Connectivity

LEVEL 4



Student's Book and eBook

with Online Practice

Joan Saslow
Allen Ascher

Pearson

GSE
Global Scale of English

Connectivity

LEVEL 4

CONNECTING PEOPLE THROUGH ENGLISH

Joan Saslow
Allen Ascher

Connectivity: Connecting People through English Level 4

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Pearson Education, 221 River Street, Hoboken, NJ 07030 USA

Text composition: EMC Design Ltd

Library of Congress Cataloging-in-Publication Data: A catalog record for the print edition is available from the Library of Congress.

Printed in the United States of America

ISBN-13: 978-0-13-746386-2

ScoutAutomatedPrintCode

pearsonenglish.com/connectivity

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Joan Saslow is a foreign language teaching specialist and author. She is co-author with Allen Ascher of a number of award-winning* best-selling English-language textbook series for adults and teenagers, most recently Pearson's *Top Notch* and *Summit*.

In addition, Ms. Saslow is author of the *Workplace Plus*, *Ready to Go*, and *Literacy Plus* series, as well as of *English in Context: Reading Comprehension for Science and Technology*. Earlier, she was series director of *True Colors* and *True Voices*.

Ms. Saslow is a frequent speaker at international teachers' conferences and participates in the English Language Specialist Program of the US Department of State's Bureau of Educational and Cultural Affairs. She has lived and taught in Chile and is fluent in Spanish.

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Allen Ascher has been an ELT teacher, teacher-trainer, academic director, consultant, and publisher. He is co-author with Joan Saslow of the award-winning* six-level *Top Notch* and *Summit* series for adults and young adults. He also authored the "Teaching Speaking" module of *Teacher Development Interactive*, Pearson's online multimedia teacher-training program. In addition to living and teaching in Beijing, China, he served as academic director of the intensive English language program at Hunter College and taught in the teaching certificate program at the New School in New York City.

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**Top Notch* and *Summit* are each recipients of the Association of Educational Publishers' Distinguished Achievement Award, as well as the TAA (Textbook and Academic Authors Association) Textbook Excellence Award.

AUTHORS' ACKNOWLEDGMENTS

The authors wish to thank Katherine Klagsbrun for her contribution to the *Connectivity* series, notably the Soft Skills Boosters; the Vocabulary Booster in Foundations level; the Grammar Expanders and Writing Handbooks in levels 1-3, and the Extend-It Phrase Books and Extra Challenge Reading Activities in levels 4 and 5.

The authors are indebted to these reviewers, who provided extensive and detailed feedback and suggestions during the development of *Connectivity*, as well as the hundreds of teachers who completed surveys and participated in focus groups.

