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FIFTH EDITION

3

Student's Book



Jack C. Richards

with Jonathan Hull and Susan Proctor

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Experience
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FIFTH EDITION



3

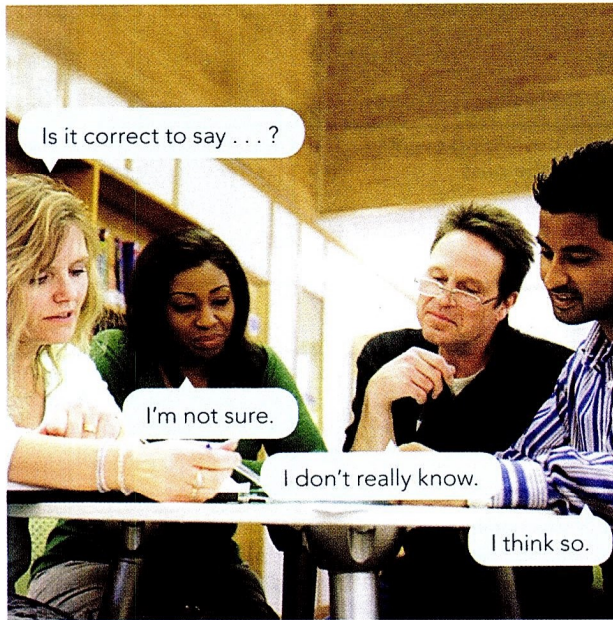
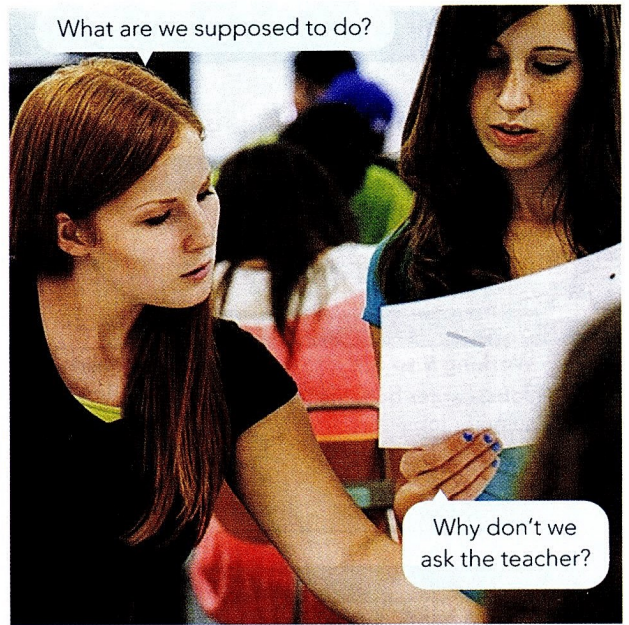
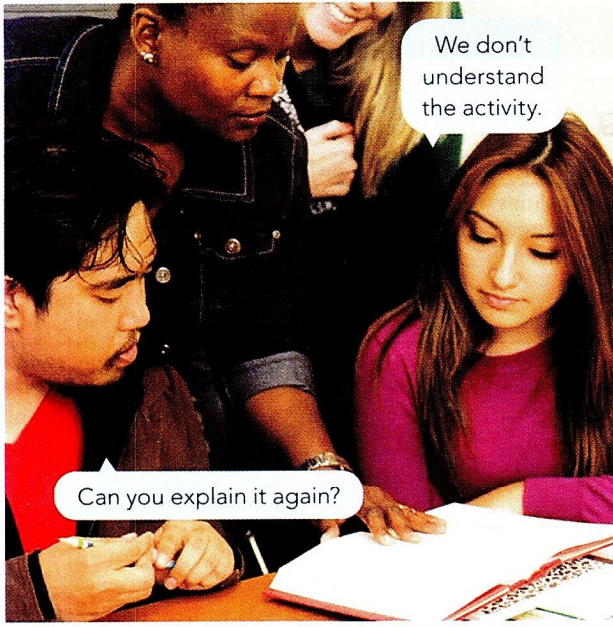
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CAMBRIDGE
UNIVERSITY PRESS



