

COMMUNICATION GOALS

- 1 Convey a message.
- 2 Tell someone about the news.
- 3 Describe natural disasters.
- 4 Prepare for an emergency.

UNIT

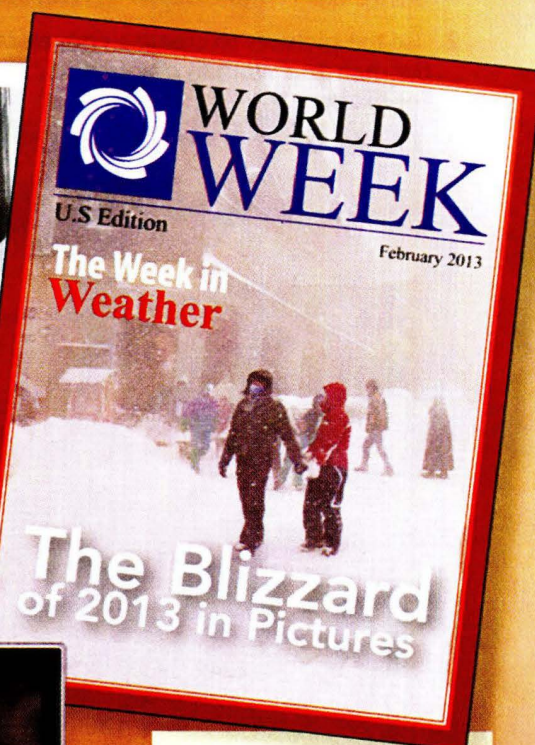
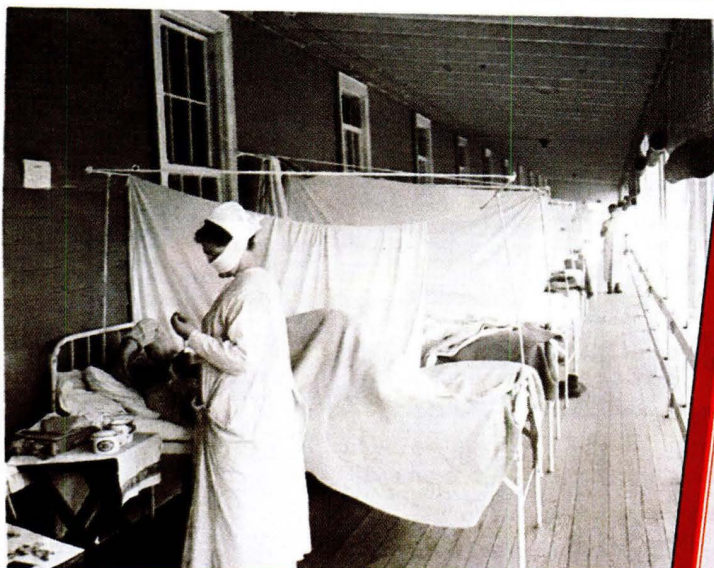
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Natural Disasters

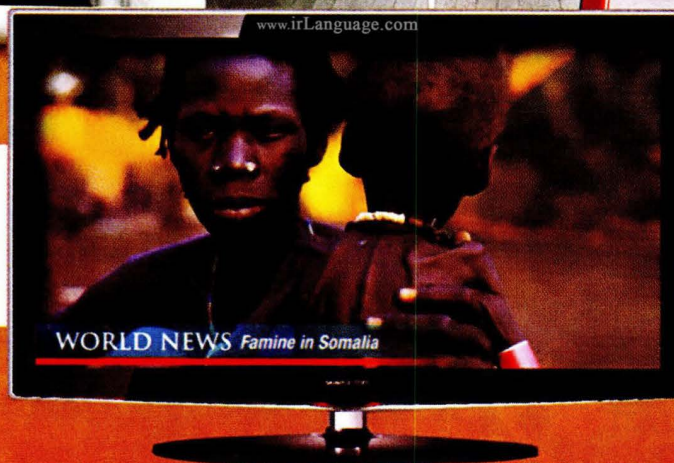
PREVIEW

HISTORIC DISASTERS

The influenza epidemic of 1918–1919 left an estimated 25 million people dead worldwide.



Between 2010 and 2012, 260,000 people died in Somalia in one of the worst food shortages in modern history.

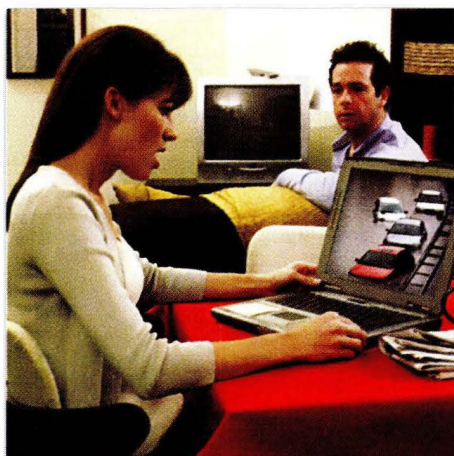


In February 2013, a major blizzard hit the Northeastern U.S. with heavy snowfall and high winds. Snowfall in some areas reached 100 cm, causing travel delays, school closures, and power outages.

A DISCUSSION Discuss one or more of the topics about the content of the news.

- 1 When stories about natural disasters such as epidemics, famines, and weather emergencies appear in the news, are you interested in knowing about them? Why or why not?
- 2 Why do newspapers often put stories like this on the front page?
- 3 Not all disasters are caused by nature. What are some other kinds of disasters? What are some of their causes?

B ▶ 3:02 **PHOTO STORY** Read and listen to a conversation about a natural disaster.

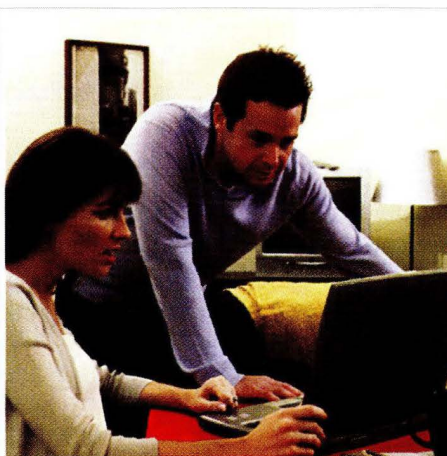


Rachel: Oh, my goodness. Take a look at this!

Tom: Why? What's going on?

Rachel: There's this enormous flood in Slovakia—look at these people on the roof! The water's up to the second floor. And look at these cars. I sure hope there was no one in them.

Tom: That sounds horrendous. Any word on casualties?



Rachel: It says, "No reports of deaths or injuries so far . . ." But it's in the middle of a city, for goodness sake. The death toll could end up being huge.

Tom: And can you imagine the property damage?

Rachel: Well, they estimate almost 50% of the houses in town are under water already.

Tom: What a disaster!



Rachel: I wonder how this flood compares to the one they had in New Orleans a few years back. Remember that?

Tom: You bet I do. How could anyone forget? And that flooded almost half the city, too.

Rachel: Let's turn on CNN. They usually have breaking news about stuff like this.

C FOCUS ON LANGUAGE Complete each statement with words or phrases from the Photo Story.