Jorge Aguilar, Centro de Estudio de Idiomas, Universidad Autónoma de Sinaloa, Mexico • **Manuel Wilson Alvarado Miles**, Quito, Ecuador • **Cris Asperti**, CEL LEP, São Paulo, Brazil • **Edwin Bello**, PROULEX, Guadalajara, Mexico • **Mery Blum**, CBA, Cochabamba, Bolivia • **Sandra Vargas Boecher Prates**, Programa Cursos de Línguas-UFES, Brazil • **Pamela Cristina Borja Baltán**, Quito, Ecuador • **Jorge Braga**, IBEU, Brazil • **Esther María Carbo Morales**, Quito, Ecuador • **Jorge Washington Cárdenas Castillo**, Quito, Ecuador • **Luis Angel Carrillo**, UNID, Mexico • **Angela de Alencar Carvalho Araújo**, Colégio Militar de Fortaleza, Fortaleza, CE, Brazil • **Angélica Chávez Escobar**, Universidad de León, Mexico • **Gemma Crouch**, ICPNA Chiclayo, Peru • **Mrs. Elizabeth Cruz Flores**, Tecnológico de Monterrey, Cuernavaca, Mexico • **Martin Del Castillo Palomino**, CIVIME Language School, Lima, Peru • **Ingrid Valverde Diaz del Olmo**, ICPNA Cusco, Peru • **Edith Espino Inadeh**, ITSE, Panama • **María Amparo García**, ICPNA Cusco, Peru • **Octavio Garduño Ruiz**, IPN Escuela de Turismo, Mexico • **Martha Angelina González Párraga**, Guayaquil, Ecuador • **Michael Hood**, Nihon University College of Commerce, Tokyo, Japan • **Zoe Hsu**, National Tainan University , Taiwan • **Segundo Huanambal Díaz**, ICPNA Chiclayo, Peru • **Jesse Huang**, National Central University, Taiwan • **Sara Iza Pazmiño**, Universidad Técnica de Ambato, Ecuador • **David Jiménez Huarhua**, CIVIME Language School, Lima, Peru • **Eleanor S. Leu**, Soochow University, Taiwan • **Yihui Li (Stella Li)**, Fooyin University, Taiwan • **Chi-Fan Lin**, Shih Hsin University, Taiwan • **Linda Lin**, Tatung Institute of Technology, Taiwan • **Patricio David López Logacho**, Quito, Ecuador • **Patricia Martins**, IBEU, Rio de Janeiro, Brazil • **Patricia McKay**, CEL LEP, São Paulo, Brazil • **María Teresa Meléndez Mantilla**, ICPNA Chiclayo, Peru • **Maria Helena Meyer**, ACEU, Salvador, Brazil • **Johana Melo**, Centro Colombo Americano, Bogotá, Colombia • **José Manuel Mendivil**, CBA, La Paz, Bolivia • **José de Jesús Mendoza Rivas**, Universidad Tecnológica de León, Mexico • **José Minaya Minaya**, CIVIME Language School, Lima, Peru • **Hiroko Miyake**, Tokyo Kasei University, Japan • **Luis Fernando Morales Severiche**, CBA, Santa Cruz Bolivia • **Andy Morera Calzada**, B-able-2 Academy, Quito, Ecuador • **Jason Moser**, **PhD**, Kanto Gakuin University, Japan • **Adrián Esteban Narváez Pacheco**, Cuenca, Ecuador • **Mónica Nomberto**, ICPNA Chiclayo, Peru • **Jaime Núñez**, Universidad Católica de Honduras, Honduras • **Tania Elizabeth Ortega Santacruz**, Cuenca, Ecuador • **Juan Camilo Ortegón**, Colombo, Cali , Colombia • **Lcdo. Javier Ortiz**, Project Santo Domingo de los Tsachilas (PUCESD), Ecuador • **Joselineth Padrón López**, Charlotte English School, Quito, Ecuador • **Martha Patricia del Carmen Páez**, Universidad Politécnica Salesiana, Quito, Ecuador • **Giuseppe Paldino Mayorga**, Jellyfish Learning Center, San Cristóbal, Ecuador • **Luis Antonio Paredes**, Universidad Central de Ecuador, Ecuador • **Tarik Preston**, Saudi Arabia • **Neusa Pretzel**, Skylimit Idiomas, Santa Cruz do Sul, Brazil • **Leni Puppin**, Programa Cursos de Línguas-UFES, Brazil • **Allen Quesada-Pacheco, Ph.D**, University of Costa Rica, San José, Costa Rica • **MA Rocío Isabel Rivera Cid**, Pontificia Universidad Católica de Valparaíso, Viña del Mar, Chile • **Luis Rodriguez Amau**, ICPNA Chiclayo, Peru • **Lilyan Rodríguez Conesa**, Charlotte English School, Quito, Ecuador • **Amalia Elvira Rodríguez Espinoza De Los Monteros**, Guayaquil, Ecuador • **Rolando Rodríguez Serra**, CIVIME Language School, Lima, Peru • **Melany Rodríguez-Cáceres**, Bogotá, Colombia • **Majid Safadaran Mosazadeh**, ICPNA Chiclayo, Peru • **Abutarab Saleem**, Hampson English, China • **Héctor Sánchez**, PROULEX, Guadalajara, Mexico • **Mónica Alexandra Sánchez Escalante**, Quito, Ecuador • **Jorge Mauricio Sánchez Montalvan**, Quito, Ecuador • **Cinthia S. 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LEARNING OBJECTIVES