Plan of Book 3

Titles/Topics	Speaking	Grammar
 UNIT 1 PAGES 2-7 That's my kind of friend! Personality types and qualities; relationships; likes and dislikes	Describing personalities; expressing likes and dislikes; agreeing and disagreeing; complaining	Relative pronouns as subjects and objects; <i>it</i> clauses + adverbial clauses with <i>when</i>
 UNIT 2 PAGES 8-13 Working 9 to 5 Jobs; career benefits; job skills; summer jobs	Talking about possible careers; describing jobs; deciding between two jobs	Gerund phrases as subjects and objects; comparisons with adjectives, nouns, verbs, and past participles
PROGRESS CHECK PAGES 14-15		
 UNIT 3 PAGES 16-21 Lend a hand. Favors; formal and informal requests; messages	Making direct and indirect requests; accepting and declining requests	Requests with modals, <i>if</i> clauses, and gerunds; indirect requests
 UNIT 4 PAGES 22-27 What happened? The media; news stories; exceptional events	Narrating a story; describing events and experiences in the past	Past continuous vs. simple past; past perfect
PROGRESS CHECK PAGES 28-29		
 UNIT 5 PAGES 30-35 Expanding your horizons Cultural comparisons and culture shock; moving abroad; emotions; customs; tourism and travel abroad	Talking about moving abroad; expressing emotions; describing cultural expectations; giving advice	Noun phrases containing relative clauses; expectations: <i>the custom to</i> , <i>(not) supposed to</i> , <i>expected to</i> , <i>(not) acceptable to</i>
 UNIT 6 PAGES 36-41 That needs fixing. Consumer complaints; everyday problems; problems with electronics; repairs	Describing problems; making complaints; explaining something that needs to be done	Describing problems with past participles as adjectives and with nouns; describing problems with <i>need + gerund</i> , <i>need + passive infinitive</i> , and <i>keep + gerund</i>
PROGRESS CHECK PAGES 42-43		
 UNIT 7 PAGES 44-49 What can we do? The environment; global challenges; current issues	Identifying and describing problems; coming up with solutions	Passive in the present continuous and present perfect; prepositions of cause; infinitive clauses and phrases
 UNIT 8 PAGES 50-55 Never stop learning. Education; learner choices; strategies for learning; life skills	Asking about preferences; discussing different skills to be learned; talking about learning methods; talking about life skills	<i>Would rather</i> and <i>would prefer</i> ; <i>by + gerund</i> to describe how to do things
PROGRESS CHECK PAGES 56-57		

Pronunciation/Listening

Writing/Reading

Interchange Activity

Linked sounds
Listening for descriptions of people;
listening for opinions

Writing a description of a good friend
"Social Networks That Aren't for Everyone": Reading about unusual social networking sites

"Personality quiz": Interviewing a classmate to find out about personality characteristics
PAGE 114

Stress with compound nouns
Listening to the good and bad parts of a job; listening for complaints

Writing about two career choices
"The Perfect Workplace?": Reading about different types of workplaces

"Networking": Comparing people's careers and personalities to make a seating chart for a dinner party
PAGE 115

Unreleased consonants
Listening to people making, accepting, and declining requests

Writing a message with requests
"Can You Tell It Like It Is?": Reading about talking to friends about difficult topics

"Beg and borrow": Asking classmates to borrow items; lending or refusing to lend items
PAGE 116

Intonation in complex sentences
Listening to news stories; listening to messages and a podcast

Writing a personal account
"Believing More Than We Should": Reading about the reliability of online content

"Spin a yarn": Inventing a story from three random elements
PAGE 117

Word stress in sentences
Listening for information about living abroad; listening to opinions about customs

Writing a pamphlet for tourists
"Culture Shock": Reading about moving to another country

"Cultural dos and taboos": Comparing customs in different countries
PAGE 118

Contrastive stress
Listening to complaints; listening to people exchange things in a store; listening to a conversation about a "throwaway culture"

Writing a critical online review
"Ask the Fixer!": Reading about a problem with a ride-sharing service

"Home makeover": Comparing problems in two pictures of an apartment
PAGES 119, 120

Reduction of auxiliary verbs
Listening to environmental problems; listening for solutions

Writing a post on a community website
"Turning an Invasion Into an Advantage": Reading about a creative solution to lionfish on St. Lucia

"Take action!": Choosing an issue and deciding on an effective method of protest; devising a strategy
PAGE 121

Intonation in questions of choice
Listening to a conversation with a guidance counselor; listening for additional information

Writing about a skill
"Are You Studying the 'Right' Way?": Reading about different studying styles

"Making choices": Choosing between different things you want to learn
PAGE 122

Titles/Topics

Speaking

Grammar



UNIT 9 PAGES 58–63

Getting things done
Everyday services; recommendations; self-improvement

Talking about things you need to have done; asking for and giving advice or suggestions

Get or have something done; making suggestions with modals + verbs, gerunds, negative questions, and infinitives