- Two words that mean very big are and
- The number of indicates the number of people who are injured or killed in an event.
- A two-word phrase that means the destruction of or harm to buildings, cars, and other things that belong to victims of an event is
- A two-word expression that is used to describe the first news reports of an important event that is happening at the present is

SPEAKING

A Check your news sources and write an advantage and disadvantage for each one.

	Advantages	Disadvantages
<input checked="" type="checkbox"/> a newspaper	<i>you can save an article</i>	<i>not as up-to-date as online news</i>

	Advantages	Disadvantages
<input type="checkbox"/> a newspaper		
<input type="checkbox"/> Internet news sites		
<input type="checkbox"/> TV or radio newscasts		
<input type="checkbox"/> a weekly news magazine		
<input type="checkbox"/> word of mouth		

B PAIR WORK Compare opinions with your partner. Do you both use the same sources? Why or why not?

GRAMMAR *Indirect speech: Imperatives*

To report what someone said without quoting the exact words, use indirect speech. Don't use quotation marks when you write indirect speech.

Direct speech: Peter said, "Be careful if you go out during the storm."

Indirect speech: Peter said to be careful if you go out during the storm.

Indirect speech is a kind of noun clause. It is the direct object of a reporting verb such as say, tell, or ask.

An imperative in direct speech becomes an infinitive in indirect speech.

They said, "Read the weather report." → They said to read the weather report.

She says, "Don't go out without a full tank of gas." → She says not to go out without a full tank of gas.

Change the pronouns in indirect speech as necessary for logic.

Martin said, "Tell me as soon as you know." → Martin told me to tell him as soon as I know.

She told me, "Please call me when you get home." → She asked me to call her when I get home.

GRAMMAR BOOSTER p. 133

- Direct speech: punctuation rules

- A GRAMMAR PRACTICE** Rewrite each statement in indirect speech. Make necessary changes to the pronouns.

1 Martha told me, "Be home before the snowstorm."

1. Martha told me to be home before the snowstorm.

2 Everyone is saying, "Get ready for a big storm."

3 The radio says, "Get supplies of food and water in case the roads are closed."

4 They told her, "Don't be home too late this afternoon."

5 Maria always tells them, "Don't leave your doors open."

6 Carl told me, "Call me when you hear the news."

- B PAIR WORK** For each sentence, say what you think the speaker's original words were. Take turns.

1 He asked them to call him when it starts raining.

“ Please call me when it starts raining. ”

2 The newspaper said to leave a window or door open when there's going to be a severe storm.

3 She told his parents to read the emergency instructions in the newspaper.

4 Ray told Allison to look for the story about him in the paper on Tuesday.

5 She asked him to pick up some food for her on the way home.

6 They told me not to wait until the snow gets heavy.

DIGITAL
MORE
EXERCISES

DIGITAL
VIDEO
COACH

PRONUNCIATION *Direct and indirect speech: Rhythm* irLanguage.com

- A** ▶ 3:03 Notice the rhythm of sentences in direct and indirect speech. Read and listen. Then listen again and repeat.

1 He said, [pause] "Be home before midnight." → He said to be home before midnight.

2 I told your parents, [pause] "Get a flu shot at the clinic." → I told your parents to get a flu shot at the clinic.

- B PAIR WORK** Take turns reading aloud the sentences in Exercise A Grammar Practice, above. Read both the original sentences and the sentences you wrote, using correct rhythm for direct and indirect speech.

CONVERSATION MODEL

A ▶ 3:04 Read and listen to someone conveying a message.

A: I'm on the phone with your parents. Would you like to say hello?

B: I would, but I'm running late.

A: Anything you'd like me to tell them?

B: Yes. Please tell them to turn on the TV. There's a storm on the way.

A: Will do.

B ▶ 3:05 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN

Convey a message

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A **NOTEPADDING** Read the possible excuses and messages. Then write one or two more excuses and messages.

Possible excuses

I'm running late.
I have an appointment.
I don't have time.

DIGITAL
VIDEO

B **CONVERSATION ACTIVATOR** With a partner, change the Conversation Model. Role-play conveying a message. Choose messages and excuses from the lists in the boxes, or use your own. Then change roles.

A: I'm on the phone with
Would you like to say hello?

B: I would, but

A: Anything you'd like me to tell ?

B: Yes. Please tell to

A:

Possible messages

[Watch / Listen to] the news. There's a story about
Check the weather online. There's a bad storm on the way.
Call me at the office.

DON'T STOP!

Continue the conversation. Ask your partner:
what time he or she will be home.
to do you a favor.
to call you later.

C **CHANGE PARTNERS** Practice the conversation again. Use another message. Use another excuse.

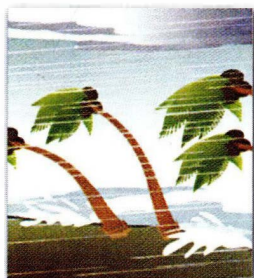


VOCABULARY Severe weather and other natural disasters

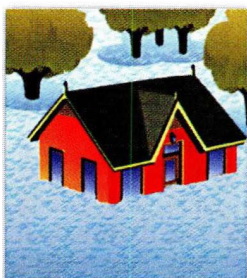
A ▶ 3:06 Read and listen. Then listen again and repeat.



a tornado



a hurricane / a typhoon



a flood



a landslide



a drought

B ▶ 3:07 LISTEN TO INFER Listen to the news. Write the kind of event the report describes.

1 2 3 4

C ▶ 3:08 LISTEN TO CONFIRM INFORMATION Listen again. After each report, say if the statement is true or false. Explain your answers.

- | | |
|---|--|
| 1 She said it hadn't rained in a month. | 3 She said the storm had done a lot of damage. |
| 2 He said it hadn't rained for a week. | 4 He said the storm wouldn't do a lot of damage. |

GRAMMAR Indirect speech: Say and tell—tense changes

GRAMMAR BOOSTER p. 134

- Indirect speech: optional tense changes

Use tell when you mention the listener. Use say when you don't.

Maggie told her parents to stay home. (listeners mentioned)

Maggie said to stay home. (listeners not mentioned)

When say and tell are in the past tense, the verbs in the indirect speech statement often change. Present becomes past. Past becomes past perfect. Will becomes would. Can becomes could.

They said, "The weather is awful." → They said (that) the weather was awful.

Dan said, "We all had the flu." → Dan said (that) they all had had the flu.

They said, "There will be snow tonight." → They said there would be snow tonight.

My husband said, "You can come with me." → My husband said I could come with him.

A GRAMMAR PRACTICE Circle the correct verbs for indirect speech.



My Great-Grandmother Meets Hurricane Cleo

Hurricane Cleo struck the United States in August, 1964. My great-grandmother, Ana, was traveling in Miami when the hurricane struck. She (1 said / told) me that she still remembers how scared everyone was.

She (2 said / told) me that the hotel (3 has called / had called) her room one morning and had (4 said / told) her that a big storm (5 is / was) on the way. They (6 said / told) that all hotel guests (7 have to / had to) stay in the hotel until the weather service (8 tell / said) that it (9 is / was) safe to leave.

She stayed in her room, and she didn't know what happened until the storm was over. When she turned on the TV, the reports (10 said / told) that a lot of people (11 have been / had been) injured and that all the roads (12 are / were) flooded. She always (13 says / said) that she still (14 feels / felt) lucky to have survived Hurricane Cleo.