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
1 **Describing Ourselves and Others** page 2	• Talk about your personality and character • Describe how people behave • Discuss how we respond to others' conduct • Talk about nonverbal communication and culture	• Adjectives to describe personality and character traits • Attitudes towards others' conduct	• Gerunds and infinitives: review and expansion • Verbs that require a noun or pronoun before an infinitive **GRAMMAR EXPANDER** • Infinitives: review, expansion, and common errors • Parallelism with gerunds and infinitives
2 **Creativity in Our Lives** page 12	• Talk about how you've been enjoying the arts • Disagree politely about artistic preferences • Describe the personalities of creative people • Discuss ways to increase creative thinking	• Elements of music • Adjectives to describe the arts • Describing creative personalities **Word study:** • Participial adjectives: present and past forms	• The present perfect continuous and the present perfect: review and expansion • Cleft sentences with What **GRAMMAR EXPANDER** • Finished and unfinished actions: summary • Noun clauses: review and expansion • Noun clauses as adjective and noun complements
3 **Financial Matters** page 24	• Express buyer's remorse • Talk about financial goals and plans • Describe good and bad money management • Consider reasons for charitable giving	• Spending styles • Buyer's remorse • Words and phrases associated with charity **Word study:** • Parts of speech	• Expressing regrets about the past • Completed future actions and plans: the future perfect and perfect infinitives **GRAMMAR EXPANDER** • The past unreal conditional: inverted form • The future continuous • The future perfect continuous
4 **Clothing and Appearance** page 34	• Describe clothing details and formality • Talk about the kind of clothes you buy • Examine questionable cosmetic procedures • Discuss appearance and self-esteem	• Adjectives to describe fashion • Describing clothes **Word study:** • Compound words with self-	• Quantifiers: review and expansion **GRAMMAR EXPANDER** • Quantifiers: a few and few; a little and little • Quantifiers: using of for specific reference • Subject-verb agreement of quantifiers followed by of
5 **Community** page 46	• Politely ask someone not to do something • Describe annoying public conduct • Talk about ways to address community problems • Discuss the impact of infrastructure on people's lives	• Inconsiderate behavior • Neighborhood improvements • Types of infrastructure **Word study:** • Adjectives with negative prefixes: un-, in-, im-, dis-, ir-, and il-	• Possessive gerunds • Paired conjunctions **GRAMMAR EXPANDER** • Conjunctions with so, too, neither, or not either • So, too, neither, or not either: short responses

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING / SOFT SKILLS
• Use "I'd say" to soften an assertive opinion • Say "I see you as" to introduce your description of someone • Use "I don't see myself that way" to politely contradict another person's description of you • Use "tend to" and "seem to" to make generalizations	**Listening Skills** • Listen to infer • Listen to confirm content • Listen to infer **Pronunciation** • Content words and function words	**Texts** • A quiz about one's outlook • Employees' opinions of their boss • An article about nonverbal communication **Skills / Strategies** • Relate to personal experience • Recognize main idea • Understand from context	**WRITING HANDBOOK** **Task** • Write a short article about nonverbal communication **Skill** • Paragraph structure: review **SOFT SKILLS BOOSTER** • Communication: Ask for clarification and repetition to avoid misunderstandings
• Use "To tell the truth" and "I hate to say it, but" to politely introduce a contrary opinion • Soften a contradictory opinion with expressions such as "[He's] not my favorite," "[They're] not my cup of tea," etc.	**Listening Skills** • Listen to confirm content • Listen for details • Relate to personal experience **Pronunciation** • Intonation patterns	**Texts** • A survey of memorable songs and performers • Interviews: enjoying the arts • An article about creative personalities • A survey of how companies can encourage creative thinking **Skills / Strategies** • Understand from context • Identify supporting information • Relate to personal experience	**WRITING HANDBOOK** **Task** • Describe the personal qualities of a creative person **Skill** • Parallel structure: words in a series **SOFT SKILLS BOOSTER** • Active listening: Ask for examples to show interest
• Ask "What do you mean?" to invite someone to elaborate • Express empathy with "What a shame" "That's a shame" and "Too bad" • Express misgivings about a past action with "If only I had" and "I wish I hadn't" • Elaborate on an explanation with "The thing is"	**Listening Skills** • Listen for main ideas • Understand from context • Listen for details • Express and support an opinion **Pronunciation** • Sentence rhythm: thought groups	**Texts** • A spending habits self-test • Interviews: financial goals • An article about personal money management **Skills / Strategies** • Understand from context • Identify supporting details	**WRITING HANDBOOK** **Task** • Write a personal statement for a job or university application **Skill** • Organizing information by degrees of importance **SOFT SKILLS BOOSTER** • Respectfulness: Ask for and provide reasons when discussing opinions
• Say "I mean" to elaborate on a prior statement or question • Use "Actually" to assert a point of view • Say "I think that might be" to gently warn that something is inappropriate • Acknowledge someone's good advice with "I'm so glad I asked" "Thank goodness I asked" and "It's a good thing I asked"	**Listening Skills** • Listen for main ideas • Listen for details **Pronunciation** • Linking sounds	**Texts** • An article about the history of ready-to-wear clothes • An article about two kinds of facials • Advertisements for cosmetic procedures • A survey of appearance and self-esteem **Skills / Strategies** • Understand from context • Identify supporting details • Express and support an opinion	**WRITING HANDBOOK** **Task** • Write two paragraphs contrasting ideas **Skill** • Compare and contrast (review) **SOFT SKILLS BOOSTER** • Teamwork: Encourage a positive exchange of opinions
• Use "Do you mind . . .?" "Would you mind if I . . .?" or "Would it bother you if I . . .?" to ask permission to do something • Soften an objection with expressions such as "I don't mean to inconvenience you" "I hope that's not a problem" "I hope you don't mind" or "I hope that's all right" • Politely ask someone not to do something with "Actually, I'd rather you didn't" • Say "That's very considerate of you" to thank someone for accommodating you	**Listening Skills** • Listen to confirm content • Listen for point of view • Listen to summarize **Pronunciation** • Unstressed syllables: vowel reduction to /ə/	**Texts** • A questionnaire about one's neighborhood • Interviews: pet peeves about public conduct • An article about three public projects **Skills / Strategies** • Understand from context • Scan for information	**WRITING HANDBOOK** **Task** • Write a letter of complaint **Skill** • Formal letters (review) **SOFT SKILLS BOOSTER** • Problem solving: Work together to identify and solve problems