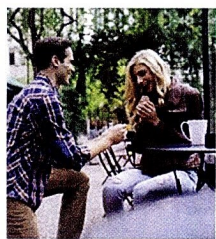
UNIT 10 PAGES 64–69

A matter of time
Historic events and people; biography; the future

Talking about historic events; talking about things to be accomplished in the future

Referring to time in the past with adverbs and prepositions: *during, in, ago, from...to, for, since*; predicting the future with *will*, future continuous, and future perfect

PROGRESS CHECK PAGES 70–71



UNIT 11 PAGES 72–77

Rites of passage
Milestones and turning points; behavior and personality; regrets

Describing milestones; describing turning points; describing regrets and hypothetical situations

Time clauses: *before, after, once, the moment, as soon as, until, by the time*; expressing regret with *should (not) have + past participle*; describing hypothetical situations with *if* clauses + past perfect and *would/could have + past participle*



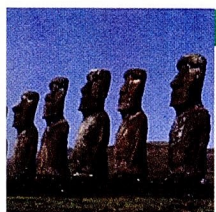
UNIT 12 PAGES 78–83

Keys to success
Qualities for success; successful businesses; advertising

Describing qualities for success; giving reasons for success; interviewing for a job; talking about ads and slogans

Describing purpose with infinitive clauses and infinitive clauses with *for*; giving reasons with *because, since, because of, for, due to, and the reason*

PROGRESS CHECK PAGES 84–85



UNIT 13 PAGES 86–91

What might have been
Pet peeves; unexplained events; reactions; complicated situations and advice

Drawing conclusions; offering explanations; describing hypothetical events; giving advice for complicated situations

Past modals for degrees of certainty: *must (not) have, may (not) have, might (not) have, could (not) have*; past modals for judgments and suggestions: *should (not) have, could (not) have, would (not) have*



UNIT 14 PAGES 92–97

Creative careers
Movies; media and entertainment professions; processes

Describing how something is done or made; describing careers in film, TV, publishing, gaming, and music

The passive to describe process with *is/are + past participle* and modal + *be + past participle*; defining and non-defining relative clauses

PROGRESS CHECK PAGES 98–99



UNIT 15 PAGES 100–105

A law must be passed!
Recommendations; opinions; community issues; controversial topics

Giving opinions for and against controversial topics; offering a different opinion; agreeing and disagreeing

Giving recommendations and opinions with passive modals: *should be, ought to be, must be, has to be, has got to be*; tag questions for opinions



UNIT 16 PAGES 106–111

Reaching your goals
Challenges; accomplishments; goals; inspirational sayings

Giving opinions about inspirational sayings; talking about the past and the future

Accomplishments with the simple past and present perfect; goals with the future perfect and *would like to have + past participle*

PROGRESS CHECK PAGES 112–113

GRAMMAR PLUS PAGES 132–150

Pronunciation/Listening

Writing/Reading

Interchange Activity

Sentence stress
Listening to New Year’s resolutions

Writing a message of advice
“Improving the World – One Idea at a Time”: Reading about young scientist Jack Andraka

“Absolutely not!”: Discussing different points of view of parents and their children
PAGE 123

Syllable stress
Listening for dates and time periods; listening to predictions

Writing a biography
“Looking Into the Future”: Reading about futurists and their predictions for the year 2050

“History buff”: Taking a history quiz
PAGE 124, 126

Reduction of *have* and *been*
Listening to descriptions of important events; listening to regrets and explanations

Writing a message of apology
“Stella’s Answers”: Reading about a conflict with a friend and advice on how to fix it

“Good choices, bad choices”: Playing a board game to talk about how you were and could have been
PAGE 125

Reduced words
Listening for features and slogans

Writing a TV or web commercial
“Brain Invasion: Why We Can’t Forget Some Ads”: Reading about what makes some advertisements memorable

“Advertising taglines”: Creating a slogan and logo for a product
PAGE 127

Reduction in past modals
Listening to explanations; listening for the best solution

Writing about a complicated situation
“Messages from Outer Space, or a Leaking Pipe?”: Reading about unexplained events

“Think of the possibilities!”: Drawing possible conclusions about situations
PAGE 128

Review of stress in compound nouns
Listening for parts of a movie

Writing about a process
“The Truth About Being a Film Extra”: Reading about what the job of film extra is like

“Celebrities”: Guessing famous people from clues
PAGE 129

Intonation in tag questions
Listening for solutions to everyday annoyances; listening to issues and opinions

Writing a persuasive essay
“That’s Plagiarism?”: Reading about plagiarism in the digital age

“On the wrong side of the law”: Deciding on punishments for common offenses
PAGE 130

Stress and rhythm
Listening to past obstacles and how they were overcome; listening for people’s goals for the future

Writing a personal statement for an application
“Soaring Like an Eagle”: Reading about the athlete Michael Edwards

“A digital nomad”: Taking a quiz about working remotely
PAGES 131

That needs fixing.