- B GRAMMAR PRACTICE** Change each statement from direct speech to indirect speech, changing the verb tense in the indirect speech statement.

- 1 The TV reporter said, "The landslide is one of the worst in history."
- 2 He also said, "It caused the destruction of half the houses in the town."
- 3 My sister called and said, "There is no electricity because of the hurricane."
- 4 The newspaper said, "There will be a typhoon in the next thirty-six hours."
- 5 The paper said, "The drought of 1999 was the worst natural disaster of the twentieth century."
- 6 After the great snowstorm in 1888, a New York newspaper reported, "The blizzard of '88 caused more damage than any previous storm."

1. The TV reporter said the landslide was one of the worst in history.

DIGITAL
MORE
EXERCISES

CONVERSATION MODEL

- A** ▶ 3:09 Read and listen to a conversation about the news.

A: What's going on in the news today?

B: Well, the *Times* says there was a terrible storm in the South

A: Really?

B: Yes. It says lots of houses were destroyed.

A: What a shame!

B: But there haven't been any deaths.

A: Thank goodness for that!

Reactions to news

- ☹ What a shame!
- ☺ Thank goodness for that!

- B** ▶ 3:10 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Tell someone about the news

- A NOTEPADDING** Read each headline. Then, on a separate sheet of paper, write what it said. Use indirect speech.

The Daily Post Online says an earthquake killed 20,000 in Iran.

DIGITAL
VIDEO

- B CONVERSATION ACTIVATOR** Tell your partner what the news is, using the headlines. Then change roles and headlines.

A: What's going on in the news today?

B: Well, says

A: Really?

B: Yes. It says

A: !

DON'T STOP!

- Discuss other headlines.
- Express your reactions to the news.



RECYCLE THIS LANGUAGE.

What a shame!
Thank goodness for that!
Oh, no!
What a disaster!
That's [enormous / gigantic / huge / horrendous]!

- C CHANGE PARTNERS** Practice the conversation again, using a different headline.



mild !
 moderate !!
 severe !!!
 deadly !!!!
 catastrophic !!!!!

BEFORE YOU READ

DIGITAL
FLASH
CARDS

A ▶ 3:11 **VOCABULARY** • *Adjectives of severity* Read and listen. Then listen again and repeat.

B **WARM-UP** Have you or someone you know experienced a natural disaster? What kind of disaster was it? How severe was it? Tell the class about it.

READING ▶ 3:12

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EARTHQUAKES

Earthquakes are among the deadliest natural disasters, causing the largest numbers of casualties, the highest death tolls, and the greatest destruction. In 1556 in China, the deadliest earthquake in history killed 830,000 people. But many other earthquakes have caused the deaths of more than 200,000 people, and it is not unusual, even in modern times, for an earthquake death toll to reach 20,000–30,000 people with hundreds of thousands left homeless and with countless injured. The floodwaters of the 2004 tsunami in Sumatra, which killed over 200,000 people, were caused by a catastrophic earthquake.

There are four factors that affect the casualty rate of earthquakes: magnitude, location, quality of construction of buildings, and timing.

MAGNITUDE

The magnitude, or strength, of an earthquake is measured on the Richter scale, ranging from 1 to 10, with 10 being the greatest. Earthquakes over 6 on the Richter scale are often deadly, and those over 8 are generally catastrophic, causing terrible damage.

LOCATION

A severe earthquake that is located far from population centers does not cause the same damage as a less severe one that occurs in the middle of a city. As an example, in 1960, the strongest earthquake ever recorded, 9.5 magnitude on the Richter scale, struck in the Pacific Ocean near the Chilean coastline, destroying buildings, killing over 2,000, and injuring another 3,000 in regional cities near the coast. The location of this earthquake, far away from a population center, however, prevented it from being catastrophic, with hundreds of thousands of deaths.

QUALITY OF CONSTRUCTION

Modern building construction techniques can lessen the death toll and economic impact of a moderate earthquake that would otherwise cause severe destruction of older-style buildings.



Port-au-Prince, 2010

In 2010, a terrible earthquake in Port-au-Prince, the capital of Haiti, caused the destruction of a tremendous number of the city's buildings, mostly due to poor construction. In contrast, an even stronger earthquake later that year in Chile caused less destruction because of that country's use of earthquake-resistant construction.

TIMING

Finally, the time of occurrence of an earthquake can affect the number of deaths and casualties. Earthquakes that occur in the night, when people are indoors, usually cause a greater death toll than ones that occur when people are outdoors.

Ten Largest Earthquakes by Magnitude

Year	Place	Magnitude
1960	Valdivia, Chile	9.5
1964	Alaska, U.S.	9.2
2004	Sumatra, Indonesia	9.1–9.3
1952	Kamchatka, Russia	9.0
2011	Tochuko region, Japan	9.0
1615	Arica, Chile	8.8
1833	Sumatra, Indonesia	8.7–9.2*
1906	Ecuador / Colombia	8.8
2010	Bio-Bio, Chile	8.8
1700	Pacific Ocean: U.S. / Canada	8.7–9.2*

* estimate

A **PARAPHRASE** Rewrite the statements in your own words, changing the underlined word or phrase.

- 1 The magnitude of an earthquake is measured by the Richter scale.
- 2 There are four factors that affect the casualty rate of an earthquake.
- 3 Good construction techniques can lessen the danger to people in buildings affected by an earthquake.
- 4 Damage is often due to poor construction.
- 5 If an earthquake occurs near a major population center, more people will be affected.

- B CONFIRM FACTS** Answer the questions, according to the information in the Reading.
Use indirect speech.

- 1 Where did the deadliest earthquake in history take place?
- 2 Which earthquake had the highest recorded Richter-scale reading?
- 3 How can location affect the death toll of an earthquake?
- 4 What else can lessen the destruction and economic impact of an earthquake?

1. The article said the deadliest earthquake in history took place in ...

- DIGITAL MORE EXERCISES** **C IDENTIFY CAUSE AND EFFECT** Discuss how magnitude and timing affect the casualty rate and economic impact of earthquakes. Explain your ideas by putting together information from the article.

NOW YOU CAN Describe natural disasters

- A PAIR WORK** Partner A, read the fact sheet about the Indonesia typhoon. Partner B, read the fact sheet about the Bangladesh earthquake. In your own words, tell your partner about the disaster.

INDONESIA TYPHOON

Date: October 12

Place: Indonesia and western Malaysia

Event: Typhoon with highest winds ever recorded

Property damage: Catastrophic destruction

Casualties: 5,309 deaths with more than 1,740 missing; 8 million affected with many homeless

BANGLADESH EARTHQUAKE

Date: September 20

Place: Bangladesh

Event: Earthquake

Property damage: At least 70% of homes (12,000) destroyed.

Casualties: 630 deaths and hundreds more injured

“A severe typhoon hit Indonesia on October 12. There were high winds and catastrophic property damage.”

- B NOTEPADDING** Choose one of the historic disasters from the list. Find information about it on the Internet, at a library, or in a bookstore. (OR choose a disaster you are already familiar with.) Write details about the disaster on your notepad.

