I don't have time for a break while I'm doing this.
- 4 If we want to finish this, we can't waste time.
- 5 We'll have to do our best on this.
- 6 I'm sure we can do this quickly and save a lot of time.
- 7 This is very complex work. We really need to concentrate on this.
- 8 I'll have to spend a lot of time on this.

- B Which sentences from exercise A are possible before the sentence below?  
Check (✓) the sentences.

"\_\_\_\_\_ . It's a really difficult job."

- |                                       |                            |                                       |                                       |
|---------------------------------------|----------------------------|---------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 |
| <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 8 |

## 9.1 COLLEGE SUBJECTS (page 86)

A Complete the sentences with the correct words. There are four extra words.

architecture    biology    business    chemistry    computer science    economics  
education    engineering    law    medicine    physics    political science

- 1 I'm studying medicine because I want to help sick people.
- 2 My cousin studied architecture in college, and now he designs buildings.
- 3 I didn't study physics much. I just remember it was about energy and heat and light and stuff.
- 4 My younger sister wants to study biology so she can understand plants and animals better.
- 5 Ruby is interested in politicians and power. Her degree is in political science.
- 6 I'm studying business because I need to know how to buy and sell products and run a company.
- 7 When you study economics, you learn about the impact of money on people, companies, and countries.
- 8 My degree is in engineering. I'm hoping to improve the roads and bridges in my country.

B Cover exercise A and complete the words with the missing letters.

- 1 I have a degree in a r c h i t e c t u r e.
- 2 Did you study b i o l o g y in school?
- 3 My mother studied e c o n o m i c s in college.
- 4 I'd like to take some e d u c a t i o n courses.
- 5 I've never studied c h e m i s t r y.
- 6 My parents want me to study b u s i n e s s.
- 7 I'm studying c o m p u t e r s c i e n c e right now.
- 8 P h y s i c s is a fascinating subject.

## 9.2 EMPLOYMENT (page 88)

A Complete the sentences with the correct words. There is one extra word.

apply    employer    fire    hire    profession    salary    wage    working hours

I just finished college, and now I'm going to <sup>1</sup> apply for jobs as a computer tech. It's a great <sup>2</sup> profession, and there are a lot of jobs. The <sup>3</sup> working hours for most jobs are from 9:00 a.m. to 5:00 p.m. I hope I can find an <sup>4</sup> employer who will <sup>5</sup> hire someone without much experience. I'd like to earn a <sup>6</sup> salary, but because it's my first job, I might need to work for a <sup>7</sup> wage and get paid by the hour.

B Circle the correct answers.

- 1 Sarah is already saving for her *employer* / retirement even though she's only in her twenties.
- 2 I don't know exactly what I want to do, but I'd like to have a career / *salary* in medicine.
- 3 My boss says she'll fire / *hire* anyone who steals information from the company.
- 4 Lydia has three new *wages* / contracts to design websites for people.
- 5 When you're self-employed, it's important to manage / *hire* your time well.



## 10.1 DESCRIBING MATERIALS (page 98)

A Circle the correct adjectives. Which sentence does not include opposites?

- 1 Leather is *artificial* / *natural*.
- 2 Stone is *heavy* / *light*.
- 3 Metal is *hard* / *soft*.
- 4 Glass is *fragile* / *strong*.
- 5 Cotton is *hard* / *soft*.
- 6 Polyester is *artificial* / *natural*.
- 7 Wool is *warm* / *waterproof*. *Item 7 does not include opposites.*
- 8 Wood is *fragile* / *strong*.

B Complete the sentences with some of the materials from exercise A.

- 1 Wool is natural and very warm.
- 2 Glass can feel cold and is fragile.
- 3 Wood comes from trees.
- 4 Metal is hard, heavy, and sometimes stronger than stone.
- 5 Leather is natural and can help keep you dry but is not totally waterproof.

## 10.2 PRODUCTION AND DISTRIBUTION (page 100)

A Circle the correct word to complete each sentence.

- 1 What time did they *deliver* / *store* your package?
- 2 How can I *design* / *transport* these TVs to New York?
- 3 I *caught* / *froze* a lot of fruit and vegetables this year.
- 4 Do they *import* / *export* these cars from Japan?
- 5 The children *produced* / *picked* a lot of apples yesterday.
- 6 My uncle's company *manufactures* / *grows* furniture.

B Cross out the word that does not work in each sentence.

- 1 Yesterday, I ~~caught~~ / *froze* / *picked* some peas and beans.
- 2 He *delivered* / *shipped* / ~~stored~~ the package to your house yesterday.
- 3 Did your company *design* / ~~grow~~ / *manufacture* these shoes?
- 4 We *deliver* / ~~import~~ / *transport* our products to customers around the world.
- 5 My country *exports* / *grows* / ~~manufactures~~ a lot of vegetables.

## 11.1 SUCCEEDING (page 108)

### A Match the first parts of the sentences (1–9) with the second parts of the sentences (a–i).

- |  |  |
|--|--|
| 1 I really need to <b>figure</b> <u>b</u>                  | a <b>out</b> as well as I hoped.                   |
| 2 The two friends decided to <b>set</b> <u>f</u>           | b <b>out</b> how to fix this.                      |
| 3 It took me a long time to <b>get</b> <u>h</u>            | c <b>out</b> in the photo.                         |
| 4 I was so tired, I just had to <b>give</b> <u>e</u>       | d <b>up</b> the hard work until next summer.       |
| 5 With his green hair, he really <b>stands</b> <u>c</u>    | e <b>up</b> before the end of the race.            |
| 6 You'll get your degree if you can <b>keep</b> <u>d</u>   | f <b>up</b> the company six years ago.             |
| 7 To become a good skier, you have to <b>work</b> <u>i</u> | g <b>up</b> coffee and drink only water and juice. |
| 8 Unfortunately, my plan didn't <b>work</b> <u>a</u>       | h <b>over</b> my bad exam results.                 |
| 9 While I was sick, I decided to <b>give</b> <u>g</u>      | i <b>at</b> your technique.                        |

