

BIGBOX
Learning App

CLASSBOX

NEW FRONTIERS

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SAMPLER

Beginner – Upper Intermediate

Introduction

New Frontiers is an exciting six-level course from Compass Publishing. Using carefully balanced input and output activities, *New Frontiers* deftly navigates students through the core English skills. This series guides young-adult learners to meet functional English goals. It has integrated 21st century learning techniques written into its curriculum, which focus on communication, critical thinking, collaboration, and creativity.

Components for Students



Student Book and Workbook
with Audio QR Codes

BIGBOX E-learning App

with extra practice exercises for
home study

- Additional digital material available on the Compass Publishing website!

Components for Teachers



guides with extra activities
and information



vocabulary tests, comic book worksheets, and
midterm and final examinations



an interactive e-book



an adaptive computer-based
placement test

- A bold, modern design with a clear focus on building CEFR competencies
- Entertaining comics and animations
- Dynamic unit structures that encourage student engagement

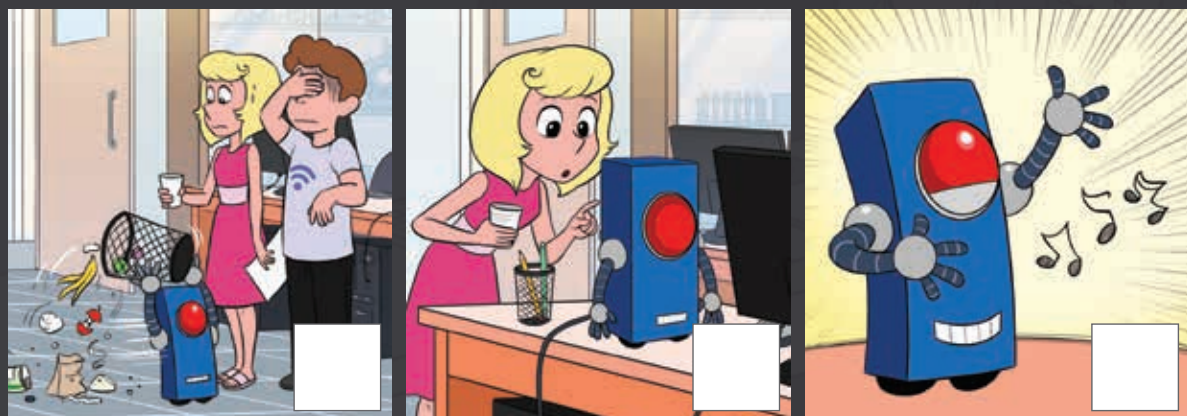
COURSE FEATURES

- CEFR-based curriculum with aims set to CEFR descriptors
- A 10-unit structure designed with connected themes and goals
- 21st century skills that focus on preparing students to communicate on the modern global stage
- A mix of task-based learning and Content and Language Integrated Learning (CLIL) to meet the needs of every student

A1	A1+	A2	B1	B1+	B2
Book 1					
	Book 2				
		Book 3			
			Book 4		
				Book 5	
					Book 6

ANIMATION & COMICS

Every unit includes an animated short. Students can practice what they learned in fun and interesting ways!



**DOWNLOAD THE ANIMATION IN COMIC BOOK FORMAT!
USE THEM FOR WORKSHEETS AND OTHER CLASSROOM ACTIVITIES.**

Sample Comic 1



Scan for Sample Video!





Sample Comic 2





Scope and Sequence

INTRODUCTION

..... Page 5

UNIT / PAGE	VOCABULARY	GRAMMAR & STRUCTURES	LISTENING
WE'RE A FAMILY Page 10 1	Family Extended family Jobs & personal information Basic descriptions	Personal pronouns Present <i>be</i> verbs (affirmative) Present <i>be</i> verbs (<i>yes / no</i> questions)	Identify family members
BACK TO SCHOOL Page 22 Page 34 Review 1-2 2	School supplies School faculty School equipment School subjects	Present simple (negatives) Present <i>be</i> verbs (<i>Wh</i> -questions) Basic prepositions of time and place	Understand who the people at school are
MY HOUSE, MY HOME Page 36 3	Rooms in a home Furniture Living spaces Parts of a house	<i>There is / are</i> Basic prepositions of place	Understand when people talk about where things are in a house
WHAT TIME IS IT? Page 48 Page 60 Review 3-4 4	Modes of transportation Routine activities Time of the day, week, month, and year	Telling time <i>What time</i> and <i>when</i> questions Prepositions of time	Understand a schedule
TIME TO PLAY! Page 62 5	Hobbies Instruments Sports Games	Adverbs of frequency <i>play vs do</i> for sports Present simple Time phrases	Listen to people talk about their free-time activities
LOOKING GOOD! Page 74 Page 86 Review 5-6 6	Appearance Clothing Seasonal clothing The weather	Present simple (<i>has / have</i>) Present continuous Adjectives joined with <i>and</i>	Understand a basic description of someone's appearance
WHAT'S FOR LUNCH? Page 88 7	Kinds of foods Ingredients Quantifiers for food Expressions for ordering	<i>I would like</i> Countable and uncountable nouns <i>much / many</i>	Understand likes and dislikes
BUSY ON THE WEEKEND Page 100 Page 112 Review 7-8 8	Indoor chores Outdoor chores	Present continuous <i>can / can't</i>	Identify the chores people are doing
WHAT DID YOU DO? Page 114 9	Places around town Errands Arrangements Emotions	Past <i>be</i> verbs (<i>was / were</i>) Simple past	Describe past events
SUN'S OUT! Page 126 Page 138 Review 9-10 10	Weather conditions Weather forecasts Seasonal activities	Time clauses Future <i>be going to</i>	Understand a weather forecast

SPEAKING	READING	WRITING	PRONUNCIATION	PROJECT
Ask and answer personal questions	Talk about family members' jobs	Write about family members	Introduction to vowel sounds (1)	Your Family Tree
Talk about the things in your classroom	Describe the things you need for school	Write about what you need for class	Introduction to vowel sounds (2)	Club Notice
Talk about what is in a house	Read about homes around the world	Write a description of what's in your house	/ʃ/ vs /tʃ/	Dream House Builder
Talk about your routine	Read about modes of transportation	Write a daily schedule	/ə/	Your Daily Schedule
Have a conversation about hobbies	Read and respond to a simple text about hobbies	Read an email and write a reply	/θ/ and /ð/	Social Media Post
Ask and answer questions about what someone looks like	Learn about the clothes people wear in other countries	Describe your appearance in a message	/I/ vs /i:/	Find the Thief!
Order food in a restaurant	Read about interesting street food	Write about the food you eat	Plural sounds /s/, /z/, & /iz/	Healthy Eating Survey
Talk about outdoor chores and activities	Read about people in different time zones	Describe what people are doing	Expansion: /ə/	Helping Others
Talk about weekend activities	Read about a fantastic weekend trip	Write about how a past experience made you feel	/dʒ/ vs /g/	Storytelling
Talk about what you do in different seasons	Learn about different weather conditions	Write a party invitation	/n/ vs /ŋ/	Trip Planning

A group of four diverse children (two boys and two girls) are running happily towards the camera in front of a school building. They are all wearing backpacks and casual clothing. The background shows a school entrance with a sign that is partially visible and out of focus.

TIME TO PLAY!

WHAT YOU WILL DO IN THIS UNIT

- A Reading** Read and respond to a simple text about hobbies
- B Listening** Listen to people talk about their free-time activities
- C Speaking** Have a conversation about hobbies
- D Writing** Read an email and write a reply
- E Project** Write a social media post about your weekend

BOOK 1



Look at the photo and answer the questions.


1. Where are they?
2. How do they feel?
3. Why do they feel like that?
4. What do you do in your free time?

A

Reading

Aim Read and respond to a simple text about hobbies

Vocabulary

1 Listen and number.  5-01



watch a movie



collect



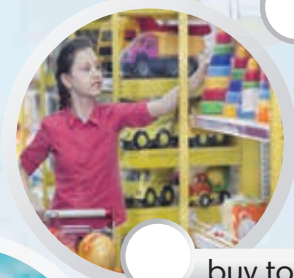
sing



exercise



draw



buy toys



swim



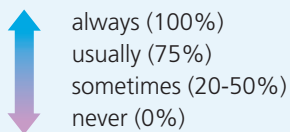
play soccer

2 What are they talking about? Listen and write the word(s).  5-02

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

Grammar

3 Look at the chart and read the text.



"I **always** wake up at 8:00 a.m. I **usually** eat breakfast in the kitchen, but **sometimes** I eat it in the living room. I **never** eat breakfast in the bathroom!"

4 Unscramble.

1. always exercise / I / morning. / in the

2. never go to / I / weekend. / on the / school

3. I / at 4:00 p.m. / home / sometimes get

4. usually have / I / lunch / at 1 p.m.

5. He / sometimes watches / in the / evening. / a movie

6. the morning. / never feel / tired / I / in

5 Talk with a partner.


What do you **always** do in the morning?

What do you **never** do in the evening?

What do you **sometimes** do in the afternoon?

What do you **usually** do after school?

6 Look at the pictures below. What are their hobbies? Write them under the pictures.

7 Read the texts and match them to the correct picture. Then circle all the adverbs of frequency in the reading.  5-03



A: Hello! My name is Sopa, and I'm from Thailand. In my free time, I play *kabaddi*. It's a team sport from India. You try to touch members of the other team before they catch you. I always play *kabaddi* after school with my sister and friends. It's difficult but fun and good exercise!



B: Hi, I'm Anya. I'm a student from Russia. But in my free time, my hobby is cosplay. It's from Japan. The name is made from the words "costume" and "play." What do I do? I usually watch a movie and see a character I like, and then I draw the character's costume and make it. I love superhero characters the most.



C: I'm Oliver. I'm from Canada, and my hobby is collecting toy robots. On the weekend, I always go to toy stores to buy more. I sometimes make robots, too. Now I have over 200 robots! This is my favorite robot. My father and I made it two years ago. It can walk and talk!

Comprehension

8 Circle **true** or **false**.

- | | | |
|--|------|-------|
| 1. Sopa is from India. | true | false |
| 2. Anya draws a costume and then makes it. | true | false |
| 3. Oliver buys and sometimes makes robots. | true | false |
| 4. Sopa plays <i>kabaddi</i> alone. | true | false |
| 5. Anya doesn't like superheroes. | true | false |

9 Talk with a partner.

- Whose hobby is the most fun: Sopa's, Anya's, or Oliver's? Why?
- Which hobby is not fun? Why?
- What is your hobby?

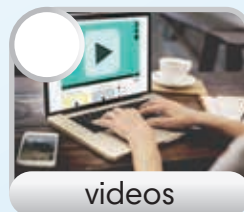
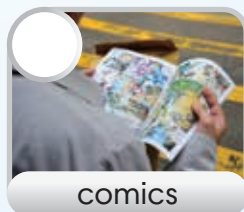
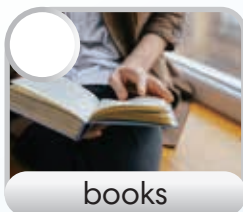
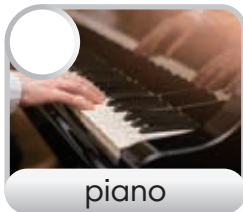
B

Listening

Aim Listen to people talk about their free-time activities

Vocabulary

1 Listen and number.  5-04



2 Put the vocabulary words in the right list.

I play...

video games

I watch...

I read...

Focus

3 Talk with a partner.

We use the verb *do* with activities and homework.

We use *play* with sports, music, and games.

We use *read* with books, newspapers, and stories.

What do you do for fun?

I **play** video games.

4 Talk with a partner. Ask the question.

What do you usually do / play / read?

	do	play	read
Partner 1			
Partner 2			

5 Listen, circle, and write the hobby. Answers will vary.  5-05

1. He plays / does _____.
2. They do / play _____.
3. She plays / reads _____.
4. I do / watch _____.
5. He reads / watches _____.

Listen Up

6 Listen and match the adverb of frequency to the activity.  5-06

- | | | |
|--------------|---|---------------------|
| 1. always | • | • a. reads comics |
| 2. never | • | • b. watches movies |
| 3. sometimes | • | • c. plays tennis |
| 4. usually | • | • d. reads a book |

7 Listen and match the picture with the name.  5-07



Megan



Ruby



Theo

8 Listen again. Fill in the blanks.  5-07

1. Megan loves surfing, and she _____ goes to the beach in the morning.
2. Ruby _____ meets and plays with her band at 6:00 in the evening.
3. Theo _____ goes to bed at 11 p.m.

9 Talk with a partner.

What do you never
play?

What do you never
read?


What do you never
do?

C

Speaking

Aim Have a conversation about hobbies

Vocabulary

1 Listen and number.  5-08



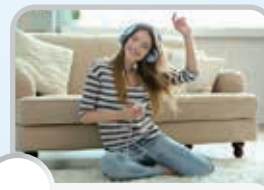
skateboard



paint



dance



listen to music



rollerblade



run



go shopping



chat

Grammar

2 Look at the table. Talk with a partner.

We use simple present tense for actions that we do regularly: every week, every day, or usually.

Questions	Answers
What do you / they do?	I / They play soccer.
What does he / she do?	He / She plays soccer.
Do you / they play tennis?	Yes, I / they play tennis.
Does he / she play tennis?	No, he / she doesn't play tennis.

3 Unscramble.

1. Do you / comic / read / books?

2. do you do / What / free time? / in your

3. play / Do / basketball? / you

4. What does / do / on the weekend? / best friend / your

Expressions

Asking about hobbies

4 Talk with a partner.

- What do you do in your free time?
- What is your hobby?
- What do you like to do?

Follow-up Questions

- Why do you like it?
- How often do you do that?

Speak Up

5 Talk with a partner. Ask them questions using “Do you...?” Write their answers.

Ex.

Do you play video games?

Yes, I usually play video games / Yes, I do.

When do you play video games?

I usually play them after school.

Why do you play video games?

Because it's fun.

Do you (usually)...

	Name	Yes	No	Extra information (Where? When? Why?)
play video games?	Ex. Jonathan	✓		At home. After school. It's fun!
play table tennis?				
skateboard?				
dance?				
watch movies?				
go shopping?				
run?				
play piano?				
chat online?				

Pronunciation

6 Listen and put a check mark (✓) on the sound.

Track 5-09

	three /θ/	the /ð/
1. brother		Ex. ✓
2. Thursday		
3. math		
4. mother		
5. together		

D

Writing

Aim Read an email and write a reply

Vocabulary

1 Listen and number.  5-10



snowboard



surf



go hiking



play baseball



play tennis



the park



the ocean



take a photo

2 Listen and write the activities from the vocabulary that you hear.  5-11

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

3 Read the email.

From anja06@online.com

Hi,

I'm Anya. How are you? I'm a little tired because it's 11 p.m. here!

I'm doing a project about everyday life in your country. Please answer these questions:

- When do you eat breakfast?
- What is your hobby?
- What does your brother / sister do in his / her free time?
- Where is your favorite place to play with friends?

Thanks,

Anya



Reply

Writing

4 Write a reply to Anya. Answer all of her questions.

From

Send

5 Use the sentence parts to make yes / no questions. Then talk with a partner.

	yes	no
1. in the park / after school / play soccer Ex. <i>Do you play soccer in the park after school?</i> _____?		
2. usually / on the weekend / ride your bike _____?		
3. play tennis / on weekdays _____?		
4. take photos / sometimes _____?		
5. the park / go to _____?		
6. have / on the weekend / free time _____?		
7. free time / have / on weekdays _____?		

E

Project

Aim Write a social media post about your weekend

Video

1 Match the word with the picture.

busy

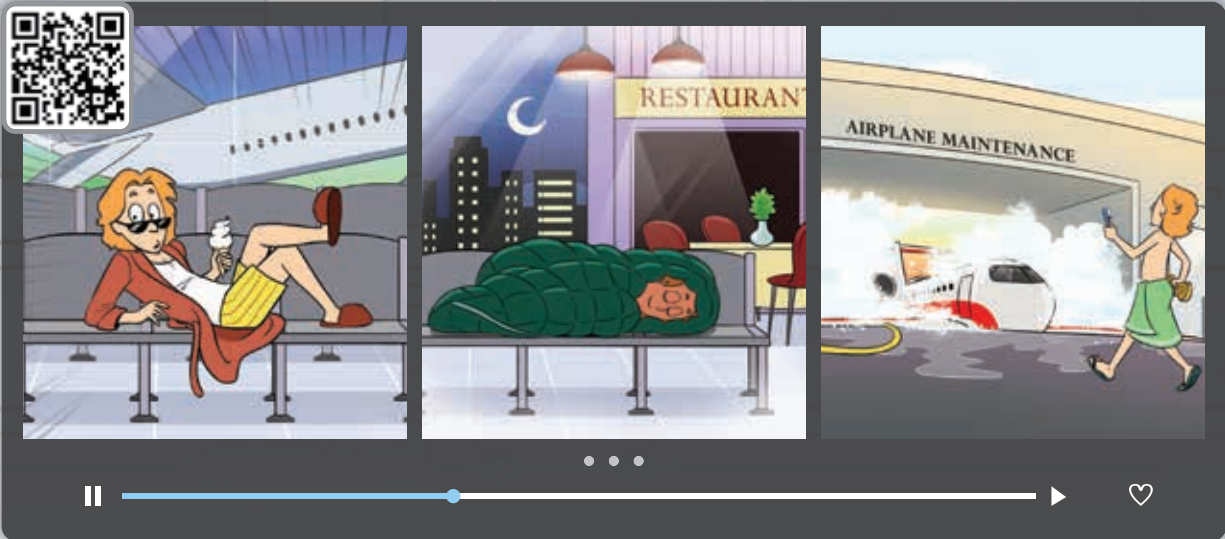
passport

sad

fun



2 Look at the pictures. What do you think the video will be about? Talk with a partner.



3 Watch the video. Answer the questions.

Video 5

1. For Pierre, living in an airport is sad / fun / busy / bad.
2. At night, where does Pierre go to bed? _____
3. Where does he take a shower? _____

4 Watch again. Fill in the blanks.

Video 5

1. At 9 a.m., Pierre _____.
2. In the afternoon, Pierre _____.
3. In the afternoon, Pierre sometimes _____.
4. In the evening, he _____.

5 Talk with a partner. Do you think living in an airport is fun?

Grammar

6 Look at the table. Listen and repeat. 5-12

After school, I play tennis.	I play tennis after school.
Before school, I have breakfast.	I have breakfast before school.

7 Listen and circle what happened first. 5-13

- a. play basketball b. do homework
- a. play video games b. eat dinner
- a. skateboard b. school
- a. listen to music b. school
- a. do homework b. eat dinner
- a. take photos b. eat lunch

8 Complete the sentences with information about you.

- Before school, I always _____.
- After school, I sometimes _____.

21st Century Skills

Social Media Post

Creativity

Communication

9 Get into groups. Discuss the following questions.

- What makes a good social media post?
- What do you usually post about?

10 Plan a post about an exciting weekend activity. Talk about your post with a group. Use the prompts to ask questions.


Where do you...?

When do you...?

Why do you...?

How often do you...?


Ex.






Pierre Rosencrantz

FOLLOW

...