Date:	
Place:	
Event:	
Property damage:	
Casualties:	

Some historic disasters

- The San Francisco earthquake of 1906 (U.S.)
- The Bam earthquake of 2003 (Iran)
- The tsunami of 2004 (Indian Ocean)
- Hurricane Katrina 2005 (New Orleans, U.S.)
- A natural disaster of your choice: ____

- C GROUP WORK** Make a news broadcast or presentation about the disaster you researched (OR one of the disasters in Exercise A above). Describe the natural disaster to your class.



RECYCLE THIS LANGUAGE.

Types of disasters	Adjectives	Features
earthquake	mild	casualties
epidemic	moderate	death toll
famine	severe	injuries
flood	deadly	property damage
landslide	catastrophic	
storm		

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Group Work.
For example: “death toll.”

BEFORE YOU LISTEN

A ▶ 3:13 VOCABULARY • *Emergency preparations and supplies* Read and listen. Then listen again and repeat.

evacuate to remove all people from an area that is too dangerous

an emergency a very dangerous situation that requires immediate action

a power outage an interruption in the flow of electrical power over a large area

a shelter a safe place where people may go when the area they live in has been evacuated

a first-aid kit a small box or package containing supplies to treat minor injuries and illnesses

a flashlight a portable, battery-operated light

non-perishable food food that doesn't need refrigeration, such as canned or dried food

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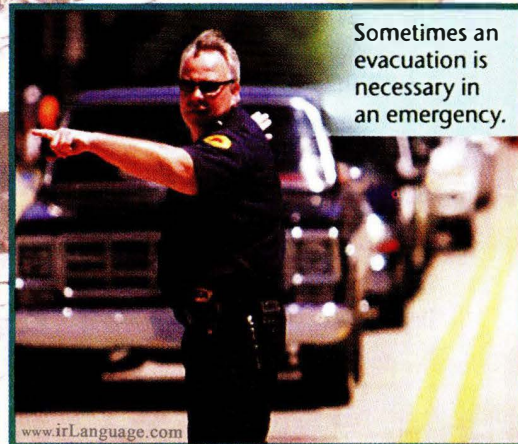
A battery-operated flashlight is a must when there is a power outage.



In a power outage, candles can provide light.



Sometimes an evacuation is necessary in an emergency.



B PAIR WORK With a partner, write sentences using the Vocabulary words and phrases.

They tried to evacuate the entire population of the city before the flood, but lots of people refused to go.

LISTENING COMPREHENSION

A ▶ 3:14 LISTEN FOR MAIN IDEAS Listen to an emergency radio broadcast. Write a sentence to describe the emergency the broadcaster is reporting.

B ▶ 3:15 LISTEN FOR DETAILS Listen again and correct each of the following false statements, using indirect speech.

Example: He said you should stand near windows during the storm.

- 1 He said you should turn your refrigerator and freezer off.
- 2 He said that in case of a flood, you should put valuable papers on the lowest floor of your home.
- 3 He said you should read the newspapers for the location of shelters.

“ No. He said *not* to stand near windows during the storm. ”

C PARAPHRASE What did the radio announcer say in the emergency radio broadcast? With a partner, discuss the questions and complete each statement, using indirect speech. Listen again if necessary.

1 What should you do to get your car ready for an evacuation?

He said to

2 What should you do with outdoor furniture?

He said to

3 What should you buy for flashlights and portable radios?

He said to

4 How should you prepare to have food and water in case you have to stay indoors for several days?

He said to

5 What should you listen to in case of an evacuation?

He said to

NOW YOU CAN

Prepare for an emergency

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A GROUP WORK Choose an emergency from the list. Write some plans for the emergency on the notepad. Provide a reason for each plan.

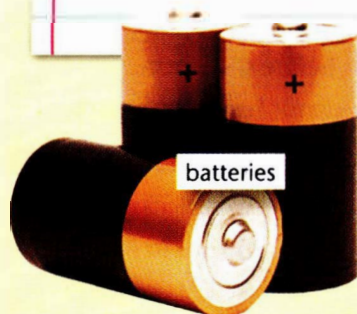
Plans	Reasons
Have 2 liters of water	to have enough water in case
per person per day.	the water is unsafe to drink

Kinds of emergencies

- a flood
- a tornado
- a severe storm (blizzard, hurricane, typhoon)
- an epidemic
- a famine
- a drought
- a landslide
- an earthquake

Type of emergency:

Plans	Reasons



batteries



matches



bottled water

B Present your plans to the class. Compare your plans.

“ Our group prepared for a storm. We said to be sure cell phones were working. A power outage might occur. ”

REVIEW

- A ▶ 3:16 Listen to the report. The reporter describes three kinds of disasters. Listen carefully and check the ones that fall into the categories she describes. Listen again if necessary.

The 10 most deadly natural disasters of the 20th century				
	Disaster	Place	Year	Killed
<input type="checkbox"/> 1	epidemic	worldwide	1917	20,000,000
<input type="checkbox"/> 2	famine	Soviet Union	1932	5,000,000
<input type="checkbox"/> 3	flood	China	1931	3,700,000
<input type="checkbox"/> 4	drought	China	1928	3,000,000
<input type="checkbox"/> 5	epidemic	worldwide	1914	3,000,000
<input type="checkbox"/> 6	epidemic	Soviet Union	1917	2,500,000
<input type="checkbox"/> 7	flood	China	1959	2,000,000
<input type="checkbox"/> 8	epidemic	India	1920	2,000,000
<input type="checkbox"/> 9	famine	Bangladesh	1943	1,900,000
<input type="checkbox"/> 10	epidemic	China	1909	1,500,000

- B Complete each statement with the name of the disaster or emergency.

- In , mud and soil cover the houses and can bury entire towns.
- A widespread event in which many people become sick with the same illness is
- A storm with high winds and rain is
- A is a natural event in which there is no rain for a long period of time.
- In , there is not enough food and many people go hungry.

- C Complete each indirect statement or question with said or told.

- They me to call the office in the morning.
- The students the test had been very difficult.
- He the storm was awful.
- Who us to get extra batteries?

- D Rewrite the indirect speech statements in direct speech. Be sure to use correct punctuation.

- She said she knew the reason there was so much property damage.
- I said not to tell the children about the storm.
- The radio announcer told the people to fill up their cars with gas before the storm.
- He asked if the epidemic had been severe.

- E Rewrite the direct speech statements in indirect speech.

- Robert told Marie, "Don't wait for the evacuation order."
- Sylvia said, "I think the earthquake occurred during the night."
- The emergency broadcast said, "Buy bottled water before the hurricane."
- They told Marlene, "Call us on Tuesday."

For additional language practice ...

TOP NOTCH POP • Lyrics p. 154
"Lucky to Be Alive"

DIGITAL SONG DIGITAL KARAOKE

WRITING

Write about how to prepare for an emergency. Choose an emergency and include information on what to do, what supplies to have, and what preparations to make.

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WRITING BOOSTER p. 150

- Organizing detail statements by order of importance
- Guidance for this writing exercise

TUESDAY

ORAL REVIEW

TELL A STORY Give the people names and relationships. Then tell the story of Tuesday and Wednesday in the pictures. For example:

On Tuesday, [Robert] called [his father] and told him to ...

PAIR WORK

- 1 Tell your partner what the TV announcer said on Tuesday. Then switch roles. Your partner tells you what the radio announcer said on Wednesday. Use indirect speech. For example:

The announcer said a tropical storm was coming...