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
6 **The World's Creatures** page 56	• Describe the traits of different pets • Express opinions about the treatment of animals • Compare animal and human behavior • Discuss how to protect animals from extinction	• Animals • Positive and negative traits in pets • Animal physical features and social groups	• Passive modals and modal-like expressions • Passive modals: questions **GRAMMAR EXPANDER** • Modals and modal-like expressions: summary
7 **Shopping and Advertising** page 68	• Compare different ways to shop • Describe reactions to advertisements • Talk about problem shopping behavior • Persuade someone to buy a product	• Ways to shop • Verbs to persuade	• Passive forms of gerunds and infinitives **GRAMMAR EXPANDER** • The passive voice: review and expansion
8 **Family Trends** page 78	• Describe family trends • Talk about parent and teen relationships • Compare the generations within a family • Discuss multi-generational households	• Parent and teen behavior **Word study:** • Using suffixes to transform verbs and adjectives into nouns	• Repeated comparatives and double comparatives **GRAMMAR EXPANDER** • Making comparisons: review and expansion • Other uses of comparatives, superlatives, and comparisons with as ... as
9 **Getting at the Truth** page 90	• Speculate about what happened • Suggest a plausible explanation • Discuss why people fall for pranks • Evaluate the trustworthiness of information sources	• Degrees of certainty **Word study:** • Adjectives with the suffix –able	• Perfect modals: active and passive voice **GRAMMAR EXPANDER** • Perfect modals: short responses (active and passive voice)
10 **The Kind of People We Are** page 100	• Describe enjoyable activities of the past • Suggest ways to cope with stress • Discuss how to be more active • Compare attitudes about taking risks	• Personal qualities • Ways to cope with stress **Word study:** • Adverbs of manner	• Describing past repeated or habitual actions • Expressing an expectation or mild obligation with be supposed to **GRAMMAR EXPANDER** • Would: review • Be supposed to: expansion • Placement of adverbs of manner