I love Saturday! On Saturday afternoons, I get home from school, and then I meet with my friends in the park. We always listen to music and play games. Sometimes I take photos, play tennis, or go surfing. We have so much fun, and I feel so happy!


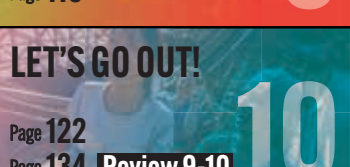




♥ 2012 likes

Scope and Sequence

HOW TO USE

..... Page 4

UNIT / PAGE	VOCABULARY	GRAMMAR & STRUCTURES	LISTENING
HELLO!  Page 6 1	Personal information Introductions Jobs The theater	<i>Wh</i> -questions Stative verbs Possessive adjectives	Understand questions about personal information
LET'S HAVE SOME FUN!  Page 18 Page 30 Review 1-2 2	Hobbies and pastimes Talents Skills	Expressions of frequency <i>want (to)</i> and <i>would like (to)</i> Object pronouns	Ask and answer questions about fun activities
WHERE TO?  Page 32 3	Errands Places around town Making arrangements Directions	<i>need to</i> and <i>have got to</i> Prepositions of place and movement	Listen to people talk about their errands
WHERE CAN I FIND IT?  Page 44 Page 56 Review 3-4 4	Locations around the house Neighborhood locations Describing objects Personal items	Prepositions of place Singular and plural possessive nouns	Listen to people talk about where things can be found
I DON'T FEEL SO WELL  Page 58 5	Health problems The body Health checkup	Modal verb <i>should (not)</i> for suggestions Modal verbs <i>may</i> and <i>might</i> for possibility Quantifiers	Listen to people talk about being sick
AROUND SCHOOL  Page 70 Page 82 Review 5-6 6	School events Helping out School facilities School staff	Present continuous with future meaning Modal verbs <i>can</i> and <i>could</i> for polite requests	Learn about school events and activities
ON TOUR  Page 84 7	Travel At a restaurant	Past time expressions Simple past Past continuous	Understand a travel story
LIFE'S AN ADVENTURE  Page 96 Page 108 Review 7-8 8	Adventure sports Describing experiences Animals Extreme activities	Present perfect vs Past simple Past time clauses	Listen to and understand a story about an adventure
I LOVE NATURE!  Page 110 9	Animals Natural environment	Adjective comparatives Superlatives	Understand talks about animals
LET'S GO OUT!  Page 122 Page 134 Review 9-10 10	Entertainment Amusement parks Attractions	Making suggestions with <i>let's will</i> vs <i>going to</i> <i>because</i> and <i>because of</i>	Listen to people inviting others out for fun

SPEAKING	READING	WRITING	PRONUNCIATION	PROJECT
Introduce someone important	Read about a team	Write interview questions	Expansion: /ə/	A Fine Business Plan
Talk about fun activities	Read about child prodigies	Write an invitation to a friend to join you for an activity	/ɛ/ vs /eɪ/	Making Weekend Plans
Talk about errands and where to do them	Read about a special place and how to get there	Give written directions	/ɛ/, /æ/, and /ʌ/	Make Detailed Instructions
Ask and answer questions to describe an object	Read about famous works of art	Write a flyer describing a lost object	/ʊ/ vs /u:/	Design a Machine
Talk about being sick and give advice	Read about childhood illnesses	Write about being sick or hurt	/ɑ:/ vs /oʊ/	Survey about Experiences
Make polite requests for people to do tasks	Read about special school events	Make an announcement for an upcoming special event	Tonic stress	Event Proposal
Ask and answer questions about past events	Read about a famous traveler	Review a place you visited	Past tense -ed, /t/, /d/, and /əd/	A Thief on the Orient Express
Ask and answer questions about exciting experiences	Read adventure trip advertisements	Add to an online discussion about adventure activities	/b/ vs /v/	Adventure Planner
Talk about nature	Read about amazing things in nature	Write about things in nature	/aʊ/	Posters for Endangered Animals
Take turns inviting a partner to do something	Read about an interesting place to have fun	Write about your plans for your next vacation	/kr/ vs /kl/	Theme Park Tycoon

WHERE CAN I FIND IT?

WHAT YOU WILL DO IN THIS UNIT

- A Listening** Listen to people talk about where things can be found
- B Speaking** Ask and answer questions to describe an object
- C Reading** Read about famous works of art
- D Writing** Write a flyer describing a lost object
- E Project** Design a machine to do errands



Look at the photo and answer the questions.

1. What are the girls doing in the picture?
2. Is it easy to find what you want at a supermarket?
3. Have you ever lost something important? What was it?
4. Describe a time you lost and found something important.

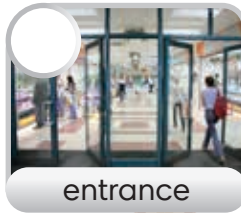
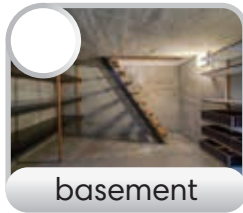
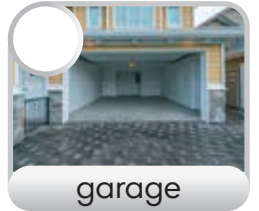
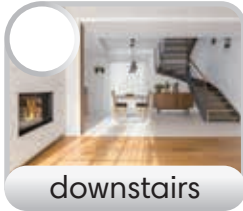
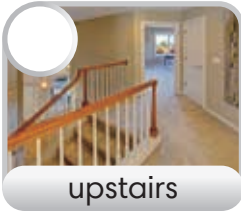
A

Listening

Aim Listen to people talk about where things can be found

Vocabulary

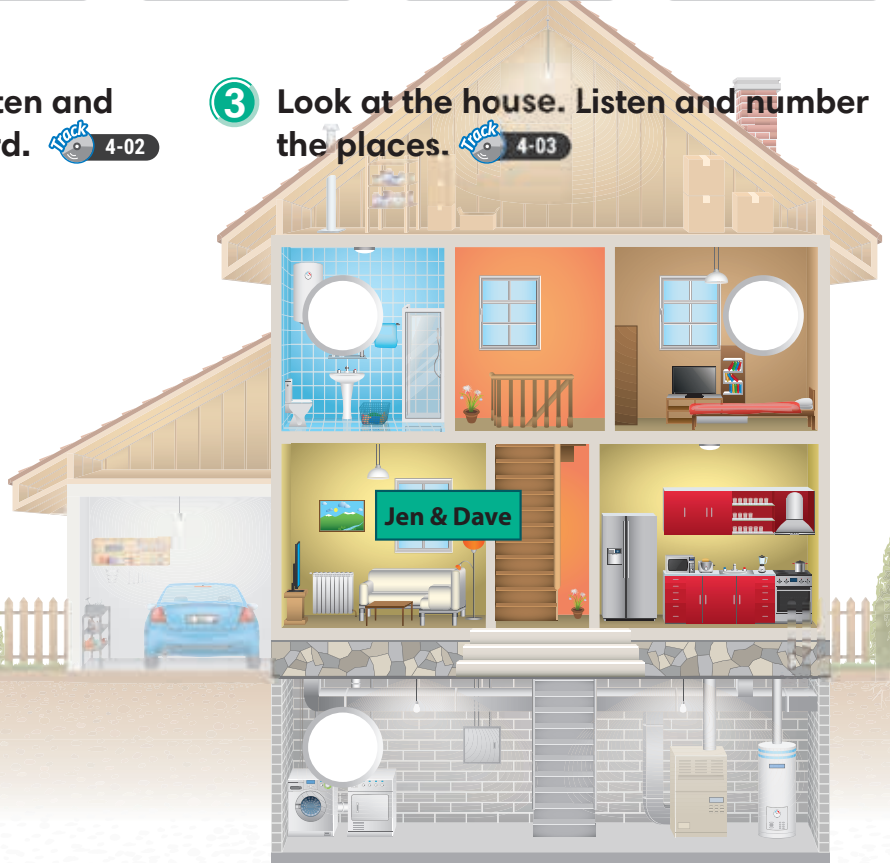
1 Listen and number. 4-01



2 Where are the items? Listen and write the vocabulary word. 4-02

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

3 Look at the house. Listen and number the places. 4-03



Focus

4 Talk with a partner.

Where are my *keys*?

They're **on top of** the table.

Do you know where the *cup* is?

Yes, it's **by the plant.** (No, I don't.)

NOTE

You can use *by* instead of *near* or *next to*.

5 Listen and fill in the blanks. 4-04

1. The book is _____ the television.
2. The _____ is by the stairs.
3. The _____ is over there.
4. The cheese is _____ the entrance.

Listen Up

6 Where are the speakers? Listen and number.  4-05



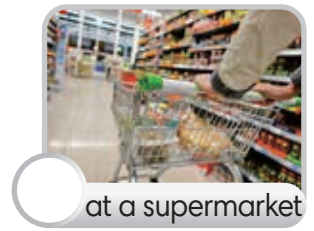
at a museum



in a garage



in a classroom



at a supermarket

7 Listen again. Circle the words you hear.  4-05

upstairs	downstairs	cupboard	shelf	garage
gate	hall	basement	entrance	exit

8 Listen again. Circle and fill in the blanks.  4-05



1. Amanda

The exit / entrance is down the _____.



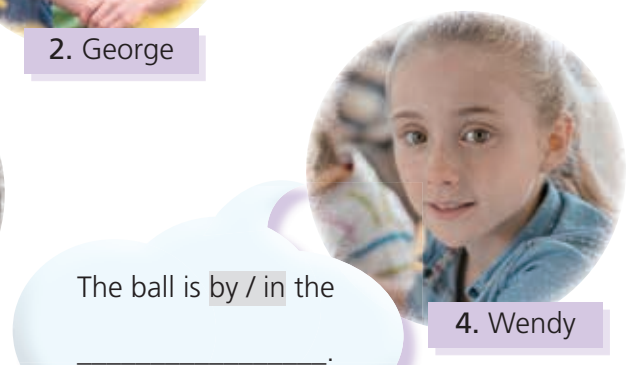
2. George

The sugar is by / on top of the _____.



3. Elsa


The key is in / on top of the _____.



4. Wendy

The ball is by / in the _____.

Challenge

9 Listen and answer the questions.  4-06

- What is the boy talking about?

a. eating a snack	b. watching TV
c. finding the garage key	d. cleaning the refrigerator
- What does the boy find under the couch?

a. a key	b. a ball	c. a toy	d. a snack
----------	-----------	----------	------------
- Circle **true** or **false**.

a. The boy looks on top of the refrigerator.	true	false
b. The key is under the table in the dining room.	true	false
c. The boy looks in the bathroom.	true	false

B

Speaking

Aim Ask and answer questions to describe an object

Vocabulary

1 Listen and number.  4-07



soft



heavy



square



light



metal



hard



cardboard

2 Fill in the blanks with the correct vocabulary word.

1. A feather is _____ and light.
2. _____ comes from trees.
3. Mail it in a(n) _____ box.
4. The sun isn't square. It's _____.
5. The store put our things in a(n) _____ bag.
6. _____ comes from the ground.
7. A rock is _____ and heavy.
8. An elephant is not light. It's _____.



plastic



round

wood



Focus

3 Talk in small groups. Ask and answer questions using the vocabulary.

What does a **lemon** look like?

It's **yellow** / **round**.

Name something that is **made of wood**.

This **chair**. / My **house** is **made of wood**.

Expressions

Describing objects

4 Listen and repeat. 4-08

What does an apple <i>look like</i> ?	It's <i>round and red</i> .
What is the chair <i>made of</i> ?	It's made of <i>wood</i> .
Is it <i>light or heavy</i> ?	It's <i>heavy</i> .

NOTE

We usually describe the shape before the color. So, use *round and red* instead of *red and round*.

5 Use the words from the box to make questions. Talk with a partner.

a desk a chair a table an eraser
 a pencil a ruler a clock a book

Speak Up

6 Talk with a partner. Choose an item in the picture. Your partner will ask questions about the items in the room until they guess the item you chose. Take turns.

Ex.

Is it round?

Yes, it is.

Is it orange and yellow?

No, it isn't.



7 Talk with a partner. Describe the pictures and guess what they are.



Vocabulary

1 Listen and repeat.  4-09



new



dirty



gold



silver



striped



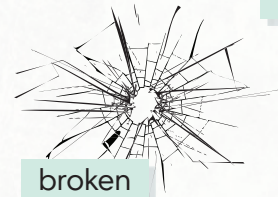
pale



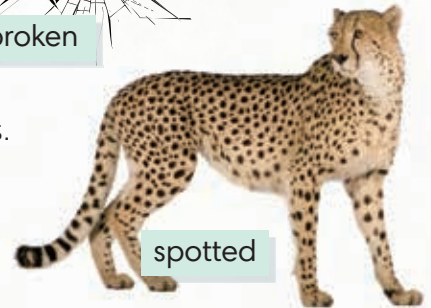
bright



clear



broken



spotted

2 Fill in the blanks with the best vocabulary word.

1. We washed our _____ dog.
2. A zebra is _____.
3. The fastest runner got a(n) _____ medal.
4. A cheetah is _____.
5. The beach has beautiful _____ water.
6. We moved to a(n) _____ house.
7. I wear sunglasses on _____ and sunny days.
8. My watch is _____, so I don't know what time it is.

Pre-reading

3 Talk with a partner or as a group. Ask and answer questions about the items.

Ex.

What does it look like?

It's gold and round.



4 Read the article.  4-10

THE HIRSHHORN MUSEUM AND SCULPTURE GARDEN

NOTE
A *sculpture* is a work of art that is three dimensional.

The Smithsonian Museums in Washington, DC, have many important objects. One interesting museum is the Hirshhorn. It is a museum of modern art and has a large sculpture garden. You can enjoy many works of art for free while walking through the sculpture garden.



YAYOI KUSAMA / PUMPKIN (2016)

The artist Yayoi Kusama loves pumpkins. She has made all different types of pumpkins, including glass, wooden, and metal pumpkins. Here, she has a big, round, spotted pumpkin. Doesn't it look delicious?

ARNALDO POMODORO / SPHERE WITHIN SPHERE, SPHERE NO.6 (1965)

Pomodoro made many metal balls. Today, you can find these round sculptures all over the world. If you visit Hakone, Rome, Dublin, New York, or Washington, DC, be sure to look for one of these balls.



JIMMIE DURHAM / STILL LIFE WITH SPIRIT AND XITL (2007)

This work of art shows the power of nature. This rock is very heavy. The metal car is not strong enough for the hard rock. What do you think this sculpture means?



Comprehension

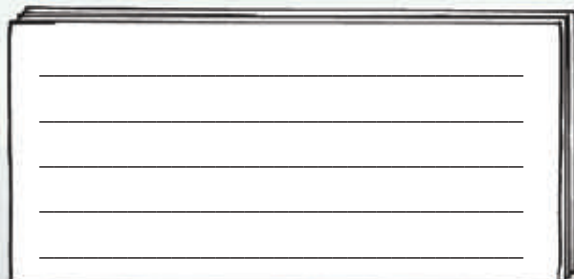
5 Circle **true** or **false**.

- 1. The pumpkin sculpture is spotted. **true** **false**
- 2. The rock on the car is light. **true** **false**
- 3. The sphere is made of metal. **true** **false**
- 4. The Hirshhorn is a history museum. **true** **false**

6 **Talk with a partner.**

- 1. Have you seen an interesting work of art?
- 2. What did it look like?
- 3. Which work of art is your favorite?

7 **Sketch your favorite work of art here and write a description.**




D

Writing

Aim Write a flyer describing a lost object

Vocabulary

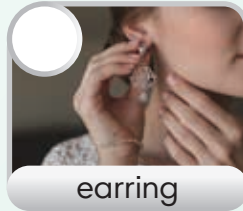
1 Listen and number.  4-11



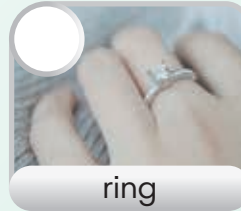
key



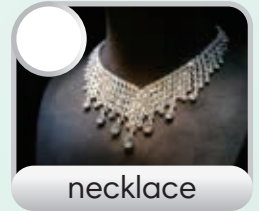
bracelet



earring



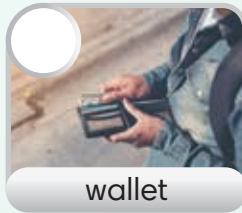
ring



necklace



purse



wallet



money



watch



scarf

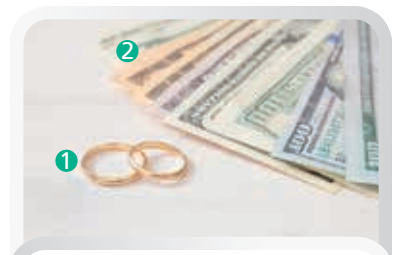
2 Write the vocabulary words under the correct picture.



1. _____
2. _____
3. _____



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



1. _____
2. _____

Pronunciation

3 Listen and repeat.  4-12

/ʊ/	/u:/
book	choose



4 Listen and put a check mark (✓) on the sound.  4-13

	/ʊ/	/u:/
1. foot		
2. move		
3. wood		
4. whose		
5. look		
6. good		
7. group		
8. true		

Expressions

Talking about price

5 Talk with a partner.

What's the price like?
What's the price of this necklace?
What's the cost of this necklace?

It's free. It's cheap.
It's on sale. It's expensive.
It's \$150.

Can I get a discount?

Sure, you can. /
No, sorry.

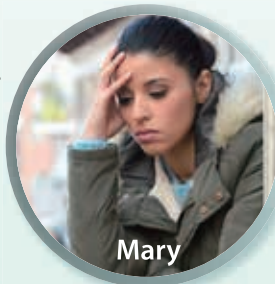
6 Use the words and phrases from the box to make questions. Talk with a partner.

a ring	a necklace	a suit	a car
a toy robot	a bike	a glass of water	a bracelet

7 Read and answer the questions.

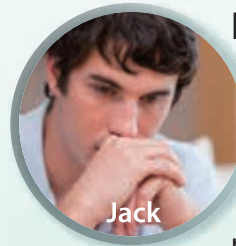
Missing!

I last saw my ring at this café. It is silver. There is a round, clear stone on it. It's very expensive. Do you know where it is? Call me at 555-2321.



Lost Cat!

My cat is missing. I last saw her on this street. She is striped. Her stripes are black and brown. Her name is Mango. Have you seen her? Call me at 555-6546 with information.