- 2 Create a conversation between the two men on Tuesday. Start like this:

*Hello, [Dad]. There's going to be a bad storm.
They say ...*

TROPICAL STORM
EXPECTED, WITH HIGH
WINDS, DAMAGING RAIN,
POSSIBLE FLOODING NEAR
COASTAL AREAS.

WEDNESDAY

THE SHELTER IS NOW
OPEN AND ACCEPTING
PEOPLE FROM AREAS
NEAR THE BEACH.

✓ NOW I CAN

- ☐ Convey a message.
- ☐ Tell someone about the news.
- ☐ Describe natural disasters.
- ☐ Prepare for an emergency.

COMMUNICATION GOALS

- 1 Explain a change of intentions or plans.
- 2 Express regrets about past actions.
- 3 Discuss skills, abilities, and qualifications.
- 4 Discuss factors that promote success.

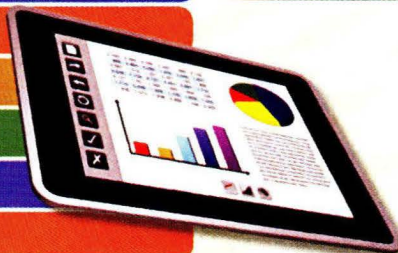
UNIT**6****Life Plans****PREVIEW****What's the best career for you?**

Take the preference inventory to see which fields might be a good match for you. Check the activities you like (or would like) to do.

- ☐ work on experiments in a science laboratory
- ☐ write songs
- ☐ manage a department of a large business corporation
- ☐ repair furniture
- ☐ be a doctor and care for sick people
- ☐ design the stage scenery for a play
- ☐ teach adults how to read
- ☐ study a company's sales
- ☐ restore antique cars
- ☐ teach science to young people
- ☐ help families with problems
- ☐ manage a company's sales representatives
- ☐ make clothes to sell
- ☐ interpret X-rays and other medical tests
- ☐ make paintings and sculptures
- ☐ help couples with marriage problems
- ☐ start my own business
- ☐ build houses

Write the number of check marks you have by each color.

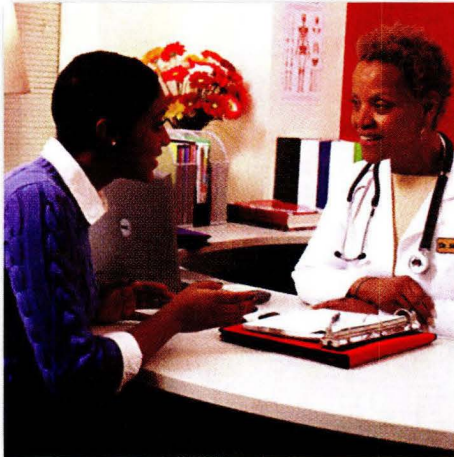
Field: ☐ BUSINESS ☐ SCIENCE ☐ CRAFTS
☐ SOCIAL WORK ☐ ARTS

**A DISCUSSION** Talk about the questions.

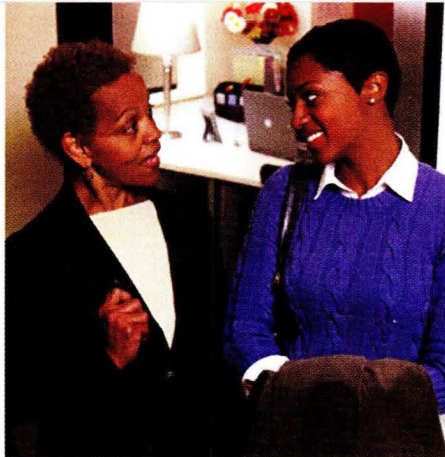
- Which field or fields did you have the most check marks in?
- Were you surprised by your results? Explain.
- What are some jobs or professions in that field?

B ▶ 3:19 **PHOTO STORY** Read and listen to a conversation about a career choice.

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Charlotte: Dr. Miller, I wonder if I could pick your brain.
Dr. Miller: Sure, Charlotte. What's on your mind?
Charlotte: Well, I always thought I would go to engineering school, but now I'm not so sure anymore.
Dr. Miller: Well, it's not so unusual for a person your age to change her mind...



Dr. Miller: I must have changed mine ten times before I settled on medicine! Have you decided on something else?
Charlotte: Well, actually, I've developed an interest in the health field, and since you're a doctor...
Dr. Miller: Are you thinking of medicine?
Charlotte: Not specifically. Something related that doesn't take that long to study...



Charlotte: I know there are some good options, but I'm having trouble making up my mind.
Dr. Miller: Well, have you given any thought to becoming a physical therapist? It's a great field. You help people, and there's always a job available.
Charlotte: Hmm. Physical therapy. I should have thought of that. I'll keep that in mind.

C FOCUS ON LANGUAGE Find the following expressions in the Photo Story. Use the context to help you match the expressions and their meanings.

- | | |
|--------------------------------|--|
| 1 make up one's mind | a decide to do something else |
| 2 keep something in mind | b remember something |
| 3 be on one's mind | c think of something |
| 4 settle on | d decide to do something after considering conflicting choices |
| 5 change one's mind | e ask someone about something |
| 6 pick someone's brain | f make a final decision that won't change |

SPEAKING

A Have you ever changed your mind before settling on something? Check any areas in which you have changed your mind.

- | | |
|---|--|
| <input type="checkbox"/> a career or job choice | <input type="checkbox"/> a divorce |
| <input type="checkbox"/> a field of study | <input type="checkbox"/> the choice of a boyfriend or girlfriend |
| <input type="checkbox"/> a marriage | <input type="checkbox"/> other |

B DISCUSSION Survey the class. How many classmates checked each box? Discuss the reasons why people changed their plans.



CONVERSATION MODEL

A ▶ 3:20 Read and listen to a conversation about a change in plans.

A: So what are you doing these days?

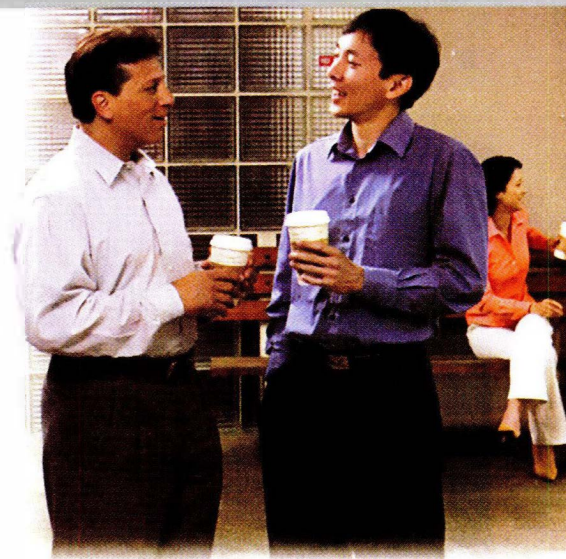
B: Well, I'm in dental school.

A: No kidding! I thought you had other plans.

B: That's right. I was going to be an artist, but I changed my mind.

A: How come?

B: Well, it's hard to make a living as a painter!