Reference Charts ..... page 112
Grammar Expander ..... page 115

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING / SOFT SKILLS
• To indicate you're considering a different course of action, say "I hadn't thought of that," "On second thought . . .," or "Now that you mention it, . . ." • Use "For one thing" to introduce a first supporting argument • Say "Good point" to recognize the value of another person's argument • Use "Right?" to ask someone to confirm the correctness of your statement	**Listening Skills** • Listen for main ideas • Listen for supporting details • Understand from context **Pronunciation** • Sound reduction	**Texts** • Interviews: opinions about the treatment of animals • An article about the dangers to animal species **Skills / Strategies** • Understand from context • Recognize cause and effect	**WRITING HANDBOOK** **Task** • Write a persuasive essay **Skill** • Supporting a point of view **SOFT SKILLS BOOSTER** • Critical thinking: Provide reasons for positive and negative opinions
• Express surprise on seeing someone you haven't seen in a while with expressions such as "Long time no see!" "Is that you?" "What a surprise!" etc.	**Listening Skills** • Listen to apply ideas • Listen to infer **Pronunciation** • Vowel sounds /i/ and /ɪ/	**Texts** • An opinion survey about shopping mistakes • Interviews: reactions to ads • An article about compulsive shopping • A self-test about shopping behavior **Skills / Strategies** • Understand from context • Identify supporting details	**WRITING HANDBOOK** **Task** • Write a summary of an article **Skill** • Summarize and paraphrase information from an article or a report **SOFT SKILLS BOOSTER** • Leadership: Invite others to express their agreement with your ideas
• Preface a hard truth with expressions such as "Well, I hate to say it, but . . ." "I'm sorry to say . . .," etc. • Use "Why's that?" to ask someone to elaborate on an opinion	**Listening Skills** • Listen to confirm content • Listen to infer • Make personal connections **Pronunciation** • Stress placement: prefixes and suffixes	**Texts** • A self-test about parent / teen perspectives • An article about a growing family trend • An article about multi-generational households in the U.S. **Skills / Strategies** • Summarize • Understand from context • Make personal connections	**WRITING HANDBOOK** **Task** • Write a blog post with advice for parents and teens **Skill** • Avoiding run-on sentences and comma splices **SOFT SKILLS BOOSTER** • Open-mindedness: Paraphrase another person's opinion to confirm your understanding
• Use "I wonder" to introduce something you're not sure about • Say "I suppose" to acknowledge someone's point of view • Say "That's true" to acknowledge the correctness of someone's conclusion • Respond to someone's speculation with "Could be," "Maybe," "I suppose," "Most likely," "Clearly," or "Definitely"	**Listening Skills** • Understand from context • Listen for supporting details • Listen to summarize **Pronunciation** • Reduction and linking in perfect modals in the passive voice	**Texts** • A self-test of one's degree of gullibility • Opinions: possible explanations of mysteries • An article about an infamous radio program **Skills / Strategies** • Infer information • Draw conclusions	**WRITING HANDBOOK** **Task** • Write a short imaginary news report **Skill** • Avoiding sentence fragments **SOFT SKILLS BOOSTER** • Empathy: Show support for others when they express frustration
• Say "uh-oh" to indicate that you realize you've made a mistake • Use "I just realized" to acknowledge a mistake • Say "No wonder" to indicate that you've come to understand the reason something happened • Introduce an inconvenient truth with "Frankly, . . ." "I hate to tell you this . . ." "The painful fact is . . ." or "To tell you the truth"	**Listening Skills** • Listen for main ideas • Listen for supporting details • Understand from context • Relate to personal experience **Pronunciation** • Vowel sounds /eɪ/, /ɛ/, /æ/, and /ʌ/	**Texts** • Interviews: school vacations • An article about the negative effects of a sedentary lifestyle **Skills / Strategies** • Identify supporting details • Recognize cause and effect • Relate to personal experience	**WRITING HANDBOOK** **Task** • Write a critique of an article or interview **Skill** • Presenting and supporting opinions clearly **SOFT SKILLS BOOSTER** • Enthusiasm: Respond emphatically to what others say

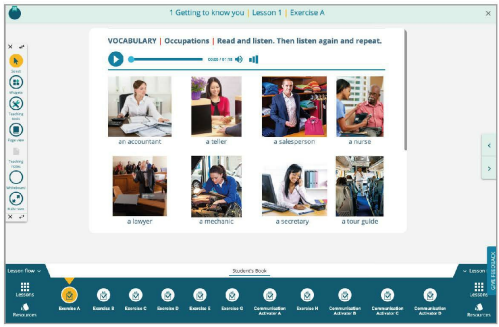
Pronunciation Lessons ..... page 131
Writing Handbook ..... page 141
Soft Skills Booster ..... page 151

For the Teacher

Connectivity **makes lesson preparation easier with a wide array of time-saving tools for presentation and planning all in one place.**

Presentation Tool

A digital tool for presenting the content of the Student's Book (and optional Workbook) in class, accessible through the Pearson English Portal.



Allows you to:

- navigate easily between units, lessons, and activities.
- pop up all activities from the page, for display and to show answers.
- play all the audio files from the page.
- present all the *Connectivity* videos, including Keep Talking Videos and *Connect TV* sitcom (lower levels) and authentic video (upper levels).
- plan dynamic lessons using the embedded teacher's notes.
- assign homework and tests.