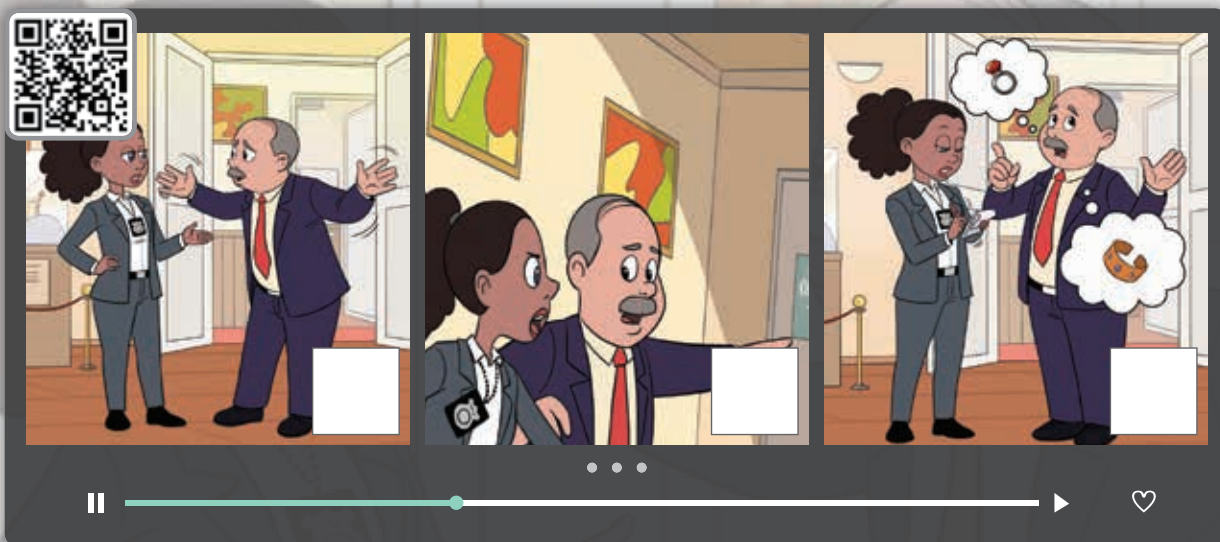
1. What did Mary lose? _____
2. Was Mary's lost item cheap? _____
3. What does Jack's cat look like? _____
4. What is his cat's name? _____

Writing

8 Make a poster for a "lost" item you own on a separate piece of paper. Use the space below to write a description. Share your poster with the class.

Video

- 1 Look at the pictures. What do you think the video will be about? Talk with a partner.
- 2 Watch the video. Number the pictures in order. 



- 3 Watch again. Circle the words you hear. 



manager



staff



office



guard



stone

- 4 Watch again. Match the question with the answer. 

- | | |
|------------------------------------|--------------------------|
| 1. What does the ring look like? • | • a. It's down the hall. |
| 2. What is the bracelet made of? • | • b. It's silver. |
| 3. Where is the office? • | • c. It's made of wood. |

- 5 Circle the correct answer.

- | | | | |
|---|-------------------|-------------|------------|
| 1. The necklace is _____. | a. gold | b. silver | c. wood |
| 2. The ring is round and _____. | a. light | b. square | c. heavy |
| 3. The last thing the thief took was a _____. | a. bracelet | b. necklace | c. ring |
| 4. Philip is a _____. | a. police officer | b. guard | c. manager |

Grammar

6 Look at the table.

Singular possessive
There is one car. The windows of the car are dirty. → The car's windows are dirty.
Plural possessive
There are two cars. The windows of the cars are dirty. → The cars' windows are dirty.

7 Circle the correct word.

1. There is one house. The house's / houses' windows are broken.
2. Alice's / Alices' book is lost.
3. There are two bugs. The bug's / bugs' legs are long.
4. There is one dog. The dog's / dogs' bowl is silver.
5. Steve's / Steves' left leg is broken.
6. There are eight birds. The bird's / birds' nests are in the trees.

8 Fill in the blank with the possessive form of the given word.

1. (Harry) _____ hands are dirty.
2. There are two girls. The (girls) _____ shirts are pink.
3. There are ten students. The (students) _____ homework is not finished.
4. There is one horse. The (horse) _____ legs are long.
5. There are two dogs. The (dogs) _____ tails are white.
6. There is one woman. The (woman) _____ ring is silver.

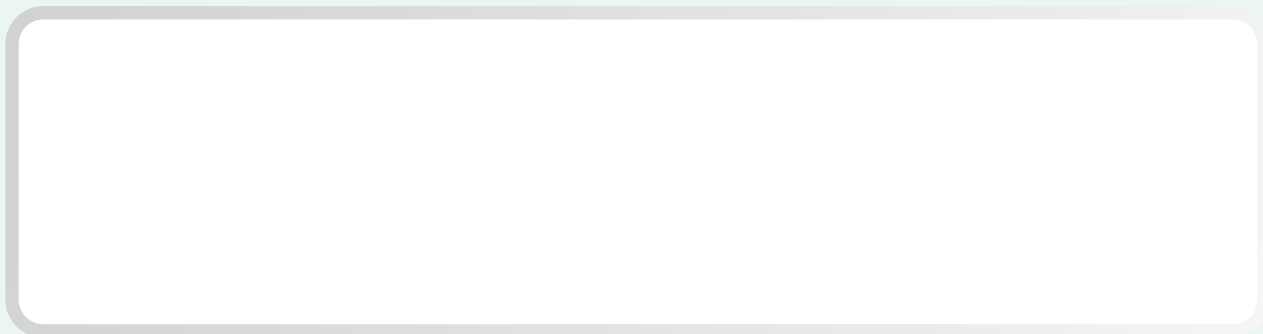
21st Century Skills

Design a Machine

Critical Thinking

Communication

9 Design a machine to make your life easier. Sketch your new machine. Don't let your partner see your machine.



10 Describe your machine to your partner. Have your partner draw it on a separate sheet of paper. Compare your drawing with your partner's.

Scope and Sequence

HOW TO USE

..... Page 4

UNIT / PAGE	VOCABULARY	GRAMMAR & STRUCTURES	LISTENING
ALL ABOUT ME Page 6 1	Interests Lifestyles Profiles	<i>Can you</i> and <i>do you feel like</i> Present simple vs present continuous	Listen to descriptions of people's lifestyles
FASHION FORWARD Page 18 Page 30 Review 1-2 2	Clothes Fashion Outfits	<i>used to</i> and <i>would</i> Conjunctions and linkers Simple past vs present perfect Present continuous	Listen to discussions about changing tastes in fashion
THAT'S ENTERTAINMENT! Page 32 3	Types of music TV & movie genres Kinds of video games Feelings	<i>so</i> and <i>such</i> <i>-ed</i> and <i>-ing</i> adjectives	Listen to people talk about their tastes in music
IN THE FUTURE Page 44 Page 56 Review 3-4 4	Inventions Tech industry Predictions Technology	Future simple vs future continuous Future continuous for predictions	Understand job descriptions of people in the tech industry
WHAT'S COOKING? Page 58 5	Food Tastes Cooking and eating	<i>would rather</i> and <i>would prefer to</i> Quantifiers	Listen to people talk about what they want to eat
KNOW THE RULES Page 70 Page 82 Review 5-6 6	Safety precautions Permission Rules and consequences	<i>may</i> for permission Conditionals (zero vs first) <i>must</i> and <i>must not</i>	Understand rules and consequences
LET'S GO SHOPPING Page 84 7	Stores Shopping Comparing items	<i>need to</i> , <i>would like to</i> , and <i>want to</i> Comparatives (1) Verbs followed by <i>to</i> -infinitives	Understand people talking about shopping
AFTER SCHOOL Page 96 Page 108 Review 7-8 8	School clubs & activities Social problems Global issues	Tag questions Direct and indirect reported speech	Understand conversations about extracurricular activities
DISCOVERY Page 110 9	Discoveries Inventions Gadgets & technology	Comparatives (2) Definite vs indefinite articles	Listen to comparisons of the past and present
I CAN'T DECIDE! Page 122 Page 134 Review 9-10 10	Decisions Recommendations Descriptions	Superlative adjectives Indefinite pronouns Relative pronouns	Understand gift recommendations

SPEAKING	READING	WRITING	PROJECT
Describe something you like to do	Read about people's interests	Write personal profiles	Make a Seating Arrangement
Talk about things you used to like	Learn about fashion trends in the past	Write a description of someone's outfit	Predicting Future Trends
Talk about favorite movies and TV shows	Read and respond to a blog post about video games	Describe a movie or TV show	Space Capsule
Make predictions about the future	Learn about important inventions	Write about new and changing technology	App Designer
Ask about things on a menu	Understand a recipe	Write about food from your country	Iron Chefs
Ask for and respond to requests for permission	Understand safety precautions	Write a letter asking for permission	Logic Problems
Compare items	Read about traditional markets	Ask for and give shopping advice	Sales Pitches
Report what others have said	Read about students trying to make a change	Write a detailed message	Debate Club
Talk about the way technology used to be	Read about important discoveries	Write about amazing discoveries	Pros vs Cons
Describe things you don't know the word for	Read about decision-making	Write a message asking for help	Put on a Play

THAT'S ENTERTAINMENT!

WHAT YOU WILL DO IN THIS UNIT

- A Listening** Listen to people talk about their tastes in music
- B Speaking** Talk about favorite movies and TV shows
- C Reading** Read and respond to a blog post about video games
- D Writing** Describe a movie or TV show
- E Project** Choose cultural items for a space capsule



Look at the photo and answer the questions.

1. Where are they?
2. What are they doing?
3. How do they feel?
4. Do you enjoy video games? Why or why not?

A

Listening

Aim Listen to people talk about their tastes in music

Vocabulary

① Listen and number.  3-01



pop



jazz



dance (EDM)



rap (hip hop)



rock



classical



metal



folk

② Listen and write the genre of music you think is being played.

Talk with a partner.  3-02

1. _____ music

2. _____ music

3. _____ music

4. _____ music

5. _____ music

6. _____ music

NOTE

A *genre* is a type of art, writing, etc. in a particular style.

Expressions

③ Talk with a partner.

So, what **kind of music** do you like?

I like **rock music**.

Really? Why?

It's so **exciting**. When I listen to **rock music**, I feel **excited**.

NOTE

It is **exciting** / **interesting** / **boring**.
I am **excited** / **interested** / **bored**.

Listen Up

④ Look at the pictures in ⑥. Guess what kind of music they like.

⑤ Listen and put a check mark (✓) next to the words you hear.  3-03

concert

classical

kitchen

band

rap

interesting

folk

6 Listen again. Fill in the table.  3-03

	JENNA	JOE	MARCY
Likes	• _____	• _____	• _____
Doesn't like	• _____	• _____	• _____
Extra information	• _____	• _____	• _____

7 Listen and fill in the table with the man's five favorite songs.  3-04

NUMBER	SONG TITLE	GENRE



Challenge

8 Interview your partner about his/her favorite songs. Fill in the table with your partner's information.

	SONG TITLE (AND ARTIST, <i>OPTIONAL</i>)	GENRE	WHY THEY LIKE IT
1			
2			
3			
4			
5			

B

Speaking

Aim Talk about favorite movies and TV shows

Vocabulary

1 Listen and number. 3-05



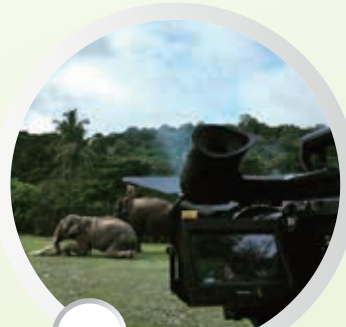
talk show



animation



action



documentary



comedy



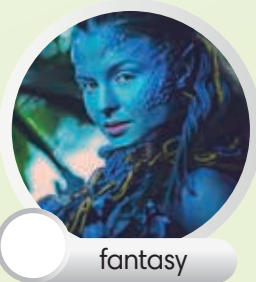
game show



horror



drama



fantasy



romance

2 Talk with a partner. Change the underlined parts to make the conversation true for you.

A: What kinds of movies do you like?

B: I like fantasy and action movies because they're exciting and interesting.

A: What kinds of movies do you hate?

B: I hate drama and romance movies. They're so boring!

A: What movie do you want to see next?

B: I want to see Time Crisis 2. It's an action movie.



Grammar

3 Look at the table. Then listen and repeat. 3-06

so and *such*

Both *so* and *such* are used to make an adjective stronger.

so with only an adjective

such with an adjective and noun

Ex. That movie was *so* amazing!

Ex. That was *such* an amazing movie!

4 Rewrite the sentences with so or such.

- | | |
|---------------------------------------|--------------------------|
| 1. This is such a scary horror movie! | This horror movie _____. |
| 2. That song was so beautiful! | That was _____. |
| 3. He is such a handsome actor! | The actor _____. |
| 4. The comedian is so funny. | She _____. |
| 5. Those boys are so friendly. | They _____. |
| 6. This is such a sad movie. | This _____. |

Focus

5 Talk with a partner.

What is your favorite *movie*?

I think my favorite movie is *Avatar*. It's a *science fiction* movie. It's so *amazing*!

NOTE
Science fiction is a type of story that talks about life in the future or in space.

What's your favorite *TV show*?

I think it's *Gag Central*. It's a *comedy*, and it's such a *funny* show!

Challenge

6 Get in groups. Use the above dialogue to talk to people in your group.

Question	Partner 1	Partner 2	Partner 3
favorite movie?			
favorite TV show?			
favorite song?			
favorite game?			

7 Listen and repeat. 3-07

Linking ending consonants with vowels
It's such-an-amazing movie!
It's-a really-old TV show.
He's my favorite-actor.
It's-an-American TV show.



8 Draw lines to link the words where the ending consonants link with the vowel at the beginning of the next word.

1. I think Peter Taylor is a really great actor.
2. *Avatar* is such a great movie.
3. *Dragon King II* is an amazing game.

C


Reading


Aim Read and respond to a blog post about video games

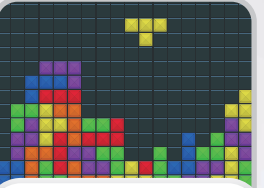
Vocabulary


1 Write the word(s) under the correct picture.


fighting	racing	puzzle	role-playing
first-person shooter	adventure	side scrolling	online

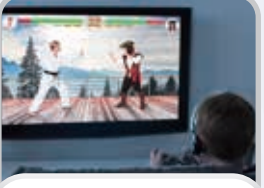
1. 

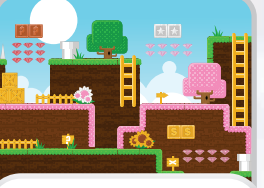
2. 

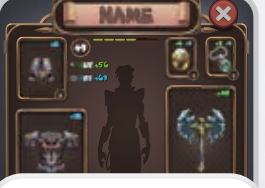
3. 

4. 

5. 

6. 

7. 

8. 

2 Complete the sentences. Then talk with a partner. Does your partner agree or disagree? Why?

I like _____ games because _____

 _____.

I hate _____ games because _____

 _____.

Pre-reading

3 Talk with a partner about the last game he or she played.




How many stars would he or she give it? Why?




NOTE
 5 stars = best
 0 stars = worst

THREE NEW GAMES THIS WEEK!




First up is a new game from ImagineLab. The game is called *Lock & Load*. It's an FPS (first-person shooter), and it's really exciting. You can choose one of three shooters and choose clothes for the shooter. There are so many maps to play! I often think that FPS games are boring, but I played this one for six hours and didn't get bored!

★★★★★



Second is *Dragon King II*. This is a new MMORPG (massively multiplayer online role-playing game) from SX Design. It is a newer version of 2010's *Dragon King*, and this one has new characters and places. The game is well designed. It's easy to join other players while you are playing, but the game is very difficult. After two hours of playing, I was bored and tired.

★★



Finally, we have *Grand-Prix 3: Euro-Tour*. It's a new racing game, and it's such a fast and exciting game! You can race your car in ten different European cities. The graphics are so good! It feels like you're traveling around Europe. It's easy to play at first, but gets challenging later. It's always interesting, though. Buy this game. It's AWESOME!

★★★★★

Please leave a comment below.

Jestur6378: Yeah, I agree that *Lock & Load* is really interesting. But *Grand-Prix 3* is a terrible game, and it was so expensive!

Ace98: True, *Grand-Prix 3* isn't good, but almost all game genres are terrible. The only good games are PUZZLE GAMES.

Online_User:

◀ 1 2 3 4 ▶

Comprehension

5 Complete the summary. Circle the answers and fill in the blanks.

This is a(n) 1. email / blog post / poem about new 2. computers / movies / games. The blogger reviews 3. two / three / five items. Of the three games, the blogger thinks 4. _____ is best, 5. _____ is second best, and 6. _____ is worst.

6 Circle true or false.

- | | | |
|---|------|-------|
| 1. The blogger thinks all three games were great. | true | false |
| 2. He thinks that FPS games are usually boring. | true | false |
| 3. <i>Dragon King II</i> is designed for one player. | true | false |
| 4. The blogger thinks <i>Grand-Prix 3</i> is not cheap. | true | false |

7 Do you agree with Ace98's comment? In the space above, write a reply.

D

Writing

Aim Describe a movie or TV show

Vocabulary

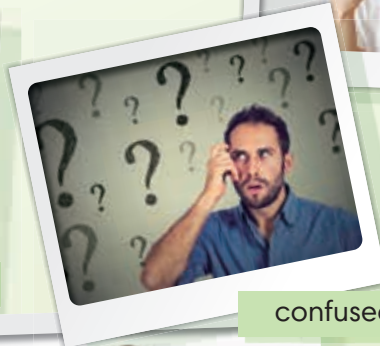
① Listen and repeat.  3-09



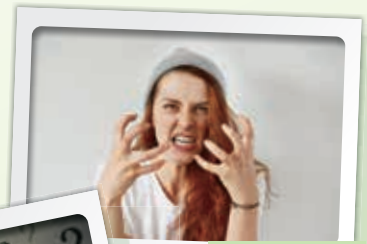
bored



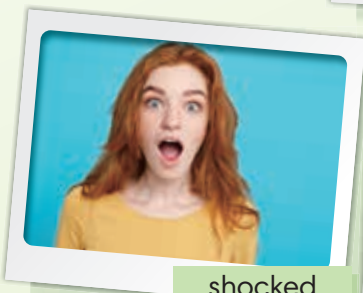
interested



confused



annoyed



shocked



entertained



amazed



embarrassed

② Complete the sentences with information that is true for you.

Ex. I feel bored when I listen to jazz music.
I feel interested when I read a history book.

- I feel bored when _____.
- I feel interested when _____.
- I feel confused when _____.
- I feel annoyed when _____.
- I feel entertained when _____.
- I feel embarrassed when _____.

Grammar

③ Look at the table.

NOTE

Some adjectives have two forms, with different meanings. For example, *scared* means the subject is afraid, while *scary* means that the subject has frightening qualities.

-ed and -ing adjectives

We use adjectives ending in *-ed* to describe feelings and emotions—how someone feels.

Ex. I feel *bored*. / I am *bored*.
He feels *excited*.

We use adjectives ending in *-ing* to describe the quality of a thing or person—the effect it has on someone.

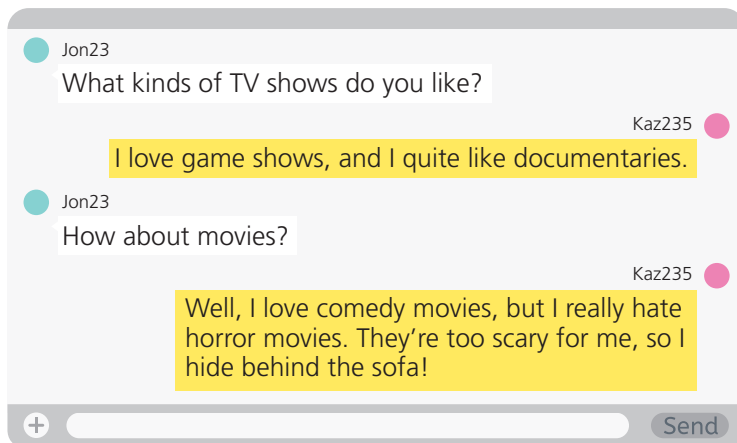
Ex. The movie is *boring*.
The party was *exciting*.