B ▶ 3:21 RHYTHM AND INTONATION Listen again and repeat.
Then practice the Conversation Model with a partner.GRAMMAR Expressing intentions and plans that changed: Was / Were going to and wouldExpress and ask about past intentions and plans that changed with was / were going to + a base form.I was going to get married (but I didn't).They were going to study art (but they didn't).Was she going to take the course?Were you going to study with Dr. Mellon?Weren't you going to study law? (Yes, I was. / No, I wasn't.)Where were they going to work? (In Kuala Lumpur.)Who was going to teach this class? (My sister was.)

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You can also use would (the past of will) + a base form to express plans and intentions that changed, but only in a noun clause following verbs such as thought, believed, or said.She thought she would be a doctor (but she changed her mind).We always believed they would get married (but they never did).They said they would pay for their daughter's studies (but they didn't).Note: You can also use was / were going to in a noun clause after thought, believed, or said.They said they were going to arrive before noon (but they didn't).

Be careful!

Don't use would + a base form alone. It must be used in a noun clause. Use was / were going to instead.

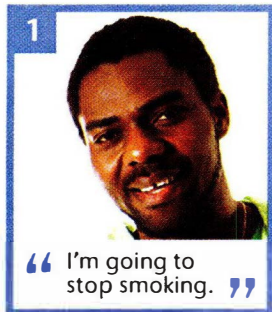
She was going to be a doctor.

NOT She ~~would be~~ a doctor.

GRAMMAR BOOSTER p. 135

- Expressing the future: review
- The future with will and be going to: review

GRAMMAR PRACTICE Write what each person said he or she was going to do.



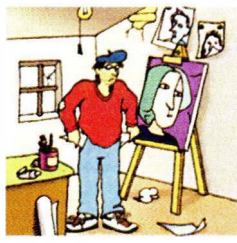
1. He said he was going to ...

VOCABULARY Reasons for changing plans

A ▶ 3:22 Read and listen. Then listen again and repeat.



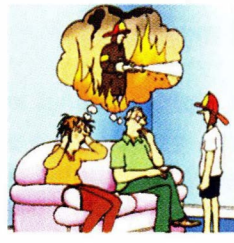
I wanted to be a rock star, but **my tastes changed**.



I was going to be an artist, but **it's hard to make a living as an artist**.



I thought I would be a lawyer, but **I didn't pass the exam**.



I wanted to become a firefighter, but my family **talked me out of it**.



I was going to marry George, but **I changed my mind**.

B VOCABULARY / GRAMMAR PRACTICE Complete each sentence, using would and a reason from the Vocabulary. Then compare reasons with a partner.

- 1 Laura thought / be / a doctor, but . . .
- 2 I thought / become / an astronaut, but . . .
- 3 We were sure / Bill and Stella / get / a divorce, but . . .
- 4 Joe always believed / become / a writer, but . . .

C ▶ 3:23 LISTEN TO ACTIVATE VOCABULARY Listen to the conversations. Complete each statement about the decision each person made. Then listen again and use the Vocabulary to write the reason each person changed his or her mind.

- 1 She wanted to be a . . . , but she changed her mind because . . .
- 2 He was going to . . . Jessica, but he didn't because . . .
- 3 He always thought she would become a . . . , but she didn't because . . .
- 4 She was going to . . . a Romanian named Andrei, but she didn't because . . .

NOW YOU CAN**Explain a change of intentions or plans**

A NOTEPADDING On the notepad, write some intentions or plans you had in the past but changed your mind about. Write the reasons for the changes, using the Vocabulary or other reasons.

B CONVERSATION ACTIVATOR With a partner, change the Conversation Model, using the information on your notepad. Then change roles.

A: So what are you doing these days?

B: Well, . . .

A: No kidding! I thought you had other plans.

B: That's right. I was going to . . . , but . . .

A: How come?

B: Well, . . .

C CHANGE PARTNERS Practice the conversation again about other intentions or plans from your notepad.

for my life:

for my studies:

for my career:

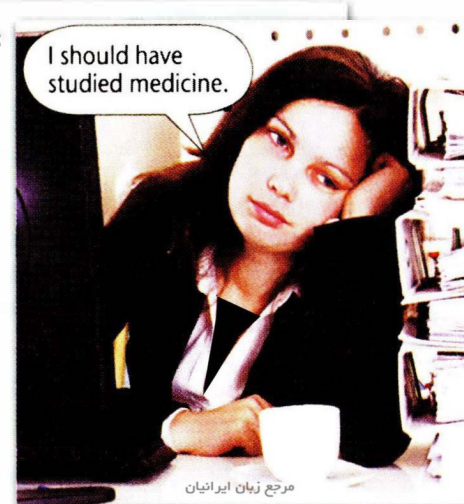
DON'T STOP!

- Ask more questions.
- Explain your choices and decisions.
- Discuss the future.

GRAMMAR Perfect modals

Use perfect modals to express feelings and beliefs about past actions and events:

- **Regrets or judgments: should have + past participle**
I should have studied medicine. (But unfortunately, I didn't.)
She shouldn't have divorced Sam. (But unfortunately, she did.)
- **Possibility: may have / might have + past participle**
I may (OR might) have failed the final exam. It was really hard.
He may (OR might) not have been able to make a living as a painter.
- **Ability (OR possibility): could have + past participle**
He was the driver. He could have prevented the accident.
The museum was closed, but she couldn't have known that. It's usually open on Tuesdays.
- **Certainty: would have + past participle**
You should have gone to Rio. You would have loved it.
It's good he broke up with Anne. They wouldn't have been happy together.
- **Conclusions: must have + past participle**
Beth isn't here. She must have gone home early.
(I think that's what happened.)
They didn't buy the house. The price must not have been acceptable.
(I think that's the reason.)



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Regrets about the past: wish + the past perfect; should have and ought to have

A GRAMMAR PRACTICE Choose the modal that logically completes each sentence.

Write that modal and the verb in the perfect modal form.

- I don't know why she married him. He the only man available.
(must OR should) be
- I architecture. I really good at it.
(should OR may) study (must OR would) be
- Jenna's not studying Chinese anymore. It too hard to learn Chinese and Japanese at the same time.
(should OR might) be
- We didn't know we were going to have five children. We such a small house.
(could not OR should not) buy
- Ella still loves Ben. She with him.
(must not OR should not) break up
- When I was young, everyone thought I was a great singer. But I decided to become a lawyer instead. Looking back, I think I on the wrong career.
(may OR should) decide

B PAIR WORK Provide three possible reasons for each statement. Use may / might have, must have, and could have. Follow the example.

Example: John is late for dinner.

“ He might have gotten stuck in traffic. ”

“ And he must not have taken his cell phone. ”

“ Or he could have had an important meeting at work. ”

- 1 My brother never got married.
- 2 All the classes were canceled today.
- 3 Michael is forty, and he just became a doctor.
- 4 Rachel grew up in New York, but now she lives in São Paulo.
- 5 They had one child, and then they adopted three more.
- 6 They had their honeymoon in the U.S. instead of in France.

PRONUNCIATION *Reduction of have in perfect modals*

- A** ▶ 3:24 Notice the reduction of have in perfect modals. Read and listen. Then listen again and repeat.

/ʃʊdəv/

1 I **should have** married Marie.

/nəʔəv/

3 We may **not have** seen it.

/maɪʔəv/

2 They **might have** left.

/kʊdəv/

4 She **could have** been on time.

- B PAIR WORK** Take turns reading the sentences with perfect modals in Exercise A. Use correct reduction of have.