- ▶ Describe problems and make complaints
- ▶ Discuss what needs fixing

1 SNAPSHOT

Some common complaints

Banking

The credit card company bills you for something you didn't buy.

Online shopping

The store sends you an incorrect size.

Internet providers

The Internet connection is not reliable, and you hardly ever get the speed you pay for.

Restaurants

The server rushes you to leave as soon as you finish your meal.

Vehicles

Your new car consumes too much gas.

Repair services

Your TV breaks again, a week after it was repaired.

Parking garage

Someone damages your car.



Have you ever had any of these problems? Which ones?
 What would you do in each of these situations?
 What other complaints have you had?

2 PERSPECTIVES That's not right!

▶ A Listen to people describe complaints. Check (✓) what you think each person should do.

1. "I got a new suitcase, but when I arrived home, I noticed the lining was torn."

<input type="checkbox"/> take it back to the store	<input type="checkbox"/> ask the store to send you a new one
--	--
2. "My father sent me a coffee mug with my favorite team's logo, but when it arrived, it was chipped."

<input type="checkbox"/> tell your father about it	<input type="checkbox"/> contact the seller yourself
--	--
3. "I lent my ski pants to a friend, but when he returned them, there was a big stain on them."

<input type="checkbox"/> clean them yourself	<input type="checkbox"/> ask him to have them cleaned
--	---
4. "My boss borrowed my camera for a company event, and now the lens is scratched."

<input type="checkbox"/> talk to him or her about it	<input type="checkbox"/> say nothing and repair it yourself
--	---
5. "I bought a new washing machine just a month ago, and it's leaking already."

<input type="checkbox"/> ask for a refund	<input type="checkbox"/> send it back and get a new one
---	---

B Have you ever had similar complaints? What happened? What did you do?



Describing problems 1

With past participles as adjectives

The suitcase lining is **torn**.

The car is **damaged**.

The coffee mug is **chipped**.

My pants are **stained**.

The camera lens is **scratched**.

The washing machine is **leaking**.*

With nouns

It has **a tear** in it./There's **a hole** in it.

There is **some damage** on the bumper.

There is **a chip** in it.

They have **a stain** on them.

There are **a few scratches** on it.

It has **a leak**.

*Exception: is leaking is a present continuous form.

GRAMMAR PLUS see page 137

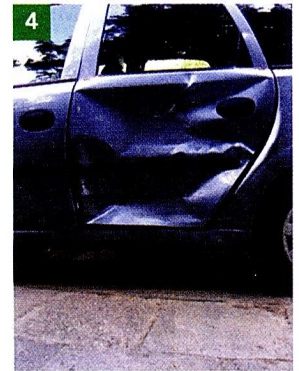
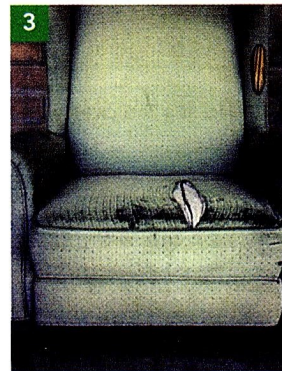
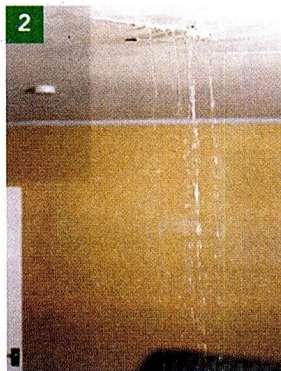
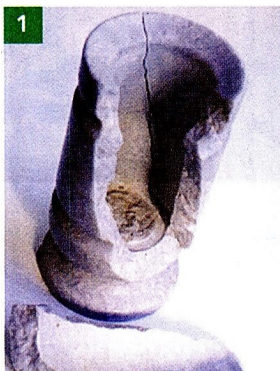
A Read the comments from customers in a restaurant. Write sentences in two different ways using forms of the word in parentheses. Then compare with a partner.