4 Fill in the blanks with the correct form of the given words.

1. When I heard that I failed the test, I was _____ (shock).
2. My younger brother is so _____ (annoy). He's always shouting and hitting me.
3. I hate singing on stage. It's really _____ (embarrass).
4. That man talked about himself for an hour! He's so _____ (bore).
5. I hate puzzle games. Whenever I play them, I feel very _____ (bore).
6. I love history class. I think it's such an _____ (interest) subject.

Focus

5 Talk with a partner.



NOTE
Use *and*, *but*, and *so* to join two ideas or parts of a sentence.

6 Fill in the blanks with information that is true for you.

- Jon23: What kinds of movies do you like?
User95: I _____ and _____.
- Jon23: What kinds of TV shows do you like?
User95: I _____ but _____.
- Jon23: What kinds of games do you enjoy?
User95: I _____ so _____.

Writing

7 Write a description of a recent movie or TV show. Use the prompts to fill in the blanks.

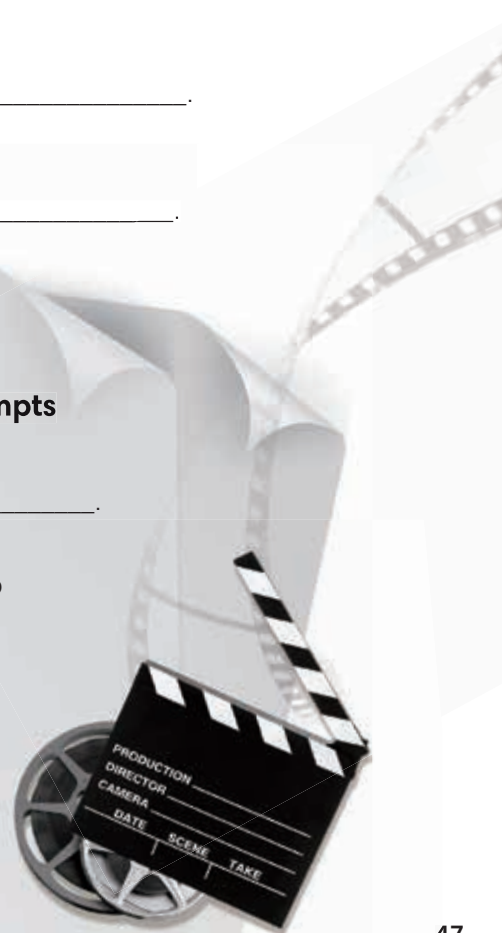
_____ is a new _____ about _____.
(name) (movie / TV show) (noun)

The main character is a(n) _____ who _____
(adjective) (noun)

_____ in _____.
(verb) (place)

It is a very _____ and _____ story!
(adjective) (adjective)

The ending is so _____.
(adjective)



E

Project

Aim Choose cultural items for a space capsule

Video

1 Match the picture with the word.



- •
radio
- •
galaxy
- •
USB
- •
capsule
- •
culture
- •
humans

2 Fill in the blanks with words from above.

1. Our _____ is the Milky Way, and the next nearest one is Andromeda.
2. I love all kinds of _____ but especially art and music.
3. Turn on the _____ so we can hear some music.
4. I can store all my files on my _____ stick.
5. I will put it in a(n) _____ and send it out into space.
6. There were 7.65 billion _____ living on Earth in 2018.

3 Look at the pictures. What do you think the video will be about? Talk with a partner.

Video 3



4 Watch again. Circle true or false.

Video 3

- | | | |
|--|------|-------|
| 1. The aliens want to learn about human culture. | true | false |
| 2. The aliens don't like rock music. | true | false |
| 3. The aliens think dance music is good because it's loud. | true | false |
| 4. The aliens watched a scary movie. | true | false |

5 Watch again. Match the phrases.

Video 3

- | | | |
|--------------------------|---|--------------------------|
| 1. It's called "music." | • | • so I don't know. |
| 2. It's also loud, | • | • Humans really like it. |
| 3. It's not in the book, | • | • but it's exciting. |

6 Circle the error in each sentence and write the correct sentence.

1. Wow! This music is so excited. I love it!

2. I don't like this horror movie. It's too scaring for me.

3. That is so a good song.

4. He doesn't enjoy history class, so he feels boring right now.

5. I think dance music is such great.

6. It's such an excited story.



21st Century Skills
Space Capsule

Critical Thinking Collaboration

7 NASA is sending a spacecraft to another galaxy. In the spacecraft, there will be a USB memory stick with six things on it. These things should show aliens what human culture is like.

Choose 6 cultural items to include (e.g., songs, paintings, movies, games, TV shows, etc.).

Write a sentence describing each item and why you chose it.

1		
2		
3		
4		
5		
6		

8 Talk with a group. Decide on a final list of six items. Then give a group presentation about the items you chose and why. Vote on which group has the best list.

Scope and Sequence

HOW TO USE

..... Page 4

UNIT / PAGE	VOCABULARY	GRAMMAR & STRUCTURES	LISTENING
A NEW SCHOOL YEAR 1 Page 6	Education Experiences abroad Emotions Vacation	Present perfect continuous tense Present perfect continuous tense vs present perfect simple tense Phrasals with <i>make</i>	Listen to conversations about what people have been doing
HELP! I HAVE A PROBLEM! 2 Page 18 Page 30 Review 1-2	Difficulties & hardships Negative emotions Advice & excuses	Relative clause with <i>when</i> Past perfect tense Simple past tense vs past perfect simple tense Past perfect tense and past perfect continuous tense Phrasals with <i>turn</i>	Listen to everyday problems and their solutions
MAKING PLANS 3 Page 32	Plans Invitations Celebrations & events Venues & attractions	Simple future tense (<i>will / going to</i>) for future plans Future continuous tense Adverbs of certainty Declining invitations	Listen to people making plans
THAT'S A CAREER! 4 Page 44 Page 56 Review 3-4	Jobs & careers Training & education Goals	Future perfect simple tense (affirmative / negative statements) Modals for ability <i>Will</i> and <i>going to</i> for prediction Expressions for making predictions	Listen to people talk about future career plans
PROBLEMS AROUND THE HOUSE 5 Page 58	Repairs Homes Green technology	Passive voice simple Passive voice in different tenses Reflexive pronouns Causatives with <i>help</i> Phrasals with <i>run</i>	Listen to people talk about problems around the house
OUR PLANET, OUR HOME 6 Page 70 Page 82 Review 5-6	Science Conservation Nature Environment	Reported speech (statements) Reported speech (questions) Question tags <i>Too</i> and <i>enough</i> intensifiers	Listen to talks about the environment
WE LOVE SPORTS! 7 Page 84	Sports Hobbies Interests Sports jargon	Gerunds vs infinitives Comparatives & superlatives Stative verbs Expressions to show degrees of interest	Listen to people talk about their interests
UNDERSTANDING CULTURES 8 Page 96 Page 108 Review 7-8	Culture Travel & travel experiences Communication	Modals of obligation and prohibition Adverb clauses for time Phrasal verbs with <i>hang</i> Present perfect tense vs Simple past tense	Listen to talks about problems when traveling
A HELPING HAND 9 Page 110	Social issues Law & crime Civil service	Type 2 conditionals Conjunctive adverbs Expressions to show negative results	Listen to talks about different social issues
WHAT COULD HAVE BEEN DIFFERENT? 10 Page 122 Page 134 Review 9-10	Accidents & disasters Chances & regrets Wishes	Wish statements Type 3 conditionals Phrases to express goals and aims <i>Used to / Would</i> to talk about past action	Listen to people talk about things they could have done differently

SPEAKING	READING	WRITING	PROJECT
Talk about things you have done recently	Read about different education systems	Write to a friend or family member about your vacation	Scrapbook
Describe solutions to problems	Read about difficult situations	Write about a problem and how it was solved	Survive!
Offer and refuse invitations and give reasons	Read about an upcoming festival	Write an invitation for an event	Cultural Festival
Talk about how you're preparing for the future	Read about job market concerns	Write a cover letter	Career Map
Talk about problems around the house	Read about smart homes	Write a post explaining a problem	School Renovations
Report facts about the environment	Read an interview with an environmental expert	Write a summary of what a speaker has said	Environmental Reporter
Describe hobbies you like and why you like them	Read about sports rivalries	Write a sports report	Sports Draft
Talk about rules and taboos in your culture	Read about rules and taboos in different cultures	Give advice to a friend traveling to your country	You Make the Rules
Talk about important social issues	Read about a social issue and a potential solution	Summarize two different opinions	Model Debate
Talk about how you could have done things differently	Read about events that could have been avoided	Write about something you wish you had done differently	How It Would Have Been

THAT'S A CAREER!



Scan for Audio

WHAT YOU WILL DO IN THIS UNIT

- A Reading** Read about job market concerns
- B Listening** Listen to people talk about future career plans
- C Speaking** Talk about how you're preparing for the future
- D Writing** Write a cover letter
- E Project** Make a career map



Look at the photo and answer the questions.


1. Where are the women in this picture?
2. How do you think the woman on the left feels? Why?
3. How would you feel in this situation?
4. What kind of jobs are you interested in?

A

Reading

Aim Read about job market concerns

Vocabulary

1 Listen and number.  4-01



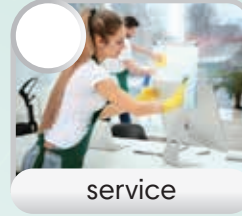
prediction



concern



career



service



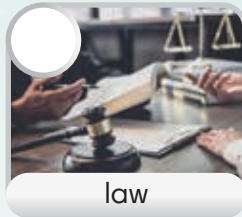
education



healthcare



manufacturing



law



field



accounting

2 Match the words with the definitions.

- | | | |
|------------------|---|--|
| 1. prediction | • | a. a job done for a long time with the chance of advancement |
| 2. concern | • | b. something that causes worry |
| 3. career | • | c. a system that delivers something people need |
| 4. service | • | d. the act of saying what may happen in the future |
| 5. education | • | e. a business or system related to giving medical care |
| 6. healthcare | • | f. a process or system related to teaching and learning |
| 7. manufacturing | • | g. a business or system related to giving legal care |
| 8. law | • | h. an area of interest |
| 9. field | • | i. the business of making goods in large numbers |
| 10. accounting | • | j. the skill or act of keeping track of money records |

Pre-reading

3 Read and complete the activity. Then talk as a class.

Activity: Automation is the use of machinery or computers to complete work without needing human action. Many jobs or tasks are performed by machines. Look at the different kinds of work. On a piece of paper, list parts of the work that can be done by a machine. Do research online if needed.



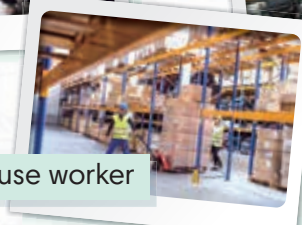
emergency services



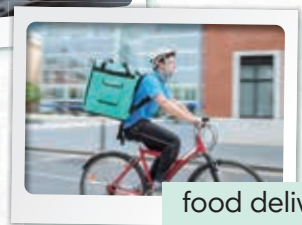
carmaker



publishing



warehouse worker



food delivery



food preparation

Job Market Concerns Automation

According to some researchers, forty percent of jobs will have been automated by 2050. Sounds bad? It gets worse. This prediction is one of the more optimistic ones. Other researchers claim that twenty percent of all jobs that exist today will have been automated within the next five years. That's a lot of jobs!

Jobs most at risk of being automated are those that require repetitive work. This means most manufacturing jobs. Service workers are also at risk. Cashiers, deliverymen, and customer service representatives are all starting to be replaced by AI.

Those with an advanced education are less at risk of being replaced. However, this doesn't mean they're not at any risk. Of the jobs replaced by 2050, many will have been lost in "white-collar" industries. AI is already able to do many tasks in advanced career fields such as healthcare and law. Take, for example, radiology. Deep-learning programs are becoming capable of reading patient images faster and more accurately than human radiologists. This means better and faster diagnoses of dangerous illnesses and diseases.

It's not all bad news for human workers, though. Not all researchers believe that automation and AI will replace human labor. That's because many new technologies have threatened jobs in the past and proved to be harmless or even helpful to the job market. Take, for example, the ATM (automated teller machine). In the past, bank tellers believed that ATMs would destroy banking jobs. However, this machine led to the creation of more jobs in sales and accounting. Researchers who are not worried about automation are convinced that new jobs will replace old ones—jobs that might not even exist right now. But what are your thoughts? Do you think automation will make life better or worse?

NOTE

To be *optimistic* is to think positively or to think that things will go well.

White-collar is used to describe jobs that take place in offices and require more mental effort. *Blue-collar* is used to describe jobs that require physical labor.

Comprehension

5 Circle true or false.

- | | | |
|--|------|-------|
| 1. Researchers believe forty percent of jobs will be automated in the next five years. | true | false |
| 2. Jobs that require advanced education are more at risk of being automated. | true | false |
| 3. Deep-learning programs are able to do part of a radiologist's job. | true | false |
| 4. Most researchers believe automation will destroy the job market. | true | false |
| 5. Some researchers believe new jobs will replace jobs destroyed by automation. | true | false |

6 Answer the questions.

1. What predictions have researchers made about the job market?

2. What kinds of jobs will be negatively affected by automation?

3. Why are some researchers not convinced by the dangers of automation?

7 Talk with a partner.

1. What do you want as your future career?
2. What are the best careers right now in your opinion?
3. What kinds of predictions can you make about the future job market?

B

Listening

Aim Listen to people talk about future career plans

Vocabulary

1 Listen and number. 4-03



politician



soldier



lawyer



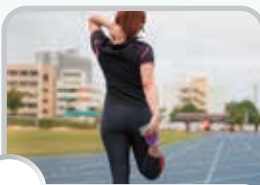
dentist



(cabin) crew



director



athlete



businessman
businesswoman

2 Listen and circle the vocabulary words you hear. More than one word may be circled.

4-04

- a. soldier b. lawyer c. cabin crew
- a. dentist b. cabin crew c. businessman
- a. athlete b. dentist c. businessman
- a. politician b. lawyer c. athlete
- a. politician b. athlete c. director

NOTE

For a living is an idiom used to talk about a person's job or career.

Focus

3 Talk with a partner.

What do you want to do for a living?

I want to be a lawyer.

Wow. Do you have a ten-year plan?

Yes, I do. I hope that in ten years, I will have started my own law practice.

What will you have to do to succeed?

I will go to law school. Then I'm going to work hard and win many cases.

4 Listen and circle the answers. 4-05



1. Penelope

What will Penelope do in three years?

- go to school
- work for a company
- join the army

What will Stan do by next year?

- start directing movies
- finish a documentary
- be a hip-hop singer



2. Stan



3. Allison

What does Allison have to be good at?

- researching trends
- managing workers
- working for a long time

Grammar

5 Look at the table.

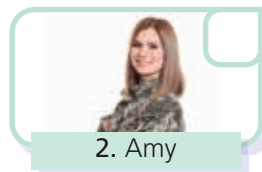
Future Perfect Simple Tense	
The future perfect simple tense is a verb tense used for actions that will be completed before some point in the future. To form the future perfect tense use <i>will have + past participle of the main verb</i> .	
Ex. <i>The job fair will have ended by the time I get there.</i>	
Affirmative	Negative
I <i>will have studied</i> hard. He <i>will have made</i> a million dollars.	I <i>won't have studied</i> hard. He <i>won't have made</i> a million dollars.
Sentences in future perfect simple tense and sentences in simple future tense often have the same meaning.	
Ex. <i>Margaret will leave before you arrive. Margaret will have left before you arrive.</i>	
Future perfect tense is most often used to show sequence with prepositions.	
Ex. <i>At 6:00 p.m., Margaret will leave. (This means Margaret will wait until 6:00 p.m. to leave.) Margaret will have left by 6:00 p.m. (This means Margaret will leave before 6:00 p.m.)</i>	

6 Use the prompts to fill in the blanks with the future perfect simple tense.

- Marcus _____ (finish) law school by the summer.
- Karen _____ (stop) working by 6:00 p.m.
- William and Victoria _____ (join) the game by the time we get there.
- By next year, Benjamin _____ (work) as a dentist for ten years.
- By March, Allison _____ (be) a cabin crew member for a full year.





Listen Up

7 Listen and read the statements. Match the statements with the speakers. 4-06



- She gets to learn new things and help her country.
- A prosecutor's job is to make cases against possible criminals.
- His job is to make sure the government helps fulfill the need for things such as roads and schools.
- She wants to use her skills to open her own business.

8 Listen again. Then fill in the blanks and circle the correct verbs. 4-06

-  Peter is a(n) _____.
By _____, he will have been / become a politician for _____.
-  Amy is a(n) _____. By _____, she will have left / will left the army to go to _____.
-  Heather works as a(n) _____ for a big airline.
By _____, she will have quit / quitted working for the airline to concentrate on her new company.
-  Lucas is a(n) _____.
By _____, Lucas will have work / worked on over one hundred criminal cases.

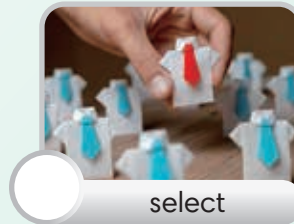
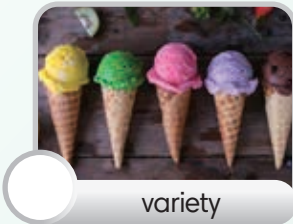
C

Speaking

Aim Talk about how you're preparing for the future

Vocabulary

1 Listen and number. 4-07



2 Circle the correct vocabulary words.

- I will have to get a skill / certificate to teach skydiving.
- Winston's occupation / qualification is teaching, but he spends most of his time coaching soccer.
- I want to edit movies, but I don't have the variety / skills yet. I need to study more.
- I don't know which one to certificate / select, the red one or the white one.
- Polly has all the qualifications / technicians needed for the job, but she's hard to get along with.
- I think we should hire a technician / presentation to look at this. It's too hard for us to fix.
- You can get a job in a variety / qualification of fields with a math degree.
- Martha and Mathias are working on a(n) presentation / occupation for their design class.

Focus

3 Talk with a partner.

I'm going to **do a terrible job on this presentation**. I know it.

Don't say that. You're going to **do a great job**. Trust me!

I will **design cars** when I graduate from college.

Wow. That's going to be **challenging**, but I think you have the **skills**.

NOTE

Remember that *will* and *be going to* are used to talk about a person's plans and intentions. They can also be used to make predictions.

Ex. *I will go to school now. (plan)*
I am going to school now. (plan)
I am going to buy that TV. (intention)
It will be hot tomorrow. (prediction)
It's going to rain tomorrow. (prediction)

4 Listen and circle the best responses. 4-08

- a. b. c. d.
- a. b. c. d.
- a. b. c. d.
- a. b. c. d.