CONVERSATION MODEL

- A** ▶ 3:25 Read and listen to a conversation between two people discussing a regret about the past.

A: I should have married Steven.

B: Why do you think that?

A: Well, I might have had children by now.

B: Could be. But you never know. You might not have been happy.

A: True.

- B** ▶ 3:26 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



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NOW YOU CAN

Express regrets about past actions

- A NOTEPADDING** Write about some regrets you have about past actions. Say how you think things might have been different in your life today.

Past action	Regret	How might things have been different?
a job / career choice	I didn't take the job at MacroTech.	I might have been CEO by now!
Past action	Regret	How might things have been different?
a job / career choice		
a field of study		
a marriage / divorce		
a boyfriend / girlfriend choice		
a breakup		

- B CONVERSATION ACTIVATOR** With a partner, personalize the Conversation Model. Discuss your regrets and speculate on how things might have been different. Use information from your notepad and perfect modals. Then change roles.

A: I should (OR I shouldn't) have

B: Why do you think that?

A: Well, I

B: Could be. But you never know.
You might

A:

DON'T STOP!

- Ask your partner more questions about his or her regrets.
- Speculate about what happened.
- Offer advice.

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**RECYCLE THIS LANGUAGE.**

Why did / didn't you ___?
Why don't you ___?
How about ___?

must (not) have ___
may / might (not) have ___
could have ___

BEFORE YOU LISTEN

DIGITAL
FLASH
CARDSA ► 3:27 VOCABULARY • **Qualifications for work or study** Read and listen. Then listen again and repeat.

- talents** abilities in art, music, mathematics, etc., that you are born with
She was born with talents in both mathematics and art.
- skills** abilities that you learn, such as cooking, speaking a foreign language, or driving
She has several publishing skills: writing, editing, and illustrating.
- experience** time spent working at a job
Martin has a lot of experience in sales. He has worked at three companies.
- knowledge** understanding of or familiarity with a subject gained from experience or study
James has extensive knowledge of the history of film. You can ask him which classics to see.
- qualifications** talents, skills, experience, and knowledge that make a person a good candidate for a job
I have two qualifications for the English teaching position: I have a teaching certificate, and I have taught English for two years.

B THINK AND EXPLAIN Explain the following in your own words. Use examples from your life.

- the difference between a talent and a skill
- the difference between experience and knowledge

LISTENING COMPREHENSION

A ► 3:28 LISTEN FOR DETAILS Listen to nine people being interviewed at an international job fair. Stop after each interview and match the interviewee with his or her qualification for a job. Listen again if necessary.

Interviewee	Qualifications
..... ^h 1 Sonia Espinoza	a a good memory
..... 2 Silvano Lucastro	b artistic ability
..... 3 Ivan Martinovic	c mathematical ability
..... 4 Agnes Lukins	d logical thinking
..... 5 Elena Burgess	e compassion
..... 6 Karen Trent	f manual dexterity
..... 7 Ed Snodgrass	g common sense
..... 8 Akiko Uzawa	h athletic ability
..... 9 Mia Kim	i leadership skills



B PAIR WORK With a partner, classify each qualification from Exercise A. Do you agree on all the classifications? Discuss and explain your opinions.

a talent	a skill
athletic ability	

“ I think athletic ability is a talent. You're born with that. ”

“ I don't agree. I think if you train and work at it, you can develop into a great athlete. I think it's a skill. ”

A FRAME YOUR IDEAS Take the skills inventory.

Preparing for an Interview

Whether you're looking for a job or interviewing for a school, interviewers expect you to answer questions about your interests, talents, skills, and experience. Take this inventory to prepare yourself for those questions.

Interests

Check the fields that interest you:

- ☐ business ☐ art
☐ science ☐ manufacturing
☐ education ☐ other _____

Qualifications

Check the qualifications you believe you have:

- ☐ manual dexterity ☐ artistic ability
☐ logical thinking ☐ compassion
☐ mathematical ability ☐ a good memory
☐ common sense ☐ leadership skills
☐ athletic ability ☐ other _____ (advanced computer skills, for example)

Experience

Briefly note information about your experience, skills, and any special knowledge you have.

Experience: _____

Skills: _____

Special knowledge: _____

B NOTEPADDING On your notepad, write specific examples of your qualifications. Then share and discuss your skills, abilities, and qualifications with a partner.

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Qualification	Example
mathematical ability	I'm great at number puzzles.
Qualification	Example

C PAIR WORK Use the information on your notepad to do one of the following activities.

- Role-play an interview for a job.
- Role-play an interview for career advice.
- Role-play an interview for entry into a professional (or other kind of) school.



RECYCLE THIS LANGUAGE.

I have experience in [teaching].
I don't have much experience, but _____.
I'm good at [math].
I have three years of [French].

“ Please come in. / Have a seat. ”

“ Tell me something about your [skills]. ”

“ What [work experience] do you have? ”

“ Do you have any special [skills]? ”

D GROUP WORK Tell your class what you learned about your partner in the interview.

“ My partner has a lot of experience in ... ”

BEFORE YOU READ

A WARM-UP How important do you think the following factors are to career success? Number the factors in order of importance, making 1 the most important and 6 the least important.

- | | | |
|---|--|--------------------------------------|
| <input type="checkbox"/> skills | <input type="checkbox"/> talent | <input type="checkbox"/> work habits |
| <input type="checkbox"/> prior experience | <input type="checkbox"/> job knowledge | <input type="checkbox"/> other |
| <input type="checkbox"/> physical appearance, dress, etc. | | |

B DISCUSSION Explain the reasons for your most important and least important choices. Use concrete examples.

READING ▶ 3:29

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The Five Most Effective Work Habits

Advice to new workers from a CEO

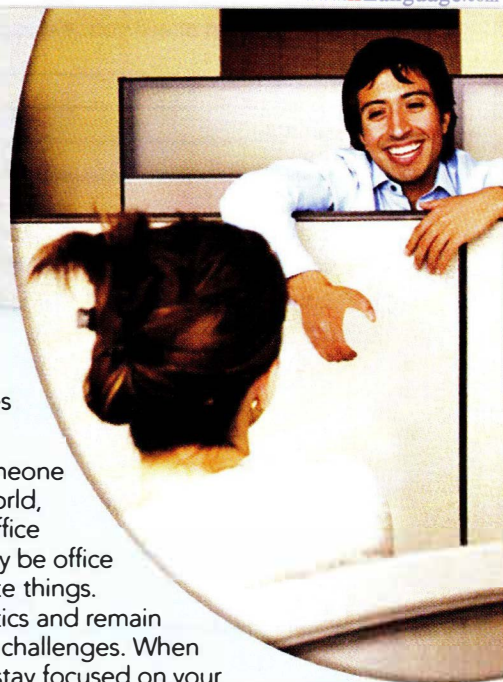
If you are new to the working world, you are eager to demonstrate your skills and knowledge. However, in addition to those, some basic work habits may be even more effective in promoting your success. Read the following advice to new workers, written by the head of a company.