1. Could we have another water pitcher? This one . . . (crack)
2. That valet was so careless. My car . . . (dent)
3. The toilet is dirty. And the sink . . . (leak)
4. This tablecloth isn't very clean. It . . . (stain)
5. Would you bring me another glass? This glass . . . (chip)
6. The table looks pretty dirty. The wood . . . , too. (scratch)
7. The server needs a new shirt. The one he's wearing . . . (tear)
8. The walls really need paint. And the ceiling . . . (damage)

1. This one is cracked.
It has a crack.

B PAIR WORK Describe two problems with each thing below. Use forms of the words in the box. You may use the same word more than once.

break crack damage dent leak scratch stain tear



A: The vase is broken.

B: Yes. And it has a crack, too.

C GROUP WORK Look around your classroom. How many problems can you describe?

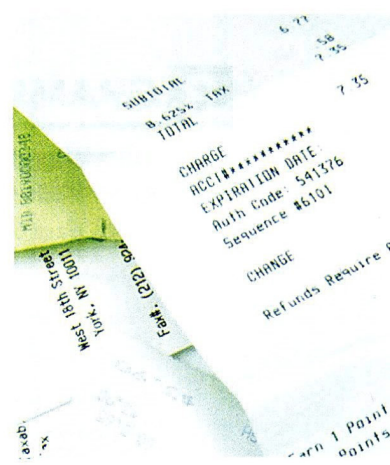
"The floor is scratched, and the window is cracked. The desks are . . ."

4 LISTENING I'd like a refund.

A Listen to three customers return items they purchased. Complete the chart.

	Did the store give a refund?	Why or why not?
1. Evie		
2. Darren		
3. Gisela		

B GROUP WORK How is your culture similar or different in terms of refunds and customer service?



5 ROLE PLAY How can I help you?

Student A: You are returning an item to a store. Decide what the item is and explain why you are returning it.

Student B: You are a salesperson. A customer is returning an item to the store. Ask these questions:

What exactly is the problem?

When did you buy it?

Can you show it to me?

Do you have the receipt?

Was it like this when you bought it?

Would you like a refund or a store credit?

Change roles and try the role play again.

6 CONVERSATION It needs to be adjusted.

A Listen and practice.



MR. LEROY Hello?



HEATHER Hello, Mr. Leroy. This is Heather Forman.



MR. LEROY Uh, Ms. Forman . . .



HEATHER In Apartment 12C.



MR. LEROY Oh, yes. What can I do for you? Does your refrigerator need fixing again?



HEATHER No, it's the oven this time.



MR. LEROY Oh. So, what's wrong with it?



HEATHER Well, I think the temperature control needs to be adjusted. The oven keeps burning everything I try to cook.



MR. LEROY Really? OK, I'll have someone look at it right away.



HEATHER Thanks a lot, Mr. Leroy.



MR. LEROY Uh, by the way, Ms. Forman, are you sure it's the oven and not your cooking?



B Listen to another tenant's call with Mr. Leroy. What's the tenant's problem?



Describing problems 2

Need + gerund

The oven **needs adjusting**.
The alarm **needs fixing**.

Need + passive infinitive

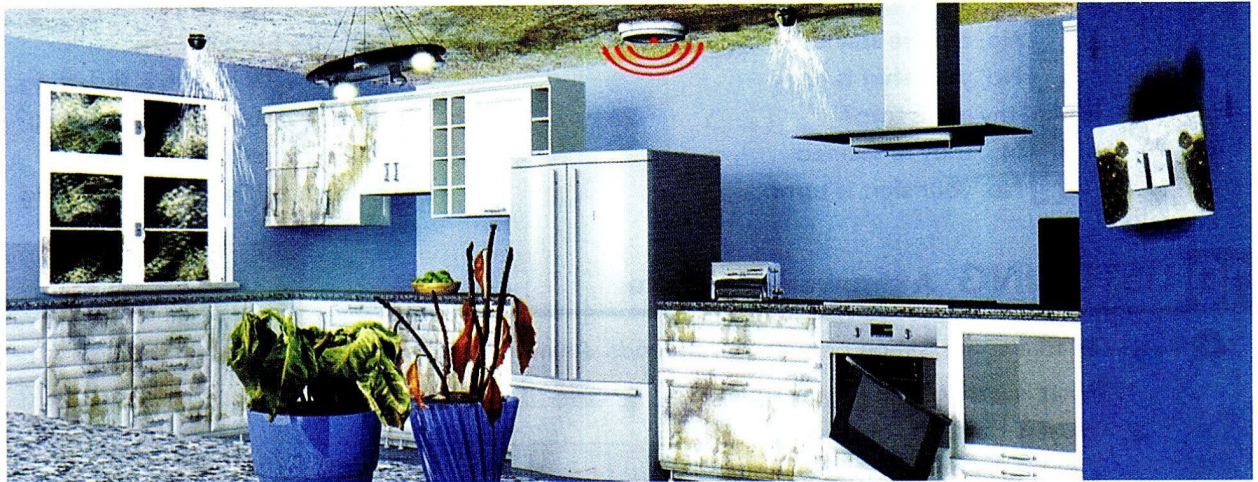
It **needs to be adjusted**.
It **needs to be fixed**.