Expressions

Making predictions

5 Listen and repeat. 4-09

Expression	Example
<i>X is sure to + infinitive</i>	Mark <i>is sure to</i> get into a good school.
<i>X is bound to + infinitive</i>	Philomena <i>is bound to</i> get into a great law school.
<i>X will probably / is probably going to + infinitive</i>	Riley <i>will probably</i> go to a technical school to learn new skills.
<i>It's likely that X will + infinitive</i>	<i>It's likely that</i> Lily <i>will</i> become a designer.

6 Unscramble.

- is sure / Richard / his certificate / to get / in Project Management.

- Millie / a solar energy technician. / study / to be / will probably

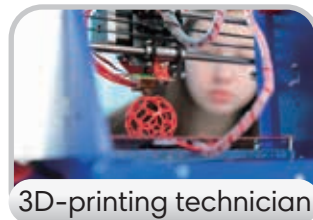
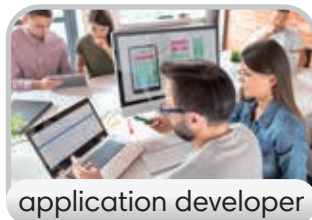
- will go into / application / Francis / development. / It's likely that

- channel / Oliver's / huge success. / YouTube / be a / is bound to

- is probably / the school with / the best design program. / Irene / select / going to

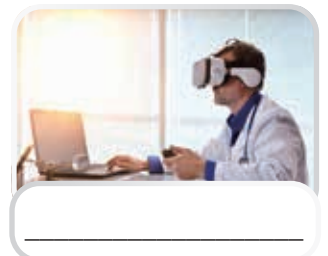
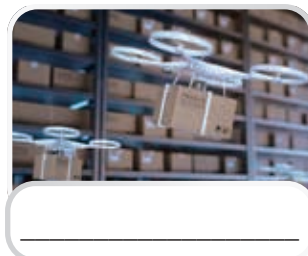
Speak Up

7 Listen. Then talk with a partner. Practice asking and answering the questions. 4-10



Question	My Notes
What qualifications do you need to be a(n) (job)?	Ex. You will have to study programming.
Which job do you think will be the most fun? Why?	Ex. Esports athlete is sure to be the most fun.
Which job do you think will be the easiest / hardest to do? Why?	
Which job do you think will earn you the most money?	
Which job do you think will be the most satisfying? Why?	
Which job do you think will require the most skills? Why?	

8 Talk with a partner. Talk about jobs that do not exist yet but might soon. Use the photos as clues if you cannot think of your own.



D

Writing

Aim Write a cover letter

Vocabulary

① Listen and number.  4-11



résumé



performance



opportunity



expect



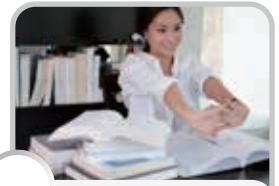
particular



professional



involve



pursue

② Match the words with the definitions.

- | | |
|-------------------|---|
| 1. résumé • | • a. to include someone or something |
| 2. performance • | • b. a situation where something is possible to do |
| 3. opportunity • | • c. used when talking specifically about one thing or person |
| 4. expect • | • d. to think that something will happen a certain way |
| 5. particular • | • e. how successful someone is at something |
| 6. professional • | • f. to try and achieve a plan, activity, or situation |
| 7. involve • | • g. a document that describes one's qualifications |
| 8. pursue • | • h. being skilled or qualified in a specific activity |

Grammar

③ Look at the table.

Modals of Ability	
can / can't	Can is used to express (general & specific) ability in the present. Can't is used to express (general & specific) inability in the present. Ex. I can pass the math test. / I can't drive a car.
could / couldn't	Could is used to express (general) ability in the past. Couldn't is used to express (general & specific) inability in the past. Ex. I could play the piano when I was young. / I couldn't ride a bike when I was young. / I couldn't finish my dinner last night.
be able to	be able to is used to express (general & specific) ability in all tenses. Ex. I'm able to cook spaghetti bolognese. / I was able to sing all the words to that song. / I will be able to dance to that song.

④ Answer the questions in complete sentences. Use one of the given modal verbs of ability.

- Can you play any instruments? (can / can't)

- What particular food or dish do you cook well? (can / be able to)

- What is something you were good at when you were younger? (could / was able to)

- What is something you were bad at when you were younger? (couldn't / wasn't able to)

Expressions

A Cover Letter

5 Look at the table. Then complete the activity. Answers will vary.

Introduction	Closing
Dear (name / position / Mr. / Mrs. / Miss / Ms.),	Sincerely,
Hello, _____. / Hi, _____.	Best / Kind regards,
Dear Sir or Madam,	Cordially,
To Whom It May Concern:	Thank you for your consideration / time,

NOTE

We use *Mr.* when addressing a man. We use *Mrs.* when addressing a married woman. We use *Miss* when addressing an unmarried woman. When you don't know if a woman is married or not, use *Ms.*

- Write an introduction to your teacher. _____
- Write an introduction to your principal. _____
- Write an introduction to an unknown employer. _____
- Write a closing to your teacher. _____

Writing

Cover Letter Guide

6 Read. Then answer the questions in complete sentences.

NOTE

Which introductions and closings do you think are most appropriate for different situations? Talk as a class.

NOTE

When you apply for a job, school, program, or study-abroad program, you are often asked to provide a résumé and a cover letter. A cover letter is a formal introduction to your résumé.

To Whom It May Concern:

My name is Ivan Drago, and I'm interested in the summer internship program at Oogle. I don't know if I have all the qualifications you're looking for. If you're looking for someone with a lot of professional experience, I sadly don't have much. However, I do have a particular set of skills: skills I have acquired at school, and skills I have acquired on my own. At school, I'm a member of the Presidential Honor Roll, and I'm at the top of my class. I'm involved in many school clubs, such as the Debate Club and the Robotics Club. My academic performance isn't my only strength. At home, I have practiced programming. By the summer, I will have learned three programming languages: Python, Java, and PHP. This coming July, I will have also earned my MCSD certificate. It is my lifelong dream to work at Oogle. If you give me the opportunity to pursue this dream, you can expect a dedicated and hardworking team player. Attached is my résumé for your consideration. I look forward to hearing from you.

Kind regards,
Ivan Drago



- What is Ivan applying for? _____
- Where did Ivan gain his particular skills? _____
- What clubs is Ivan involved in? _____
- What kinds of languages does Ivan know? _____
- How does Ivan describe himself? _____

Writing

7 Choose one of the following opportunities. Then write a cover letter for the opportunity.

Summer Fuel

Interested in Medical Science, English Literature, or Business? Then apply for our study-abroad program at Oxford University. Get a taste of England's history, culture, and traditions.

THE MET

Want to pursue a career in the arts or in art history? We offer paid internship opportunities for students in the 10th and 11th grades. Learn from and assist staff in one of several museum departments.

The Princeton University Summer Journalism Program


Are you interested in writing, editing, or journalism? Come and learn from writers at *The New York Times*, *The Washington Post*, *The New Yorker*, and other famous publications.

E

Project

Aim Make a career map

Video

- 1 Look at the pictures. What do you think the video will be about? Talk with a partner.
- 2 Watch the video. Number the pictures in order. 



- 3 Watch again. Put check marks (✓) next to the words you hear. 

<input type="checkbox"/> politicians	<input type="checkbox"/> law	<input type="checkbox"/> concern	<input type="checkbox"/> occupation	<input type="checkbox"/> skills
<input type="checkbox"/> technician	<input type="checkbox"/> variety	<input type="checkbox"/> pursue	<input type="checkbox"/> performance	<input type="checkbox"/> involve

- 4 Watch again. Fill in the blanks with the words you hear. 



1. You _____ say my job is to make _____.
2. For example, by the end of this year, 5.8 percent of nursing home staff will have been _____ as a result of _____.
3. Some _____ say that things will change very quickly. By 2050, forty percent of all jobs _____ automated.
4. It gets worse. One study predicted that twenty percent of all jobs _____ automated by the year _____.

- 5 Watch again. Circle **true** or **false**. 

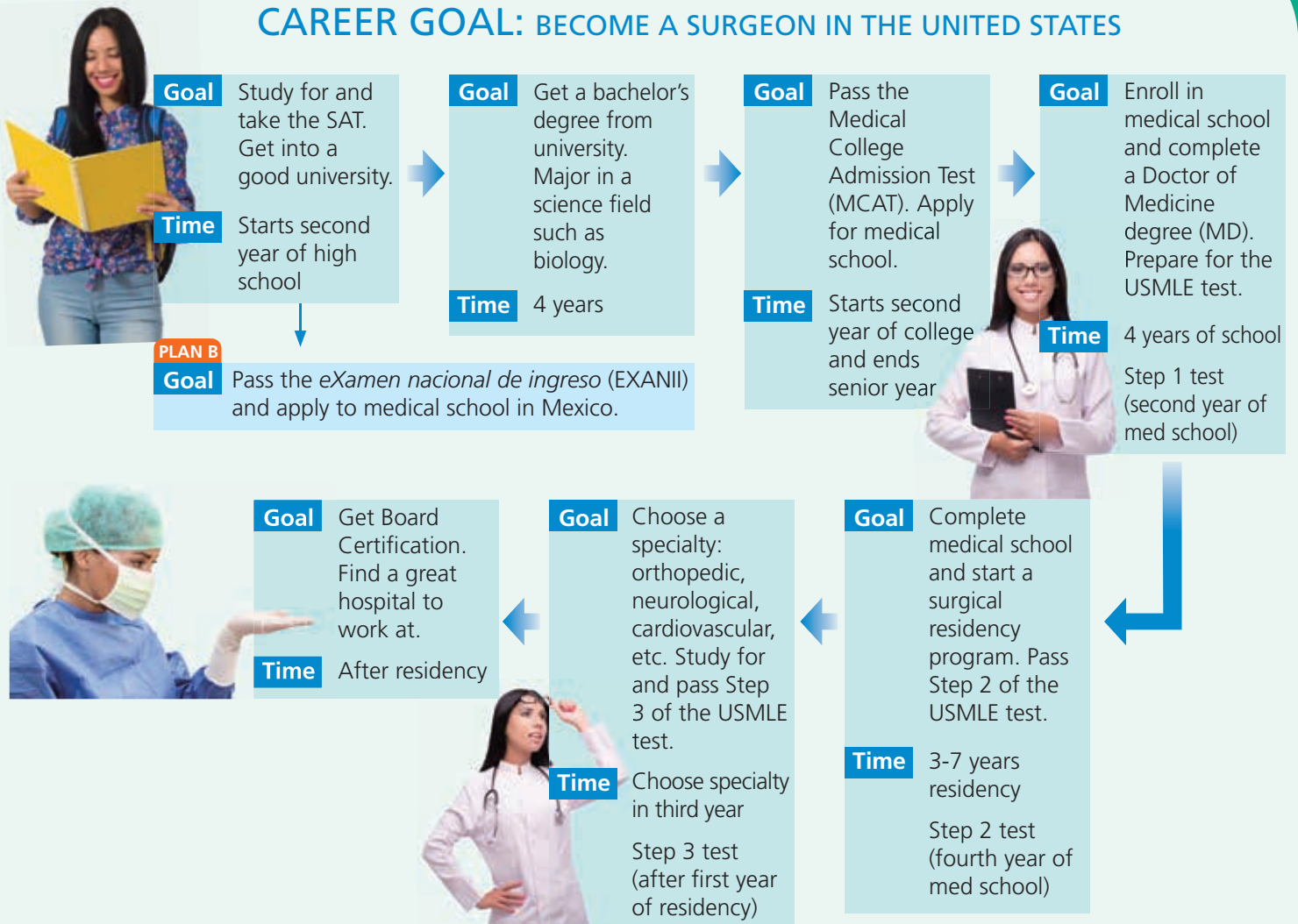
- | | | |
|--|------|-------|
| 1. Ellen's job is to study data and make predictions. | true | false |
| 2. Ellen thinks many healthcare jobs are at risk. | true | false |
| 3. Ellen believes automation will replace jobs in education. | true | false |
| 4. Ellen believes truck drivers will learn to be computer programmers. | true | false |
| 5. Ellen thinks governments should create training programs in the future. | true | false |

- 6 Read the predictions and complete the responses with your own ideas. Discuss your reasons.

1. One study predicted that twenty percent of all jobs will have been automated by the year 2025.
I agree / disagree. I think that we can / can't expect _____.
2. We can expect jobs that require repetitive work to be the first to go. But this could be a good thing.
I agree / disagree. I think automation will / will not be _____.

7 Read the career map.

CAREER GOAL: BECOME A SURGEON IN THE UNITED STATES



8 Make a career map on a separate piece of paper. Choose a career and set goals and time limits for yourself.

9 Share your career map with a partner. Discuss difficulties which could interrupt your plans. Then brainstorm secondary plans.

Possible Difficulty	Plan B
<i>Ex.</i> Cannot get into a US university.	<i>Ex.</i> Apply for universities in my home country.

10 Revise your career map. Then present your findings to the class. Share why you chose the career, and talk about which steps you think will be the most difficult in your plan.

1 Read and choose the best words to fill in the blanks.

Most people enjoy occasionally going to a festival. But how about going to fifty festivals in one year? That's exactly what self-employed designer Ariel Kinski is doing this year. So far this year he has been to twenty-seven festivals, and he is going to visit a total of twenty-three more by the end of the year. He told us about his plan: "I'm trying to break the record. It's a lot of festivals, so it feels kind of like a 1. _____."

"I go to all kinds of festivals. Usually, I go to music festivals with rock, jazz, or folk music. My friend is a musician, so if she is free she sometimes goes with me."

He seems to enjoy life on the road. "I like camping, but if there's no 2. _____, I usually sleep in my van. Sometimes it's cold, and I want to sleep in a real bed, so I try to find a 3. _____. Life on the road is pretty good. I try to keep a good routine: I like to make time for a 4. _____ every morning to stay healthy. I'm traveling around a lot, so it's a great way to see the whole country. I can always stop and 5. _____ a new city. I often stop to visit attractions such as 6. _____ places, art 7. _____, parks, and other places. It's usually pretty interesting."

At the end of our conversation, Ariel Kinski has to leave. Life on the road is busy. "I'm going to drive to Clarksdale tonight. There is a jazz and blues festival there. It will be starting tomorrow afternoon. 8. _____ the weather will be good!"



- | | | | |
|-----------------------|--------------------|------------------|------------------|
| 1. a. marathon | b. festival | c. tryout | d. reservation |
| 2. a. attractions | b. rush | c. campsite | d. sports center |
| 3. a. guesthouse | b. campsite | c. facilities | d. gallery |
| 4. a. workout | b. tryout | c. hang out | d. check out |
| 5. a. check out | b. look forward to | c. mind | d. hang out |
| 6. a. reasonable | b. hopeful | c. historic | d. brilliant |
| 7. a. spots | b. galleries | c. brochures | d. generations |
| 8. a. Look forward to | b. Hopefully | c. Unfortunately | d. Forgive |

2 Read and fill in the blanks with the words in the box. One word is not used.

qualifications
résumé

professional
field

pursue
healthcare

variety
opportunity

Lawyer most popular career choice for Georgetown teens

It used to be jobs in sports or entertainment, but now most teens in the Georgetown area want to 1. _____ careers in the legal 2. _____. Education company FutureScope conducted an online survey of 5,000 young people (aged twelve to nineteen) in the local area.

According to the survey, forty-two percent of the respondents want to become lawyers; twenty-three percent want to become engineers or technicians; fourteen percent want to work in entertainment; twelve percent in 3. _____ (eight percent doctors, four percent nurses); and nine percent in education.

Many people choose law because they think it is sure to be well-paid, challenging, and involve a 4. _____ of interesting work. Of course, most young people realize that pursuing a career in law will be tough. They will need excellent grades at school and at university. And to be successful, it is likely they will have to get extra 5. _____ such as specialized certifications and training.

If you're looking for help with your child's future career plan, contact FutureScope. We offer 6. _____ consultation and training for job interviews, 7. _____ writing tips, and general career advice.



3 Complete the sentences with will (not) or (not) be going to.

A: It's really cold in this room.

B: You're cold? OK, I 1. _____ close the window.

A: My birthday party is next Friday. Can you make it?

B: Sorry I can't. I 2. _____ fly to San Francisco on Wednesday.

A: What are you going to do today?

B: Hmm... I don't know. Wait! I know, I 3. _____ go shopping.

A: Why is there no ticket for Jimmy?

B: Oh, didn't you hear? He 4. _____ going to the concert. It's his dad's birthday on that day.



4 Use the information in the box to make future perfect simple tense sentences about Zoe's future.

MY CAREER PLAN

1. Graduate high school (next July). 2. Start an internship at a law company (October).
 3. Start law school (before I'm twenty-eight!) 4. Get a job in a New York law firm (before I turn thirty-five).

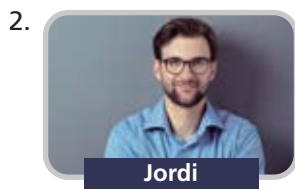
1. By next August, Zoe _____
 2. By December next year, she _____
 3. By the age of twenty-eight, she _____
 4. By thirty-five, Zoe _____



5 Listen and circle true or false. R2-01

1. Steven has already chosen a career. true false
 2. Tracy will have worked in a lab by the time she finishes university. true false
 3. Tracy will work a part-time job while taking classes at university. true false
 4. Steven thinks he will be a dentist before he turns thirty years old. true false

6 Listen to the three people. Then look at the three job ads and match the best person to each job. R2-02



a. **Laboratory Technician**
 BioGen Ltd. is looking for a qualified graduate to join its research team. The successful candidate will be able to work well in a team and conduct a variety of tests.
Required qualifications:
 Degree in a science field (esp. related to chemistry or biology)
 Experience in laboratory work

b. **Volunteer Youth Worker**
 Kidz Club is looking for a friendly, outgoing, and responsible adult to work as a mentor for inner city children. This is very rewarding work, and it looks great on your résumé!
Required qualifications:
 Can drive a small bus.
 Bilingual in English and Spanish is not required but preferred.

c. **High School Career Advisor**
 The local education authority is looking for a part-time professional career advisor to work in four local schools. The successful applicant will be a good listener and have great people skills.
Required qualifications:
 Experience in counseling and / or recruitment
 Driver's license

Scope and Sequence

HOW TO USE

..... Page 4

UNIT / PAGE	VOCABULARY	GRAMMAR & STRUCTURES	LISTENING
THAT'S ME! Page 6 1	Hobbies Pastimes Interests Experiences	Present perfect Action verbs vs Stative verbs	Listen to talks about where someone has been
MY HERO Page 18 Page 30 Review 1-2 2	Role models Adventure Exploration	Past perfect tense Adverb sentence starters Past perfect continuous tense	Listen to people talk about heroic actions
TIME TO CELEBRATE! Page 32 3	Performances Performers Festivals & celebrations Traditions	Present perfect tense vs Past simple tense Present perfect continuous tense Phrases to conclude	Listen to people talk about cultural events they have attended
MANAGING YOUR MONEY Page 44 Page 56 Review 3-4 4	Money Finance Spending Budgeting	Modal verbs of necessity Future perfect tense & Future perfect continuous tense	Listen to people ask for and receive advice about money
WHO ARE YOU? Page 58 5	Personality Qualities Characteristics	Defining relative clauses Non-defining relative clauses	Listen to descriptions of personality types
A HISTORY OF THE FUTURE Page 70 Page 82 Review 5-6 6	Adverbs Technology Tech jobs	Passive voice tenses Causative passive	Listen to people talk about new technology
EXPLORING ENVIRONMENTAL POLICIES Page 84 7	Environment Environmental issues Laws	Causative verbs <i>let, make, have</i> Causative verbs <i>get, help</i> Phrasal verbs	Listen to people share their opinions about environmental policies
WHAT WILL YOU BE HAVING? Page 96 Page 108 Review 7-8 8	Dining Food preferences Cooking	Gerund verbs & Infinitives Making dining requests <i>-ing</i> forms: gerunds, verbs, and adjectives	Listen to people taking and making meal orders
INTO THE JUNGLE Page 110 9	Wildlife Responsibilities & obligations Conservation	Reported speech: tense changes Indefinite & Definite articles	Listen to talks about wildlife
WELCOME TO NEW FRONTIERS Page 122 Page 134 Review 9-10 10	Fortune & luck Chances & opportunities Wishes & goals	Mixed conditionals <i>If only / Wish</i> statements & Unreal conditions	Listen to people talk about their wishes

SPEAKING	READING	WRITING	PROJECT
Talk about your experiences	Read about interesting hobbies and pastimes	Write a social media profile of yourself	K-Drama Director
Describe the qualities of a hero	Read about real-life heroes	Write about a hero you admire	Let's Explore!
Talk about traditional cultural events and celebrations	Read about the history of rock 'n' roll music	Write a review of a play, movie, or concert	Let the Festivities Begin!
Give someone financial advice	Read about students' financial issues	Write a financial plan	Project Manager
Describe your personality	Read about personality tests	Write about people's personalities	Personality Finder
Talk about how technology will change peoples' lives	Read about failed technologies	Write an argument for or against the use of technology	Automated Solutions
Give your opinion about environmental issues	Read about how environmental issues are being handled	Write your opinion about environmental policies	Policy Maker
Ask questions about a dish, state preferences, and make special requests	Read about preferences and manners in different cultures	Write an email requesting special accommodations	Picky Eaters
Talk about events and situations that impact animals	Read about important issues impacting animals	Write about wildlife conservation	Wildlife Woes
Talk about hypothetical situations	Read about serendipitous events	Write about a lucky experience	Plot Twist

UNIT

5

WHO ARE YOU?