### B Complete the text with five of the two-word verbs from exercise A. Use the correct form.

The professor said to the class, "You'll never <sup>1</sup> figure out the solution to this problem. It's almost impossible!" But I decided I would be the one who did. I wanted to <sup>2</sup> stand out in my class. So I thought, "I'm really going to <sup>3</sup> work at this – all day if necessary." But at midnight I was still no closer to finding the answer. So unfortunately, I had to <sup>4</sup> give up. I thought, "I hope nobody else in the class gets the answer, or I'll never <sup>5</sup> get over it!"

## 11.2 OPPORTUNITIES AND RISKS (page 110)

### A Match the expressions (1–12) with the definitions (a–l).

- |                         |   |
|-------------------------|---|
| 1 advantage <u>j</u>    | a something you want to do in the future  |
| 2 consider <u>i</u>     | b a choice  |
| 3 disadvantage <u>l</u> | c the possibility of something bad happening; to do something although something bad might happen |
| 4 effect <u>k</u>       | d the set of things that are happening at a particular time and place                             |
| 5 goal <u>a</u>         | e something that happens because something else has happened                                      |
| 6 option <u>b</u>       | f why you do something  |
| 7 purpose <u>f</u>      | g the study of a subject to get new information; to study a subject to get more information       |
| 8 research <u>g</u>     | h something good that you get because you have done something good                                |
| 9 result <u>e</u>       | i to think about something carefully  |
| 10 reward <u>h</u>      | j something good that helps you   |
| 11 risk <u>c</u>        | k a change caused by something else   |
| 12 situation <u>d</u>   | l something that makes a situation more difficult   |

### B Complete the paragraph with words from exercise A.

My <sup>1</sup> goal is to study English in Australia for a year. I can study in Melbourne or Sydney. I'll probably take the second <sup>2</sup> option. I plan to quit my job at the end of the year and go to Sydney after that. It's a <sup>3</sup> risk, but I think it's worth it. It'll have a big <sup>4</sup> effect on my life. One <sup>5</sup> advantage is that my English will be excellent when I return. A <sup>6</sup> disadvantage is that I won't make much money while I'm in Australia. I might <sup>7</sup> consider getting a part-time job after I get there, but I want to spend most of my time studying. The main <sup>8</sup> purpose of my year abroad is to study as much as I can.

## 12.1 DESCRIBING ACCIDENTS (page 118)

**A** Circle the correct verbs to complete the sentences.

- 1 She picked up / pulled out the broken glass from the table.
- 2 I dropped and broke my phone and felt bad about / blamed it.
- 3 My ring shook / slipped off my finger and disappeared.
- 4 I spilled / knocked off some coffee on my new white rug.
- 5 My brother damaged / destroyed his bike, but he can still ride it.
- 6 Did you leave the lights open / on?
- 7 When I opened the door of my car, two bags of groceries fell out / pulled out.
- 8 Don't leave open / shake that box. You don't know what's in it.

**B** Match the first parts of the sentences (1–8) with the second parts of the sentences (a–h).

- |   |                                       |
|---|---------------------------------------|
| 1 He left his computer <u>d</u>             | a the back door open.                 |
| 2 I picked up <u>h</u>                      | b bad about the accident.             |
| 3 Someone left <u>a</u>                     | c the glass onto the floor.           |
| 4 I hope you aren't mad <u>e</u>            | d on by accident.                     |
| 5 He pulled all the things <u>g</u>         | e at Susan.                           |
| 6 She feels really <u>b</u>                 | f shook it.                           |
| 7 His hand slipped, and he knocked <u>c</u> | g out of the cupboard and cleaned it. |
| 8 I picked up the bottle and <u>f</u>       | h my keys from the floor.             |

## 12.2 DESCRIBING EXTREMES (page 120)

**A** Match the first parts of the sentences (1–10) with the second parts of the sentences (a–j).

- |   |                |
|---|----------------|
| 1 It's the most enormous TV I've ever seen. It's <u>e</u>               | a boiling.     |
| 2 I stood in the snow and waited for two hours. I was <u>d</u>          | b thrilled.    |
| 3 What time are we having dinner? I'm <u>h</u>                          | c exhausted.   |
| 4 We had a terrific view of Rio from the plane. It was <u>f</u>         | d freezing.    |
| 5 Aren't you too hot in that big sweater? You must be <u>a</u>          | e huge.        |
| 6 I can't read this. The writing is <u>j</u>                            | f magnificent. |
| 7 She said it was the best gift she'd ever had. She was <u>b</u>        | g miserable.   |
| 8 The kids had a great vacation, but now it's over, so they're <u>g</u> | h starving.    |
| 9 I haven't slept for 36 hours. I'm <u>c</u>                            | i terrified.   |
| 10 I'm scared of spiders. When I see one, I'm <u>i</u>                  | j tiny.        |

**B** Complete the sentences with all possible words. Use each word once.

boiling	enormous	exhausted	freezing	huge	magnificent
miserable	starving	terrific	terrified	thrilled	tiny

- 1 When I opened the box and saw what was in it, I was terrified / thrilled.
- 2 I don't feel good. I'm boiling / exhausted / freezing / miserable / starving.
- 3 Look at the size of that dog! It's enormous / huge / tiny!
- 4 Wow, look at that view. It's magnificent / terrific.