Keep + gerund

Everything **keeps burning**.
The alarm **keeps going off**.

GRAMMAR PLUS see page 137

A What needs to be done in this apartment? Write sentences about these items using *need* with gerunds or passive infinitives.



1. the cupboards (clean)
2. the fire alarm (adjust)
3. the lights (replace)
4. the plants (water)

5. the oven (fix)
6. the ceiling (paint)
7. the window (wash)
8. the light switch (change)

1. The cupboards need cleaning.

OR

1. The cupboards need to be cleaned.

B PAIR WORK Think of five improvements you would like to make in your home. Which improvements will you most likely make? Which won't you make?

"First, the bedroom walls need painting. There are some small cracks. . . ."

8 WORD POWER Problems with electronics

A Circle the correct gerund to complete the sentences. Then compare with a partner.

1. My TV screen goes on and off all the time. It keeps **flickering** / **sticking**.
2. The music player app jumps to the next song every 20 seconds. It keeps **crashing** / **skipping**.
3. The battery in my new camera doesn't last long. It keeps **freezing** / **dying**.
4. Something is wrong with my computer! It keeps **crashing** / **jamming**.
5. I can't talk for long on my new phone. It keeps **dying** / **dropping** calls.
6. This printer isn't making all the copies I want. It keeps **jamming** / **flickering**.
7. My computer needs to be replaced. It keeps **dropping** / **freezing**.
8. The buttons on the remote control don't work well. They keep **skipping** / **sticking**.

B GROUP WORK Describe a problem with an electronic item you own. Don't identify it! Others will try to guess the item.

"Some keys on my device keep sticking, and some are loose. . . ."

9

PRONUNCIATION

- ▶ A Listen and practice. Notice how a change in stress changes the meaning of each question and elicits a different response.

Is the **bedroom** window cracked? (No, the kitchen window is cracked.)

Is the bedroom **window** cracked? (No, the bedroom door is cracked.)

Is the bedroom window **cracked**? (No, it's stuck.)

- ▶ B Listen to the questions. Check (✓) the correct response.

1. a. Are my jeans torn?

- No, they're stained.
 No, your shirt is torn.

b. Are my jeans torn?

- No, they're stained.
 No, your shirt is torn.

2. a. Is the computer screen flickering?

- No, it's freezing.
 No, the TV screen is flickering.

b. Is the computer screen flickering?

- No, it's freezing.
 No, the TV screen is flickering.

10

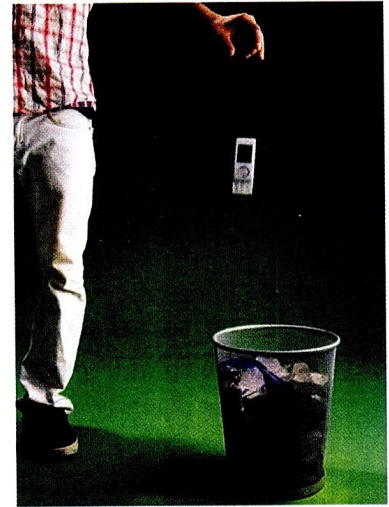
LISTENING A throwaway culture

- ▶ A Listen to a conversation between two friends. Answer the questions.

1. What is wrong with Hayley's phone? _____
2. What is Hayley's solution? _____
3. What is Aaron's solution? _____
4. Why doesn't Hayley like Aaron's solution? _____

- ▶ B Listen again. What is a "throwaway culture"?

C **GROUP WORK** Do you agree that electronics aren't made as well as they used to be? Give an example to support your opinion.



11

WRITING A critical online review

A Imagine that you ordered a product online, but when you received it, you were unhappy with it. Write a critical online review. Explain all of the problems with the product and why you think others shouldn't buy it.

Best 4U promises a lot, delivers nothing.

I ordered a phone from Best 4U's website for my son's birthday. First, it took six weeks for the company to send it, and it arrived two weeks after his birthday. Now, the battery keeps dying very fast when he's just watching a movie or . . . READ MORE

B **GROUP WORK** Read your classmates' reviews. What would you do if you read this critical online review and worked for the company that sold the product?