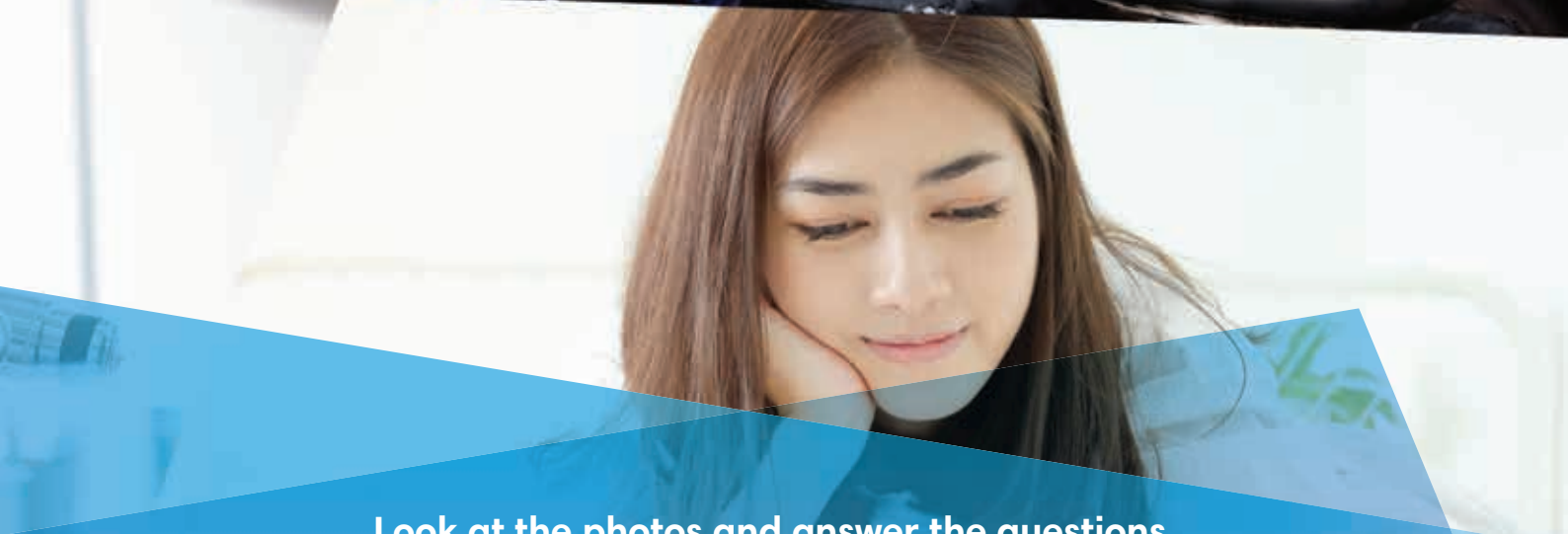


Scan for Audio

WHAT YOU WILL DO IN THIS UNIT

- A Reading** Read about personality tests
- B Listening** Listen to descriptions of personality types
- C Speaking** Describe your personality
- D Writing** Write about people's personalities
- E Project** Make your own personality test

BOOK 5



Look at the photos and answer the questions.


1. What do you see in the pictures?
2. How do you think the people in the pictures are feeling?
3. Do you think they are happy? Why or why not?
4. What seems more exciting to you: being a doctor or being a chef?

A

Reading

Aim Read about personality tests

Vocabulary

1 Read the words in the box. Then listen and write the vocabulary words you hear.  5-01

identify	reliable	appropriate	character
scientific	personality	limit	series

1. 	2. 	3. 	4. 
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. 	6. 	7. 	8. 
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

2 Fill in the blanks with the best vocabulary words. Change the forms of the words if necessary.

- This new _____ study says that people who exercise often are happier.
- Do you think this job is _____ for a high school student?
- I helped another student practice for his exams. The teacher says it shows I have good _____.
- Can you _____ a person's personality by their blood type?
- I didn't get the job. They said I don't have the right _____ for it—I'm too shy.
- How many books can I check out from the library? What's the _____?
- If you want to work as a taxi driver, you must always be on time. So, you have to be _____.
- This question is the first in a(n) _____. Question one...

Pre-reading

3 Talk with a partner. What sorts of jobs are they doing? What kinds of personalities do you think the people have? Why do you think so?



4 Read the article.  5-02

GETTING TO KNOW YOU!



What is a personality test?

Personality tests are a series of questions, similar to a regular, multiple-choice exam, except there are no “right” or “wrong” answers. Instead, the results tell you about your personality. Personality tests can be useful in several ways. For example, knowing more about your character can help you identify which career is most suitable for you. These tests can also help you figure out what sort of college or university education you might consider.

There are many different kinds of personality tests. One popular test in Japan is called *ketsueki-gata*. It makes predictions about your personality based on your blood type. While there have been some scientific connections made between blood type and health conditions, there is no scientific data supporting the conclusions of *ketsueki-gata*. Therefore, it is about as accurate as a zodiac analysis.

Another well-known personality test is the “Myers-Briggs Type Indicator,” or MBTI for short. Many companies have people take this test to help figure out what job would be most appropriate for each individual. The MBTI claims to have reliable results. After completing the test, examinees will be assigned one of sixteen different “personality types,” which are identified by four-letter codes. Each also has its own title, such as INFP: “the Mediator,” or ESTP: “the Debater.”

The first letter used to identify your type in the MBTI is always either “E” (for extroversion) or “I” (for introversion). An “I”-type personality will enjoy more time spent alone. Introverts are usually seen as very imaginative and are thought to enjoy creative jobs. Extroverts are more sociable and enjoy working with others. They are usually viewed as friendly and energetic.

However, there is a limit to what these tests can tell you. There are many people who are sociable but also introverted. There are also those who are creative and extroverted. So, when it comes to your future, don’t let something like a personality test hold you back. Everyone has the opportunity to succeed if they try hard enough.

Comprehension

5 Circle true or false.

- | | | |
|--|------|-------|
| 1. Knowing about your character can help you choose a school. | true | false |
| 2. The <i>ketsueki-gata</i> is one of the only reliable personality tests. | true | false |
| 3. Personality tests are sometimes used by companies. | true | false |
| 4. “The Mediator” is an extroverted personality type based on the Myers-Briggs test. | true | false |
| 5. The Myers-Briggs test classifies people as either extroverted or introverted. | true | false |

6 Circle the answers that are true for you. Then use the score chart to discover your personality.

- Spending time with other people makes me feel _____.
a. energetic b. tired c. anxious
- My imagination is very reliable. I always have a lot of ideas.
a. not true b. somewhat true c. very true
- When I start a book series, I always finish reading every book.
a. not true b. somewhat true c. very true
- I would rather go to a party than spend time with a few close friends.
a. very true b. somewhat true c. not true

NOTE

An *introvert* is someone who tends to be quieter and enjoys more time alone. *Extroverts* are more outgoing and enjoy group activities more. *Ambiverts* are a mixture of both.

Scoring: a= 3 points b= 2 points c = 1 point

Introvert	Ambivert	Extrovert
4-6	7-9	10-12

7 Talk with a partner.

- What words best describe your personality?
- What sorts of jobs do you think would be appropriate for you? Why?
- What sorts of jobs do you think would not be appropriate for you? Why?

B

Listening

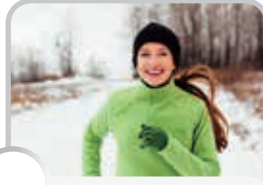
Aim Listen to descriptions of personality types

Vocabulary

1 Listen and number.  5-03



cautious



energetic



patient



nasty



generous



ambitious



sensitive



helpful

2 Match the words with the definitions.

- | | |
|----------------|--|
| 1. generous • | a. avoiding dangerous situations |
| 2. helpful • | b. wanting to succeed |
| 3. cautious • | c. to be mean or unkind; the opposite of pleasant |
| 4. ambitious • | d. having emotions that easily sway |
| 5. nasty • | e. very active, who likes to move and talk with excitement |
| 6. sensitive • | f. giving often and a lot |
| 7. energetic • | g. able to wait quietly and calmly |
| 8. patient • | h. willing to help; useful |

NOTE

If you can rephrase the sentence using *he* or *she*, use *who*.
If you can rephrase using *him* or *her*, use *whom*.

Focus

3 Talk with a partner.

Who do you think would be the best doctor?

Well, Dan is the most ambitious student.

Whom should I ask to find out more about my career path?

You should ask her about taking the Myers-Briggs test.

Who is writing the test? /
The test is being written by whom?

4 Circle the correct pronouns.

- A: Who / whom called you last night?
B: She / Her called me to talk about her nasty teacher.
- A: Who / Whom did you speak to at school yesterday?
B: I spoke to he / him at school, after gym class.
- A: Who / whom is the most energetic?
B: He / him is. He's always dancing down the halls.
- A: I haven't decided who / whom I should ask.
B: You should ask her / she to the dance.



Grammar

5 Look at the table.

Defining Relative Clauses		
add necessary information	✓ Doctors <i>who are cautious</i> save more lives.	✗ Doctors, <i>who are cautious</i> , save more lives.
are never set off by commas	(meaning: Only cautious doctors save more lives.)	(meaning: All doctors are cautious, and all doctors save more lives.)
can use <i>that</i> instead of <i>who</i> / <i>which</i>	✓ That's the test <i>which / that</i> I wrote. ✓ I didn't know the teacher <i>who / that</i> was there.	
can omit relative pronouns (when followed by subject + verb)	✓ Do you like the essay which / that I wrote? ✓ That's the brother who / that I like.	

6 Write (✓) beside the correct sentences.

- People, who are quiet, are more likely to work at the library. _____
 - People who are quiet are more likely to work at the library. _____
- That's the sensitive person which wrote the long essay. _____
 - That's the sensitive person who wrote the long essay. _____
- That's the company which created the personality test. _____
 - That's the company who created the personality test. _____

Listen Up

7 Listen and complete the table. 5-04

Name	Personality Type (circle one)	Description (write the vocabulary words you hear)
Peter	Extrovert, Ambivert, Introvert	
Lindsay	Extrovert, Ambivert, Introvert	
Jason	Extrovert, Ambivert, Introvert	
Wendy	Extrovert, Ambivert, Introvert	

8 Listen again. Then fill in the blanks. 5-04

- I'm the person _____ come to with questions or complaints.
- _____ introduce themselves next?
- I've heard introverts _____ speaking are very unusual.
- Also, I'm one of those people _____!
- I've met a few people _____.

Challenge

9 Read about the different jobs on p. 145. Then listen again and complete the table. Talk with a partner. What jobs do you think each of the speakers would be best suited to? Circle and discuss.

 5-04

Job	Speaker (circle)			
Lawyer	Peter	Lindsay	Jason	Wendy
Librarian	Peter	Lindsay	Jason	Wendy
Public Speaker	Peter	Lindsay	Jason	Wendy
Zookeeper	Peter	Lindsay	Jason	Wendy
Clown	Peter	Lindsay	Jason	Wendy
Teacher	Peter	Lindsay	Jason	Wendy

Vocabulary

1 Listen and number.  5-05

neat



silly



intelligent



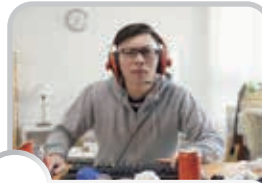
sweet



logical



bold



messy



curious

2 Match the words with the definitions.

- | | |
|------------------|--------------------------------------|
| 1. neat • | a. the opposite of tidy |
| 2. silly • | b. interested in learning new things |
| 3. intelligent • | c. kind and pleasant |
| 4. sweet • | d. acting foolishly or without sense |
| 5. logical • | e. not scared of taking risks |
| 6. bold • | f. uses reason to make decisions |
| 7. messy • | g. able to understand and learn well |
| 8. curious • | h. clean and organized |

Focus

3 Talk with a partner.

It gives me loads of stress to **see an untidy room!** How about you?

Not me, I'm a messy sort of person. I get heaps of stress when **I have to clean my room!**

I get tons of stuff done **early in the morning.** How about you?

I like to **sleep late.** But I get plenty of **work done in the evening!**

NOTE

You can also say *a load of, a heap of, or a ton of*, but you cannot say *a plenty of*.

4 Listen and circle the best answer.  5-06

- a. b. c. d.
- a. b. c. d.
- a. b. c. d.
- a. b. c. d.

Expressions

Personalities

NOTE

Know-it-all is not a kind phrase. It is often used when someone is feeling annoyed by another person's behavior.

5 Look at the table.

Expression	Meaning	Example
social butterfly	someone who enjoys spending lots of time with other people	Sarah is at every party! She's such a <i>social butterfly</i> .
know-it-all	someone who believes they are intelligent and talks a lot about the things that they know	He's always acting like a <i>know-it-all</i> . But he doesn't seem very intelligent since he's often wrong.
easygoing	someone who is not easily upset	John is so <i>easygoing</i> . Nothing seems to bother him.
hard-working	someone who works hard	Jane is very <i>hard-working</i> . I hear she's also neat and logical.
go-getter	someone who is ambitious and wants to succeed	Lisa is a real <i>go-getter</i> . She sold dozens of donuts at the bake sale.

6 Fill in the blanks using the phrases from the box. Answers may vary.

know-it-all	ton of	go-getter	loads of
social butterfly	plenty of	hard-working	heap

1. He's making _____ money! What a _____!
2. Nobody likes her. She's such a _____. She has a _____ trouble-making friends.
3. Jake is so _____. He has a _____ of career opportunities.
4. Petra is a _____. She has _____ friends.

Speak Up

7 Write sentences using the given words. Then talk with a partner.

1. (sweet) **Ex.** *My mother makes my lunch every day. She is so sweet.*
2. (logical) _____
3. (intelligent) _____
4. (messy) _____
5. (bold) _____

8 Fill in the table using vocabulary words and phrases you learned in the unit. Then talk with a partner.

I am...	I am not...
• •	• •

Challenge

9 Create a questionnaire to ask a classmate about their personality. Ask and answer the questions with your partner.

Ex. *Would you describe yourself as easygoing or hard-working?*

D

Writing

Aim Write about people's personalities

Vocabulary

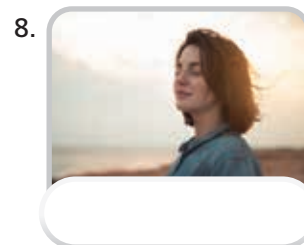
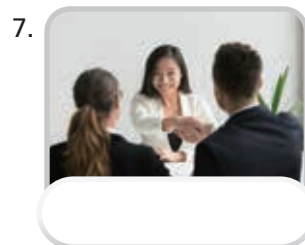
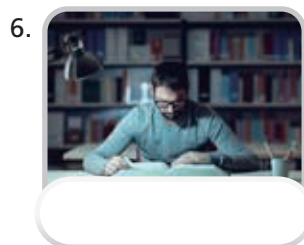
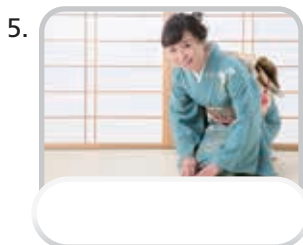
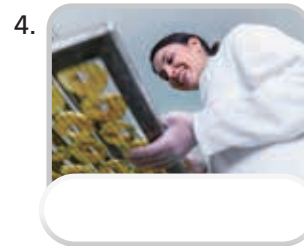
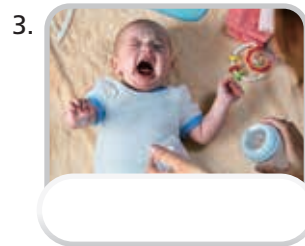
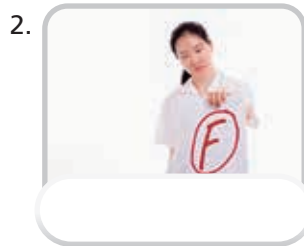
1 Read the words in the box. Then listen and write the vocabulary words you hear.  5-07

industry
candidate

intellectual
stupid

calm
preference

delightful
annoying



2 Fill in the blanks with the best vocabulary words. Change the forms of the words if necessary.

- There's no such thing as a(n) _____ idea. Every idea is worth considering!
- According to this personality test, I should be working in the entertainment _____.
- I love going for long walks on the beach; it makes me feel so _____.
- My grandmother always said I was a(n) _____ little girl. I was always well behaved.
- Do you think I'd be a good _____ for the assistant teacher position?
- My _____ is milk, but I will also take cream in my coffee.
- My cat is so _____; it meows whenever I'm trying to do my homework.
- Stephen Hawking was a true _____. His research on black holes was incredible!

Grammar

3 Look at the table.

Non-defining Relative Clause	
add extra information	✗ My mother <i>who has a preference for candy</i> lives in New York.
are always set off by commas	✓ My mother, <i>who has a preference for candy</i> , lives in New York.
do not begin with <i>that</i>	✗ My father, <i>that works in the music industry</i> , is a lawyer. ✓ My father, <i>who works in the music industry</i> , is a lawyer.
cannot omit relative pronouns (<i>who</i> , <i>which</i> , <i>when</i> , <i>where</i> , <i>whose</i> + noun)	✗ My brother, <i>is an intellectual</i> , works at the hospital. ✓ My brother, <i>who is an intellectual</i> , works at the hospital. ✓ Jim will be working in the clothing industry, <i>which is quite a surprise</i> . He doesn't like fashion.