- 1 Volunteer for assignments** One of the best ways to signal that you are a keen learner and are not afraid of hard work is to volunteer for assignments. However, before volunteering for a task, be sure you have the skills and knowledge to accomplish it successfully.
- 2 Be nice to people** Be nice to people regardless of their rank or position. When you are nice to people, they go out of their way to help you, and every new worker needs help in order to get ahead.
- 3 Prioritize your work** We all love to start work on things that are close to our hearts. However, these may not be the most urgent and important in our list of tasks to do. Have a list of things to do according to their strategic importance to your company. When you prioritize your work,

you are more productive, and that increases your chances of career success.

- 4 Stay positive** As someone new in the working world, you are not used to office culture. And there may be office politics that complicate things. Try to stay above politics and remain positive in the face of challenges. When you are positive, you stay focused on your goals. You make better decisions and, therefore, get more things done.
- 5 Highlight a problem but bring solutions** Offer a solution each time you highlight a problem to your boss or management. You need to remember that when you bring problems and not solutions, people may think of you as a "complainer."

These five work habits, at first glance, may seem like common sense. However, in actual working environments, people tend to forget the basics. I counsel new workers in our company to internalize this behavior and consistently use it to increase their chances of career success.



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Source: Adapted from www.career-success-for-newbies.com.

- A UNDERSTAND FROM CONTEXT** Find and underline the words below in the Reading. Use context to help you write a definition for each. Then compare definitions with a partner.

a habit	
a solution	
volunteer	
prioritize	

- B CONFIRM CONTENT** Answer the questions, according to what the CEO suggests.

- 1 Which may be most important in determining a new worker's success: knowledge, work habits, or skills?
- 2 Why should workers volunteer to do tasks?
- 3 Why is "being nice" a valuable habit to develop?
- 4 What is the value of prioritizing tasks?
- 5 How does staying positive help you be more productive?
- 6 What's wrong with stating a problem without proposing a solution?

DIGITAL
MORE
EXERCISES

NOW YOU CAN Discuss factors that promote success

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- A NOTEPADDING** On your notepad, write some factors that have helped you be successful in your life, studies, or work, and some factors that have prevented you from being successful. (You can choose one, some, or all areas to comment on.) Then compare notepads with a partner.

Area	Factors that helped 😊	Factors that hurt ☹️
my personal life	love, patience, common sense!	not listening to or paying attention to others
Area	Factors that helped 😊	Factors that hurt ☹️
my personal life		
managing my home		
my studies / work		

- B DISCUSSION** Discuss factors that you think promote success and factors that don't. Use your notepad for support, but expand on it with specific examples from your life to illustrate each factor. Talk about plans that changed and any regrets you may have.



RECYCLE THIS LANGUAGE.

Factors

talents
skills
experience
knowledge
common sense

Changes in plans

I thought I would __, but __.
I was going to __, but I changed my mind.
__ talked me out of it.
It's hard to make a living as __.
My tastes changed.

Regrets

I should have __.
I could have __.
I might have __.
I would have __.

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion.
For example: "prioritize your work."

REVIEW

- A** ▶ 3:30 Listen to the conversations between people talking about life changes. Write information on the notepad. Listen again if necessary.

	Why did the person change his or her mind?	Any regrets?
1		
2		
3		
4		

- B** Explain the meaning of each of the qualifications. Then write an occupation or course of study for a person with each qualification.

	Qualification	Definition	Occupation or Study
1	athletic ability		
2	artistic ability		
3	mathematical ability		
4	logical thinking ability		
5	a good memory		
6	leadership skills		

- C** Complete each statement of belief, using would.

- When I was a child, I thought I
- My parents believed
- My teachers were sure
- When I finished school, I didn't know

- D** Read each sentence. Complete the statement in parentheses, using a perfect modal.

- Marie was very unhappy in her marriage. (She should . . .)
- After Sylvia and David got separated, they discovered they were still in love. (They could . . .)
- My parents were sorry they sold their country house. (They shouldn't . . .)
- I can't understand how she learned to speak Italian so fast. (She might . . .)
- Look at John's car. It's all smashed up. (He must . . .)

1. She should have tried to communicate more with her husband.

WRITING

Write a short autobiography. Include information about one or all of the topics below. If you have any regrets, express them, using perfect modals.

- your birth
- your studies
- your childhood
- other aspects of your life

WRITING BOOSTER p. 150

- Dividing an essay into topics
- Guidance for this writing exercise

For additional language practice ...

TOP NOTCH POP • Lyrics p. 155
"I Should Have Married Her"

DIGITAL SONG DIGITAL KARAOKE

ORAL REVIEW

STORY IN PAIRS Choose one of the characters: Michael or Carlota. Look at the pictures for each of the three dates. Tell the story of your character to your partner. Then change partners and choose a different character.

Michael

Carlota

1980

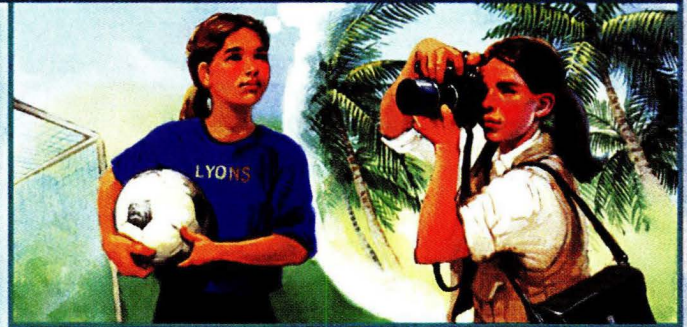
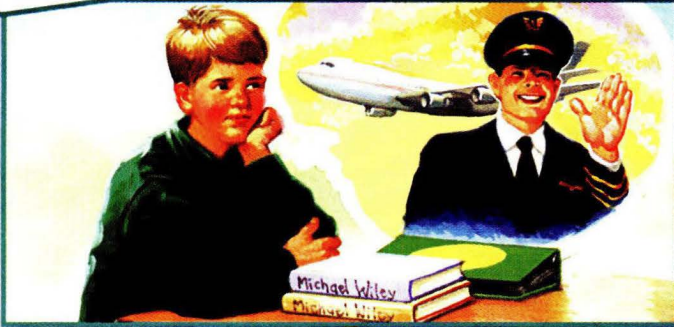
Their parents' plans and dreams for them



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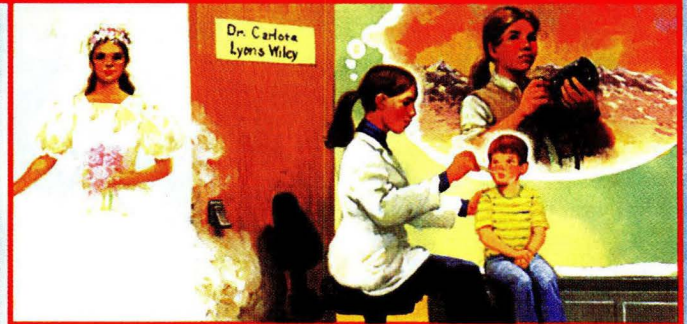
1990

Their wishes and dreams for themselves



NOW

Their actual choices and regrets



✓ NOW I CAN

- ☐ Explain a change of intentions or plans.
- ☐ Express regrets about past actions.
- ☐ Discuss skills, abilities, and qualifications.
- ☐ Discuss factors that promote success.