12

INTERCHANGE 6 Home makeover

Do you have an eye for detail? Student A, go to Interchange 6A on page 119; Student B, go to Interchange 6B on page 120.

A Skim the advice column. What problem did the reader have? How does the writer suggest solving the problem?

Home | Local | World | Entertainment | Advice column



Ask the Fixer!


Our problem-solver Marci Davis addresses a common problem with ride-sharing services.

After a meeting downtown, I used my phone to book a ride with a private car service in order to get home. As soon as the pick-up was confirmed, a friend came out of the building, spotted me, and offered me a ride home. I immediately canceled the car. But the next day I got an alert on my phone – the car service had charged my credit card \$10! I contacted the service, and they said it was for a late cancellation. I didn't realize they were going to charge me for that! Can you fix this? – Lawrence, New York City

The fact is, Lawrence, that you need to read the terms of your ride-sharing app. It states clearly – somewhere in all those thousands of words – that when you cancel your ride less than ten minutes before your car is scheduled to arrive, you have to pay a fee. After all, the driver has already refused other possible passengers and is driving in your direction, so it's a loss when you cancel.

On the other hand, I do think something needs to be fixed. Do you know anyone who reads all the way through the terms of use for any app? There isn't enough time in the day! I talked to a representative at your ride-sharing company and made two suggestions. First, they need to highlight their cancellation policy at the beginning of the terms, where people will see it. Then, when you cancel a ride, a notification needs to be sent that tells you about the cancellation charge. That way, riders won't keep getting this annoying surprise. Let's hope the company pays attention.

What do you think? Post your comments, suggestions, complaints, and anecdotes.



B Read the advice column. Find the words in italics in the article. Then check (✓) the meaning of each word.

- | | | |
|--------------------------|--|---|
| 1. <i>confirm</i> | <input type="checkbox"/> make something available | <input type="checkbox"/> state that something will happen |
| 2. <i>cancellation</i> | <input type="checkbox"/> act of stopping something | <input type="checkbox"/> act of delaying something |
| 3. <i>representative</i> | <input type="checkbox"/> person who speaks for a company | <input type="checkbox"/> person who owns a company |
| 4. <i>terms</i> | <input type="checkbox"/> rules of an agreement | <input type="checkbox"/> features of an app |
| 5. <i>notification</i> | <input type="checkbox"/> act of giving information | <input type="checkbox"/> act of asking a question |

C For each statement, check (✓) True, False, or Not given.

- | | True | False | Not given |
|--|--------------------------|--------------------------|--------------------------|
| 1. Lawrence booked a ride by mistake. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Lawrence did not expect to be charged for his ride. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The cancellation rule is available to read on the app. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Marci Davis thinks the cancellation fee is too expensive. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The company representative apologized for what happened. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Marci says ride-sharing agreements should be more clear. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

D Have you ever used a ride-sharing service? What do you think of this type of service?

Units 5–6 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can . . .	Very well	OK	A little
Talk about feelings and expectations (Ex. 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss cultural differences (Ex. 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand problems and complaints (Ex. 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe problems (Ex. 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss what needs to be improved (Ex. 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 SPEAKING Facing new challenges

PAIR WORK Choose a situation. Then ask your partner questions about it using the words in the box. Take turns.

moving to another city starting a new job
going to a new school getting married

anxious excited
curious insecure
embarrassed nervous
enthusiastic worried

- A:** If you were moving to another city, what would you be nervous about?
B: One thing I'd be nervous about is not having any friends around. I'd be worried about feeling lonely!

2 SURVEY Cultural behavior

A What do you think of these behaviors? Complete the survey.

Is it acceptable to . . . ?	Yes	No	It depends
give money as a gift	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
call older people by their first names	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
greet friends with a kiss on the cheek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ask how old someone is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
put your feet on the furniture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



B GROUP WORK Compare your opinions. When are these behaviors acceptable? When are they unacceptable? What behaviors are never acceptable?

- A:** It's not acceptable to give money as a gift.
B: Oh, I think it depends. I think it's OK to give money to kids and teens, and as a wedding gift, but . . .

3 LISTENING I have a problem.

A Listen to three tenants complain to their building manager. Complete the chart.

	Tenant's complaint	How the problem is solved
1.		
2.		
3.		

B GROUP WORK Do you agree with the solutions? How would you solve the problems?

4 ROLE PLAY Haggling

Student A: You want to buy this car from Student B, but it's too expensive. Describe the problems you see to get a better price.