4 Unscramble.

- works in the / an intellectual, / My father, / who is / computer industry.

- car, which was / is on fire. / calm because my / I have to stay / very expensive,

- school, they will / when I'm at / announce the candidates / Next Monday, / for the school council.

- born, has a / America, where / large tourism / I was / industry.

- in your class, / older sister is / James, whose / little boy. / is a delightful

5 Read the passage and the personality reports. Then answer the questions. Answers may vary.

There are plenty of good reasons to want to know more about yourself and your friends and family. Personality tests can tell you which jobs you'd be a good candidate for, or which industry you'd work well in. One difference you've already learned about is introversion vs extroversion. People who are introverted usually feel more comfortable when they are alone, whereas extroverts are comfortable in large groups of people. Remember that no one is good at everything. Instead of doing something frustrating, try and find something else: something that you enjoy!

Booming Betty: You are sweet and curious. A social butterfly, people love how energetic and exciting you are. You've got a lot of character and are good at making people laugh. On weekends, when you're at home, you like to talk on the phone.

Ambivert Andy: Sometimes, you can be messy, but that's just a sign of your creative mind. You are sweet and always think about the needs of others. However, you find loud noises annoying when you're working on one of your big ideas.

Intellectual Ian: You're quiet, intelligent, and logical. You're a very neat person and like things to be in perfect order. No one who you know has ever accused you of being stupid. In fact, you're quite the intellectual. Your logical brain is well suited to any scientific industry.

- | | | | |
|--|-------|------|-----|
| 1. Who is most likely to be a know-it-all? | Betty | Andy | Ian |
| 2. Who would be the most fun at parties? | Betty | Andy | Ian |
| 3. Who seems the most similar to you? | Betty | Andy | Ian |
| 4. Whom would you most like to be friends with? Why? | | | |



Writing

6 Complete the personality test. Do it once for yourself, then once for a friend or family member.

- | | | | |
|---|-------------------|----------|-------------|
| 1. I enjoy public speaking. | a. strongly agree | b. agree | c. disagree |
| 2. It doesn't bother me when I disagree with others. | a. strongly agree | b. agree | c. disagree |
| 3. When I am with other people, I'm very happy and energetic. | a. strongly agree | b. agree | c. disagree |
| 4. People say I'm very easygoing. | a. strongly agree | b. agree | c. disagree |
| 5. I enjoy learning new things. | a. strongly agree | b. agree | c. disagree |

7 Score your answers using the table. Then, on a separate piece of paper, write a short personality report for each person using the information you've learned.


Question	If you answered "a"	If you answered "b"	If you answered "c"
1	confident	relaxed	anxious
2	bold	cautious	sensitive
3	extrovert	ambivert	introvert
4	very calm	calm	nervous
5	very curious	somewhat curious	not at all curious

E


Project

Aim Make your own personality test

Video

- Look at the pictures. What do you think the video will be about? Write a short summary about what you think will happen on a separate piece of paper. Then talk with a partner.
- Watch the video. Number the pictures in order. 



- Watch again. Circle the answers. 

- Based on the video, what is true about Daisy's character?
 - She's intellectual and helpful.
 - She's a social butterfly.
 - She's a know-it-all.
 - She's angry and reliable.
- Based on the video, which statement is most accurate about Collector's personality?
 - Collector, who can be nasty sometimes, is often helpful.
 - Collector is often helpful and nasty.
 - Collector, who is often helpful, is usually nasty.
 - Collector, who is a friend of Rachel's, is a robot.
- Who is described in the most negative way in the video?
 - Daisy
 - Collector
 - Scooter
 - Rachel
- What does Collector base his career recommendations on?
 - whether or not someone is ambitious
 - data gathered by appearance
 - whether or not someone is annoying
 - data gathered about individuals

- Watch again. Number the actions in the correct order. 

- Collector is being rude.
- Collector analyzes Rachel.
- Daisy predicts the weather.
- Mario thinks Collector should stop analyzing people.
- Mario and Collector go to the job fair.



- Watch again. Circle the words you hear.

- Wow, that's sweet / sensitive / silly of you to say, Collector!
- Would you like me to predict / identify / report the perfect job for you based on your personality?
- Oh, no! I'm so sorry. He's never this nasty / appropriate / bold.
- I think I prefer to be with people who / whom / whose are really genuine and generous.
- You're intelligent, silly, bold, and a social butterfly / go-getter / know-it-all.

6 Work alone and then with a partner. Read the task and complete the project.



Task Design your own personality test.

1. On a separate piece of paper, write twenty true or false questions.

Ex. I am generous. true false

2. Write 3-5 situational questions.

Ex. What would you do if you won a lot of money?

3. Have a partner complete your test.

4. Use their answers to complete the chart below.

True	False
Ex. generous	

7 Answer the following questions about your partner. Use the information about jobs on p. 145, or research online to help you answer the questions.

1. What job do you think your partner would be best at? _____
2. What job do you think your partner would be worst at? _____
3. What hobbies do you think your partner has? _____
4. What hobbies do you think your partner should try? _____

8 Talk with your partner. Ask if they agree or disagree with your conclusions and talk about why.

Scope and Sequence

HOW TO USE

..... Page 4

UNIT / PAGE	VOCABULARY	GRAMMAR & STRUCTURES	LISTENING
GETTING READY FOR COLLEGE Page 6 1	Education Interviews	Defining and non-defining relative clauses Present perfect simple tense Present perfect continuous tense	Listen to college interviews
TIME TO SET SAIL Page 18 Page 30 Review 1-2 2	Travel Adventure	Present perfect simple tense vs past perfect simple tense Past perfect simple tense vs past perfect continuous tense	Listen to people talk about their travels to faraway locations
HEALTHY THINKING Page 32 3	Health Medical technology	Future forms for plans and predictions Future perfect simple tense and future perfect continuous tense	Listen to a fitness and exercise plan
MONEY TALKS Page 44 Page 56 Review 3-4 4	Finance Consumerism	Zero conditionals Type 1 conditionals Type 2 conditionals	Listen to people talk about their spending habits
CULTURES AROUND THE WORLD Page 58 5	World cultures Rules and taboos	Comparatives and superlatives Bare infinitives	Listen to people talk about different cultural values
IT'S A MASTERPIECE! Page 70 Page 82 Review 5-6 6	Art and design Reviews and critiques	Passive voice and active voice Personal and impersonal passive	Listen to a debate about art
DECIDING FOR YOURSELF Page 84 7	Memories Choices	<i>If only / wish</i> statements Type 3 conditionals Mixed conditionals	Listen to students' memories and regrets
CRIME WAVE Page 96 Page 108 Review 7-8 8	Crime Morals and ethics	Reported speech	Listen to eyewitness accounts
EAT UP! Page 110 9	Food and cooking Taste and texture	Subjunctive mood Determiners	Listen to people talk about their relationship with food
LEARNING CURVE Page 122 Page 134 Review 9-10 10	Education Expressing difference	Causative verbs Inversion for emphasis	Listen to students talk about their experiences with education

SPEAKING	READING	WRITING	PROJECT
Answer difficult interview questions	Read interview horror stories	Write a follow-up letter	Mock Interview
Talk about places you've been to or would like to go to	Read a story about an adventurer's discovery	Write a letter to the editor	Monologist
Talk about medical advice regarding health and diet	Read about health-related advancements	Write a persuasive article about a health-related issue	Awareness Campaign
Give advice or your opinion on spending habits	Read about market trends	Write about a financial concern or problem	Talk Show Host
Explain differences between your culture and another	Read about different cultures	Write a guide on the dos and don'ts of your country	Welcome to My World
Give polite criticism	Read a critical review	Write a critique of some artwork	This Is Art
Talk about decisions you made during high school	Read about students' memories and regrets	Write an alternative timeline	Map Out a Story
Report what you and others have seen	Read about a criminal investigation	Write a police report	Detective
Talk about your relationship with specific foods and recipes	Read about a chef's inspiration and influences	Write a review of a meal	Feeling Food
Interview someone about their experiences with education	Read about different education systems	Write a progress report for a student	You're the Teacher

IT'S A MASTERPIECE!



Scan for Audio

WHAT YOU WILL DO IN THIS UNIT


- A Reading** Read a critical review
- B Listening** Listen to a debate about art
- C Speaking** Give polite criticism
- D Writing** Write a critique of some artwork
- E Project** Give a presentation about a work of art



Look at the photo and answer the questions.

1. What is happening in the picture?
2. What do you think she is taking a photo of?
3. What kind of artwork most interests you? Why?
4. Why do you think art is important?

Vocabulary

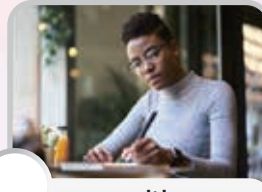
① Listen and number.  6-01



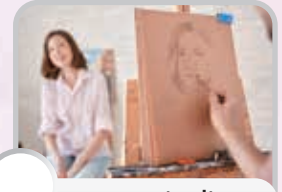
striking



visual



critic



portrait



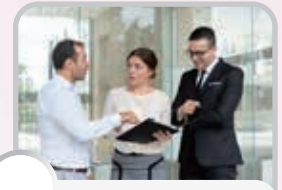
(mass) media



scene



classic



controversial

② Match the words with the definitions.

- | | |
|--------------------|--|
| 1. visual • | e. related to seeing or sight |
| 2. (mass) media • | g. newspapers, magazines, TV, and radio that reach many people |
| 3. scene • | h. someone who reviews art, music, or literature |
| 4. classic • | c. old but high quality and well known |
| 5. controversial • | d. likely to cause disagreement and discussion |
| 6. critic • | f. a painting or drawing of a person |
| 7. portrait • | b. everything connected with a type of art or way of life |
| 8. striking • | a. attracting attention because it is very attractive, unusual, or extreme |

Pre-reading

③ Match the words to the pictures. How could these words apply to art? Talk with a partner.

1. **paper shredder**

2. **art auction**

3. **hoax**

4. **remote control**



CREATIVE DESTRUCTION

Some have called it great performance art, some have called it a protest against the art world itself, and some have even called it a hoax. [a] Whatever your view, there is no doubt that Banksy is once again the most talked about and controversial artist of our times. His painting *Girl with Balloon* was sold to an unnamed buyer at auction last week for \$1.4 million. However, as soon as it was sold, the painting began to destroy itself: a small paper shredder (operated by remote control) had been secretly installed in the lower part of the frame. A video of the incident shows the shocked faces of those in the room. Fortunately for the new owner, the painting was not completely destroyed. The shredder stopped halfway through. Even more fortunately, the half-destroyed work, now renamed *Love is in the Bin*, is said to have actually increased in value! It is currently being displayed at a gallery in Stuttgart, Germany. [b]

While this painting has already become famous, whether or not it is great art is another question. Many critics, such as Paulo Aldous, have argued that Banksy's work is too simplistic and obvious. "I think some of his earlier work was interesting and striking, but now his paintings always carry a very direct message which doesn't challenge the viewer. And this is just his latest stunt, or perhaps a hoax, which he's done in order to get attention." Other critics, such as Marion Weber are more positive. "I've always loved Banksy's work, right back to his early days as part of the underground graffiti scene in Bristol. [c] This new work, in particular, is fascinating. I think it can be viewed as a continuation or update of an older tradition, known as the 'Auto-Destructive Art' movement. This movement was started in the 1960s by Gustav Metzger, and often involved performances in which he violently destroyed the art which he had created. For him, the destruction was an integral part of the creative process. Clearly, Banksy has been inspired by Metzger here."

So, visual art masterpiece or media stunt? People will disagree on this. But most will probably agree that, while he's certainly controversial, no other visual artist can get the media's attention in the way Banksy can. Because of him, a lot of young people are talking about art again. [d] For that, at the very least, he ought to be admired.

NOTE

A *hoax* is a trick to make people believe something is true.

Comprehension

5 Circle the answers.

- What is the main purpose of the article?
 - to explain how disliked Banksy is
 - to examine what Banksy has accomplished
 - to debate what art is
 - to discuss different types of art
- Why did they change the name of the painting?
 - The new owner disliked the name.
 - The painting got more expensive.
 - The message had changed.
 - The shredder stopped halfway.
- What does the critic mean when they say the artwork "doesn't challenge the viewer"?
 - The pictures Banksy draws are simple.
 - The work is easy to look at.
 - Banksy's work has gotten worse.
 - The work is easy to understand.
- What is NOT true about Gustav Metzger?
 - He was part of the Bristol scene.
 - He was part of the art scene.
 - Banksy's art resembles his.
 - His work began a movement.
- Where is the best place to insert the following sentence?
His work at that time was so vibrant and dynamic.
 - [a]
 - [b]
 - [c]
 - [d]
- What can be inferred about Banksy?
 - He has changed over time.
 - His work will not be remembered.
 - He does not make money from his art.
 - His fans are mostly older people.



6 Discuss with a partner.


- What do you think about the artwork being destroyed?
- How can artists get the media's attention?

B

Listening

Aim Listen to a debate about art

Vocabulary

① Listen and number.  6-03



observation



novelist



script



commercial



abstract



release



violent



dialogue

② Fill in the blanks with the best vocabulary words.

- I'm not a big fan of the pop music genre. The music is too _____.
- The book makes a striking _____ about the life of Picasso.
- I won't let my children watch that scary movie. The _____ scenes would give them nightmares.
- I always wrote stories when I was in school. That's why I became a(n) _____.
- I wrote a(n) _____ for the school's spring play. Would you like to read it?
- Do you know what the _____ date is for the new James Bond movie?
- The older I get, the better I understand _____ artwork, such as Jackson Pollock's paintings.
- It's a good action movie, but the _____ is so unnatural.

Authentic Conversation

NOTE

A screenwriter is someone who writes scripts for movies.

③ Talk with a partner.



Welcome, Max. You're a unique artist. Let's talk about that.

Certainly. I'm a screenwriter and a novelist. I write movie scripts, and I'm currently writing a book about how violence is used in storytelling.

Interesting. I wanted to ask you what your observations are on commercial films, such as superhero movies.

Actually, I really enjoy superhero movies. I think a lot of them have great messages, acting, and dialogue.

Really?

Yes. In fact, the first script I ever wrote was about a superhero. It was called *To the Max!*

NOTE

Blockbuster movies usually focus on popular genres such as action and thriller movies, and they are usually made by big film studios. Indie movies are not supported by big studios and usually focus on niche topics and themes.

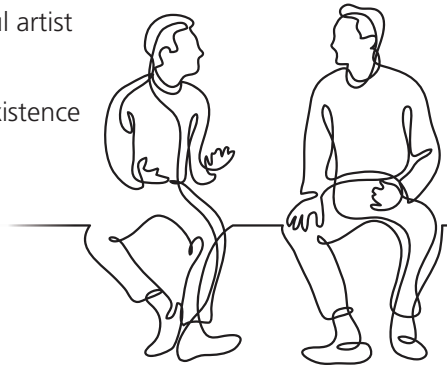
④ Discuss with a partner.

- What was the last movie you watched? Was it a blockbuster or an indie film?
- Do you think indie films have more artistic value than blockbusters? Why?

Listen Up

5 Listen and circle the answers. 6-04

- The main topic of the listening is _____.
 - how to be a good artist
 - how to tell if art is good
 - how to define good art
 - how to be a successful artist
- What does "human condition" mean?
 - how humans make art
 - different aspects of existence
 - others' experiences
 - life, death, and love
- The speakers are debating whether or not _____.
 - good art can be created for commercial reasons
 - artists should talk about the human condition
 - artists ought to be recognized for their artistry
 - a great work of art is about the human condition
- What can be inferred from the following statement?
"If they also happen to make some money, that's not a bad thing, right?"
 - Artists shouldn't make art to make money.
 - Most artists won't make money doing art.
 - Artists shouldn't be afraid to make money.
 - It's a bad thing when artists make money.



6 Listen again. Circle true or false. 6-04

- Asma thinks most people can agree on what makes great art. true false
- For Asma, great artwork discusses the human condition. true false
- Picasso's *The Weeping Woman* is more popular now than it used to be. true false
- Commercial art and great artistry often go together. true false

Grammar

7 Look at the table.

NOTE

We use passive voice to shift the focus of the sentence from the subject to the object.

Passive Voice and Active Voice	
Active Voice: the subject does the action form: subject + verb + object	Passive Voice: the subject receives the action form: <i>be</i> + past participle
Picasso painted <i>The Weeping Woman</i> in 1937.	<i>The Weeping Woman</i> was painted in 1937.
The novelist will finish writing at 7:00.	The writing will be finished at 7:00.
Passive verb phrases can also use modals such as <i>may</i> , <i>must</i> , <i>can</i> , <i>could</i> , <i>ought to</i> , <i>should</i> , and <i>have to</i> . form: object + modal + <i>be</i> + past participle	
Active: The owner ought to close this art gallery.	Passive: This art gallery ought to be closed.

8 Rewrite the following sentences in the passive voice.

- A Spanish novelist won this year's Nobel Prize in Literature.

- We could have beaten the other team.

- I might finish the project before tomorrow's deadline.

- Jay Reid should have written the script.

C

Speaking

Aim Give polite criticism

Vocabulary

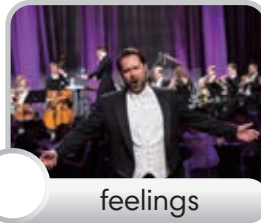
1 Listen and number.  6-05



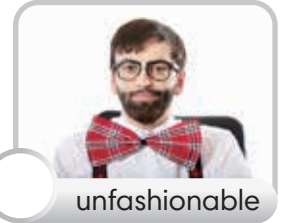
bizarre



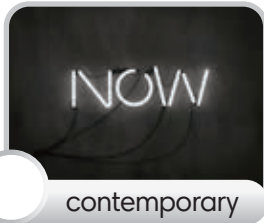
rhythm



feelings



unfashionable



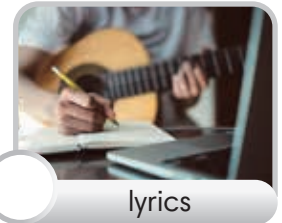
contemporary



context



tone



lyrics

2 Match the words with the definitions.

- | | | |
|------------------|---|---|
| 1. bizarre | • | a. the quality, sound, and strength when someone speaks |
| 2. rhythm | • | b. confusing or strange |
| 3. feelings | • | c. the words of a song |
| 4. unfashionable | • | d. one's beliefs or emotions |
| 5. contemporary | • | e. a repeated pattern of sound |
| 6. context | • | f. outdated; not stylish |
| 7. tone | • | g. modern; related to the present |
| 8. lyrics | • | h. the setting or background of something |

Authentic Conversation

3 Listen and fill in the blanks with the words you hear.  6-06



Jada

So, did you like my recording?

To be honest, I thought it was 1. _____. The 2. _____ was odd, and the 3. _____ didn't make any sense.

That kind of hurts my 4. _____, Dan. It's 5. _____ music; it's supposed to be unique.

Sorry, I didn't mean to be rude. That sort of music isn't really something I know much about.

No, I think you might be right. Maybe the song could use some work.