Student B: You are trying to sell this car, but it has some problems. Make excuses for the problems to get the most money.

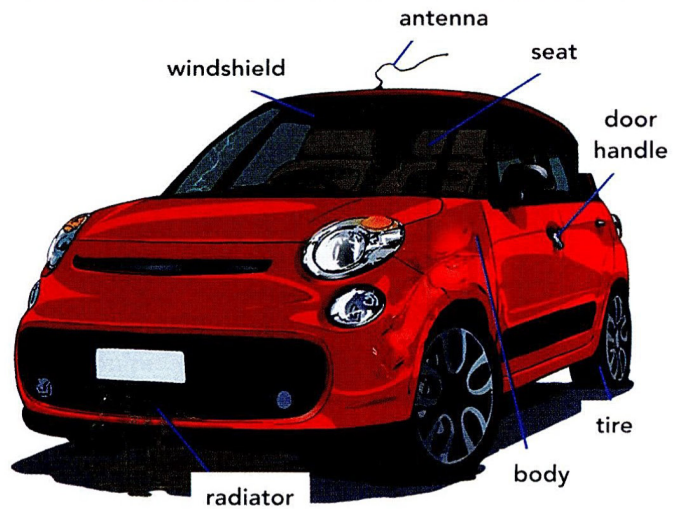
A: I'm interested in this car, but the door handle is broken. I'll give you \$. . . for it.

B: That's no big deal. You can fix that easily. How about \$. . . ?

A: Well, what about the windshield? It's . . .

B: You can't really see that. . . .

Change roles and try the role play again.



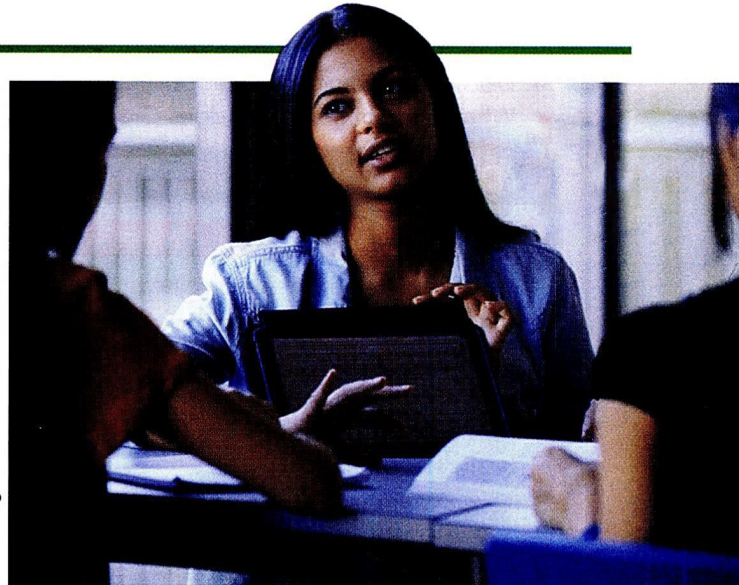
5 DISCUSSION School improvements

A GROUP WORK Imagine you are on a school improvement committee. You are discussing changes to your school. Decide on the five biggest issues.

A: The Wi-Fi connection needs to be improved. It keeps disconnecting, and it's not fast enough.

B: Yes, but it's more important to replace the couch in the student lounge. It has a big hole and stains.

B CLASS ACTIVITY Share your list with the class. What are the three most needed improvements? Can you think of how to accomplish them?



WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

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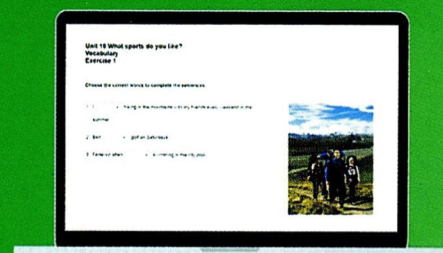
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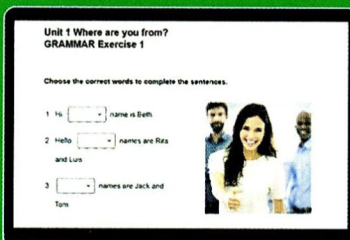
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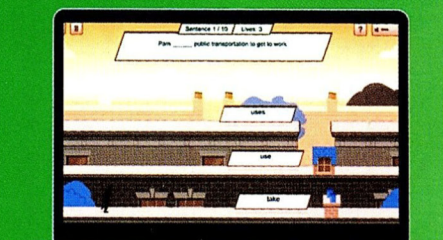
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