If it helps, I thought your 6. _____ was pretty good. And maybe I just didn't understand the 7. _____ of the story the song was trying to tell.



Dan

4 Listen again. Circle true or false. 

1. Dan was impressed by Jada's song.
2. Jada seemed offended about what Dan said to her at first.
3. Jada is considering Dan's feedback.
4. Dan thought the song told a boring story.

true false
 true false
 true false
 true false

Expressions

Phrases for giving constructive criticism

5 Look at the table.

Strong	Soft
I hate this kind of music.	This kind of music isn't really my cup of tea.
You are wrong because...	That's an interesting point, but...
The colors are too bright.	Isn't it a little bright?
Your song is too long.	If you made it a bit shorter, it would be even better!
Your design is outdated and unfashionable.	It's good, but how could you make it more contemporary?
The style of your painting is really bizarre.	The style is very unique.

6 Rewrite the criticisms to make them less strong.

1. Is that a new dress? It looks very strange. Your style is totally bizarre!

2. This is your essay? It's way too short. You'll probably get an F if you turn this in.

3. Your picture is weird. Its colors are all mixed oddly. I hate abstract paintings.

4. No, you're wrong. The best artists these days are living in Mexico.

Speak Up

7 Follow the steps. Then work with a partner.

STEP 1 Research online or look at the pictures below to find some artwork you dislike.



STEP 2 Write down three or four reasons why you don't like the artwork, using strong comments.

STEP 3 Talk with a partner.


STEP 4 Discuss how you can soften your comments.

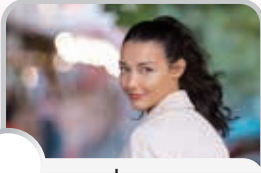
D

Writing

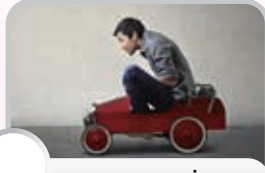
Aim Write a critique of some artwork

Vocabulary

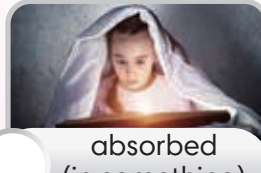
1 Listen and number.  6-07



glance



compromise



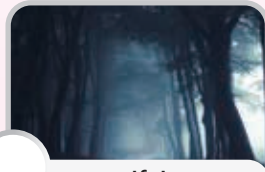
absorbed
(in something)



solo



soul



terrifying



colorful



tale

2 Fill in the blanks with the best vocabulary words.

- My music teacher says my music lacks _____. He says I need to look deeper to play beautifully.
- I don't think artists should _____ their artistic vision just to make money.
- This book tells the _____ of a beautiful princess and her white horse.
- At a(n) _____, it looks normal. But, if you study it in detail, it becomes more unusual.
- I went into the room, but he didn't notice me. He was totally _____ in his work.
- I just saw the latest horror movie. It was _____! I'm still shaking.
- I used to play in a band, but these days I work mainly as a(n) _____ artist.
- Her paintings are so _____. I really like the ones with rainbows.

Grammar

3 Look at the table.

NOTE

When converting *It is said that* and *It is believed that* into active voice, start the sentence with *People*.

Ex. *People say you shouldn't trust a thin chef.*

Personal & Impersonal Passive	
Personal Passive: the sentence has a stated or implied actor, or "doer," the agent of the verb. signal words: <i>with, by</i>	Impersonal Passive: the sentence does not have a stated or implied actor. signal phrases: <i>it is said that, it is believed that</i>
The artist's work is sometimes attacked by critics. (agent is stated)	It's said that you shouldn't trust a thin chef.
The artist's work is sometimes attacked in the review pages. (agent is implied)	It is believed that he drew it in 1989.



4 Read. Write **P** if the sentence is personal passive, and **I** if it is impersonal passive.

- It is thought that there are several undiscovered Picasso masterpieces hidden in people's houses. _____
- Picasso's self-portrait was sold for a record \$4 million at Christie's auction house last July. _____
- Monet's *Woman with a Parasol* is widely considered to be one of the finest examples of Impressionism. _____
- It can be said of *Middlemarch* that it is the greatest English novel though not the greatest novel in English. _____

Writing Guide

5 Look at the table.

Structure of a Critique Essay	
Introduction	Clearly describe the subject of your critique and give a brief overview of the aspects about it that you will cover.
Description	Describe the subject you're critiquing in detail.
Evaluation	Form ideas about the value and / or assess the subject. Give your opinion.
Counter-critiques	Address arguments you predict people may make about your critique.
Conclusion	Summarize your critique. Present your overall impression of the subject.

6 Read. Put the essay in the correct order (1-5) and label each paragraph's purpose. Then listen and check. 6-08

Overall, this was a strong performance from an artist who has just started doing solo work. If he can strengthen his lyrics, there's a good chance he could become as successful as he was with his former band.

The performance is part of Adamson's first solo tour. He's promoting his new album, *Human Conditions*. The thirty-two-year-old is an experienced rock star and has sold millions of records with his former band. But this tour is the first time his fans get to see him alone on stage.

Perhaps the biggest weakness for Adamson is his lyrics. While he did sing with lots of feeling, most of the words to his songs were simplistic, predictable, and boring. The lack of depth was by far the most disappointing aspect of his work.

As for his solo skills, there is no doubt Adamson is extremely charismatic and energetic. He sings his songs with real passion, and there is a certain honesty to his performance that the fans adore.

Deray Adamson stands on the stage. Thousands of fans scream his name. He seems not to notice, completely absorbed in the sounds coming from his guitar. This scene looks as though it has been taken from the 1960s, the golden age of rock 'n' roll. But actually, it was last Thursday, at The Hope and Anchor: a top-billing music venue.

Writing

7 Follow the steps to write a review.

STEP 1 Research online OR choose a work of art (a painting, film, book, or poem) that you are familiar with.

STEP 2 Write a review on a separate piece of paper.
Follow the Writing Guide to structure your review.
Use soft language and give constructive criticism.

STEP 3 Use the checklist to check your work.

STEP 4 Share your review with a partner. Discuss.

Checklist	
1. I chose a work of art.	<input type="checkbox"/>
2. I described the art.	<input type="checkbox"/>
3. I evaluated the art.	<input type="checkbox"/>
4. I used constructive criticism.	<input type="checkbox"/>
5. I addressed counter-critiques.	<input type="checkbox"/>
6. I summarized my review.	<input type="checkbox"/>




E


Project

Aim Give a presentation about a work of art

Video

- Look at the pictures. What do you think the video will be about? On a separate piece of paper, write a short summary of what you think will happen. Then talk with a partner.
- Watch the video. Number the pictures in order. 



- Watch again. Circle the words you hear. 

striking	classic	glance	terrifying
contemporary	lyrics	controversial	media

- Watch again. Circle the answers. 

- Why is the art piece called *Consumerisn't*?
 - It's Canadian.
 - It creates stuff.
 - It destroys consumer items.
 - It's contemporary art.
- What does Trisha think *Consumerisn't* means?
 - We are all consumers.
 - We shouldn't be defined by our things.
 - Everyone is able to be an artist.
 - Charities are helpful to artists.
- What is the reason they return to the gallery?
 - to find Ryan's stuff
 - to open an art exhibit
 - to meet the artist
 - to be interviewed
- What did Ryan mean when he said, "Wow, you really suffer for your art"?
 - The art isn't created with much feeling.
 - Miles makes commercial art.
 - The art really impacts Miles.
 - Miles only makes destructive art.

- Watch again. Fill in the blanks with the words you hear. 



1. And here we have a(n) _____ work. This was painted in 1952 by...

2. People say "You are _____."

3. He's supposed to be destroying _____ for a(n) _____ thing.



4. Listen, guys, I have a(n) _____ to ask. I think I _____ what you're going _____.

6 Talk with a partner. Choose a famous painting, movie, or song. Fill in the table.

Title	
Creator(s)	
Creation date	
Reason(s) it's popular	
Interesting facts	
Why people like it	
Why people dislike it	

7 Write a presentation about the artwork you chose in 6. Write two things you liked and two things you disliked.

Ex.

It's a Wonderful Life (1946)

Directed by Frank Capra

Written by Frances Goodrich, Albert Hackett, and Frank Capra

Starring James Stewart and Donna Reed

Trivia It's based on a short story by Philip Van Doren Stern.



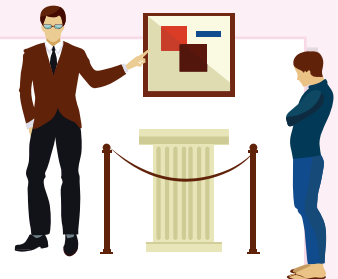
This classic Christmas film is a feel-good movie with an amazing script and cast. I love the film and watch it with my friends every year.

Some critics have found the work to be overly long, and some say it's edited poorly. In fact, when the film was first released, it failed to

turn a profit. Even after five Oscar nominations and one win, the film couldn't make any money—causing the film production studio to go bankrupt.

Luckily, money doesn't determine the value of great art.

MY CRITIQUE



8 Share your presentation with your class.

1 Read and choose the best words to fill in the blanks.

As an American in Korea, certain 1. _____ of the culture here surprised me at first. I originally came here to attend graduate school. I noticed that at a Korean university there is much more emphasis on teamwork: students were expected to 2. _____ and work together on group projects. Also, the professors here seemed to be quite 3. _____ compared to back home. They rarely made jokes and always looked very formal and serious.

After I finished university, I got a job at a company in Seoul. I found that here, too, there was a big emphasis on working as part of a group. Even at lunchtime, I was expected to always eat together with my coworkers. I also found that the office culture was very hierarchical: we always had to 4. _____ the boss and never directly disagree with him. At first, I found this style a little 5. _____, but gradually I got used to it. Another thing I first found quite 6. _____ was having to bow to senior employees in the company. It's a common 7. _____ of respect here. It doesn't have to be a full bow—just a nod of the head is acceptable.

Overall, I think Seoul is a great city, and I want to stay here for as long as possible. I think whether or not you have a good time in this country depends on your attitude. If you have an open mind and are prepared to adopt the local customs and 8. _____, you'll probably end up enjoying it.

- | | | | |
|-------------------|----------------|--------------|---------------|
| 1. a. identities | b. insults | c. aspects | d. risks |
| 2. a. disobey | b. cooperate | c. honor | d. knock |
| 3. a. strict | b. frustrating | c. specific | d. familiar |
| 4. a. insult | b. host | c. obey | d. approve |
| 5. a. frustrating | b. useless | c. exclusive | d. poisonous |
| 6. a. logical | b. peculiar | c. standard | d. delightful |
| 7. a. aspect | b. concept | c. honor | d. gesture |
| 8. a. manners | b. risks | c. aspects | d. concepts |

NOTE

A *hierarchical* structure is one in which people or things are arranged according to their importance.

2 Read and fill in the blanks with the words in the box.

striking	abstract	contemporary	compromise
commercial	critics	visual	controversial

A very jet-lagged Milo Adebayo sits at a café table staring into his large latte. He's back in New York for the opening of his new exhibition, *Aspects*. These last three years have seen him go from a struggling London-based art student to one of the biggest names in the 1. _____ art world. "I didn't set out to become a famous artist. When I was at art college, most of my heroes were not 'successful' in the 2. _____ sense of the word. They didn't make much money, but also they didn't 3. _____ their artistic vision. I've tried my best to follow their example."

Adebayo's 4. _____ paintings are highly valued for their 5. _____ bright colors and unique style—so much so that last year he was awarded the Trevett Prize for 6. _____ Arts, the greatest and most highly sought honor for painters. I ask him if all this success has changed him.

"Not too much, I hope. I think that with fame comes a certain amount of pressure and certain expectations. You have to try to ignore as much as you can. If you look at the reviews of my exhibition this week, you'll see that my work is still 7. _____. Some 8. _____ really like it, while others think it's awful. And that's OK by me."



3 Fill in the blanks with the comparative or superlative form of the given words.

- A: Mr. Edmunds is so nice. He lets us leave class early if we finish our work.
B: You're lucky. He's much _____ (strict) than my teacher.
- A: Jenny went to Singapore for a three-day trip, and she spent \$1,000.
B: Yeah. I've heard it's by far the _____ (expensive) country in the region.
- A: Dave seems a bit cold and unfriendly, don't you think?
B: He's just shy. The more you get to know him, the _____ (friendly) he will be.
- A: I feel quite homesick living abroad.
B: Don't worry. The _____ (long) you're away, the _____ (less) you'll miss it.

4 Rewrite the sentences in the passive voice.

- The record company will release the singer's new album on Friday. _____
- No one had signed the letter I received. _____
- They say there's no place like home. _____
- Critics said mixed things about Naomi's new exhibition. _____

5 Listen and circle true, false, or doesn't say.  **R3-01**

- | | | | |
|--|------|-------|-------------|
| 1. The professor likes the way Tom has written the conversations in his novel. | true | false | doesn't say |
| 2. The language Tom used for describing his characters' thoughts is too complex. | true | false | doesn't say |
| 3. Tom doesn't agree with some of the professor's criticisms. | true | false | doesn't say |
| 4. The professor thinks the length of the novel should be reduced. | true | false | doesn't say |
| 5. The professor thinks some of the characters are a little boring. | true | false | doesn't say |

6 Listen and circle the answers.  **R3-02**

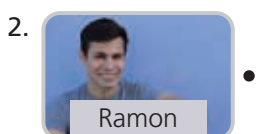
- | | |
|--|--|
| 1. What is NOT true about Mrs. Jacobi?
a. She is stricter than Marie's hosts.
b. She is a part of Ramon's host family.
c. She is less strict than Ramon's parents.
d. She is the strictest host. | 2. What does Marie's host have a hard time understanding about Marie?
a. that she doesn't eat meat
b. that she likes clean laundry
c. that she likes to disobey the rules
d. that her culture is vegetarianism |
| 3. Why does Jay want some alone time?
a. because he needs to study
b. because he dislikes his hosts
c. because he's frustrated
d. because he's reserved | 4. What can be inferred about the hosts?
a. Their manners are peculiar.
b. Their personalities are diverse.
c. They're friendly and outgoing.
d. They're straightforward. |



7 Listen again and choose the best accommodations for each student.  **R3-02**



- a. Homestay available: Middle-aged librarian. Lives alone. Out of house most of the time. Looking for quiet student who is independent, tidy, and easy to live with.



- b. Room to rent: Three female graduate students looking for housemate. We have quite strict rules about noise and cleaning the kitchen, etc. No parties or guests at night-time. Non-smoking, vegetarian preferred.



- c. Room available: Room in four-person male student house. Must be funny, outgoing, and willing to have fun. If you enjoy a relaxed home environment, this is the place for you!

Grammar Reference

UNIT 1

personal pronouns

We use pronouns to take the place of other nouns. Personal pronouns are used to talk about specific nouns, such as the names of people, places, or things.

Personal Pronoun	Definition	Example
<i>I</i>	first-person singular	<i>I</i> am Sam.
<i>He</i>	singular male	<i>He</i> is Sam.
<i>She</i>	singular female	<i>She</i> is Samantha.
<i>It</i>	third-person thing / genderless non-human animals	<i>It</i> is a chair.
<i>You</i>	second-person singular and plural	<i>You</i> are Sam.
<i>We</i>	first-person plural	<i>We</i> are a group.
<i>They</i>	third-person plural	<i>They</i> are a group.

be-verbs (affirmative)

We use the verb *be* to show what something or someone is doing. You can use *be*-verbs to make an affirmative statement.

Personal Pronoun	be-verb	Example
<i>I</i>	<i>am</i>	<i>I am</i> a teacher.
<i>He / She / It</i>	<i>is</i>	<i>He is</i> a teacher.
<i>You / We / They</i>	<i>are</i>	<i>We are</i> teachers.

UNIT 2

be-verbs (negative and questions)

We can use the *be*-verb with *not* to make negative statements and questions.

Personal Pronoun	be-verb	Question	Negative
<i>I</i>	<i>am</i>	Are you a teacher?	<i>I am not</i> a teacher.
<i>He / She / It</i>	<i>is</i>	Is he a teacher?	<i>He is not</i> a teacher.
<i>You / We / They</i>	<i>are</i>	Are you teachers?	<i>We are not</i> teachers.

demonstrative adjectives

Demonstrative adjectives can be used to modify a noun so that we know which specific person, place, or thing is mentioned.

Demonstrative Adjective	Type	Example
<i>This</i>	singular	<i>This</i> pie is yummy.
<i>That</i>	singular	<i>That</i> horse is big.
<i>These</i>	plural	<i>These</i> pies are yummy.
<i>Those</i>	plural	<i>Those</i> horses are big.

UNIT 3

basic prepositions of place

Prepositions show the relationship between subjects and objects. We use prepositions of place to show where something is.

Preposition	Example
<i>on</i>	The key is <i>on</i> the desk.
<i>above</i>	The television is <i>above</i> the fireplace.
<i>over</i>	The airplane is <i>over</i> the tree.
<i>at</i>	The man is <i>at</i> the bus stop.
<i>in</i>	The woman is <i>in</i> the car.
<i>beside</i>	The chair is <i>beside</i> the desk.

there is / are

Use prepositions with *there is* and *there are*.

Use the phrases *there is* and *there are* to show the location of objects in a room. Be careful to keep the subject-verb agreement.

Example
<i>There is</i> a key on the desk.
<i>There is</i> a television above the fireplace.
<i>There is</i> a fan over the table.
<i>There are</i> five books on the desk.
<i>There are</i> two lamps on the table.
<i>There are</i> chairs beside the table.

Word List

UNIT 1

Lesson A

association
award
behalf
capable
competitive
institution
strength
weakness

Lesson B

assume
circumstance
commit
cope
intention
respond
sufficient
tough

Lesson C

abandon
betray
collapse
combination
encounter
occur
reputation
suspicious

Lesson D

deliberate
ideal
initially
outstanding
overall
relief
selection
truly

UNIT 2

Lesson A

aside from
attractive
extensive
instant
perspective
proud
quite
stunning

Lesson B

destination
dreadful
exotic
feature
nonetheless
pirate
remarkable
shipwreck

Lesson C

capture
confirm
determine
drown
seek
significant / insignificant
sophisticated /
unsophisticated
tremendous

Lesson D

astonishing
classify
furthermore
port
priceless
sail
therefore
voyage

UNIT 3

Lesson A

adjust
balance
crucial
current
enable
eventually
maintain
monitor

Lesson B

affect
anxiety
conventional
faith
gradual
practical
restore
suffer

Lesson C

ensure
factor
infection
massive
medical
needle
potential
treatment

Lesson D

alter
appeal
artificial
aware
expectation
poisonous
state
valid

UNIT 4

Lesson A

charge
foolish
keep track
mature
percentage
substantial
typical
wise

Lesson B

assess
dedicated
interest
management
panic
point
rate
upset

Lesson C

consumer
deal
evaluate
exclusive
impact
moderate
recession
standard

Lesson D

addiction
allowance
debit card
guidance
level
obsession
transfer
withdraw

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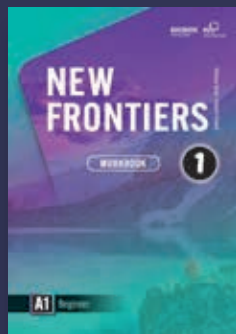
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