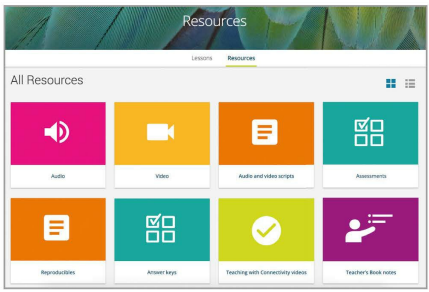
… and much more!

The Presentation Tool is also available to download, enabling you to teach offline.

Teacher's Book and Lesson Planner

Detailed interleaved lesson plans, language and culture notes, optional activities, and more. Available in print and as a pdf in the Teacher's Resources on the Portal.

- Ideas for extension activities, differentiated instruction, teaching tips, alternative ways to do activities, advice on dealing with tricky language items, and notes on how to remediate and motivate students.
- Annotated answers on the facing Student's Book pages.



Teacher's Resources

Comprehensive, easy-to-access resources for planning, teaching, and professional development.

Includes:

- a wide variety of downloadable worksheets to enhance and extend each lesson.
- a dedicated *Connectivity* Methods Handbook which highlights *Connectivity's* course pedagogy and offers best practices for teaching a communicative course.
- *Teaching with Connectivity* videos, for overview, planning, and teacher support.
- answer keys and audio/video scripts.
- Global Scale of English mapping booklets, for efficient planning.
- Soft Skills Mapping Document to build awareness of the essential soft skills students are acquiring as they engage in course activities.
- ready-made Unit, Midterm, and Final achievement tests, with a test generator.

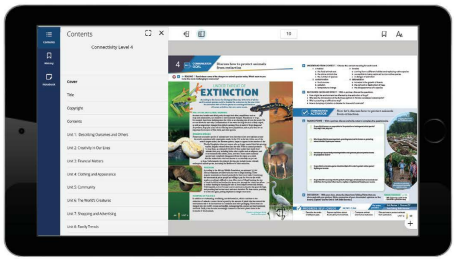
For the Student

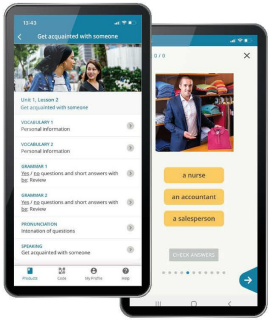
A code gives students access to the digital components: the Student's eBook, a Student's app, and Online Practice. A separate print Workbook is also available.

Student's eBook

The Student's Book in digital format.

The eBook enables students to access their Student's Book materials on their computer and mobile devices, wherever and whenever they want. The digital format enhances student engagement with interactive activities, and audio and video at the point of use.





Student's app

Digital practice that empowers students to take charge of their learning outside of class, online and offline.

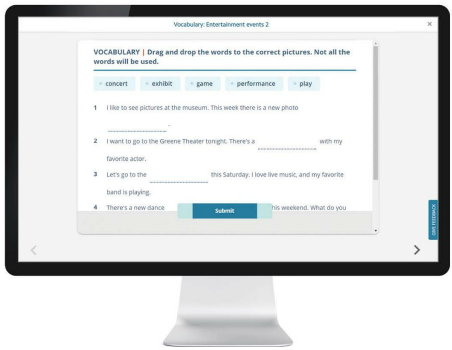
It gives students access anytime, anywhere to the complete *Connectivity* audio and video program as well as hundreds of activities for grammar, vocabulary, pronunciation, listening comprehension, and speaking practice. The app content is available on the Pearson Practice English App.

Online Practice

Lesson-by-lesson exercises to accompany the Student's Book with an abundance of interactive practice activities in all skills.

Offers:

- immediate feedback on wrong answers.
- a listen-and-record feature that allows students to compare their pronunciation to a model.
- extra reading and writing practice.
- a perfomance area that helps students keep track of their progress and plan future practice.



Workbook

Lesson-by-lesson written practice activities to accompany the Student's Book, providing extra practice for vocabulary, grammar, conversation, social language, reading, and writing.

Offers:

- open-ended, personalized activities to increase student engagement.
- full-color design with numerous illustrations and photos.
- additional exercises for the Grammar Expander and Writing Handbook.

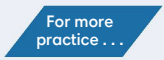
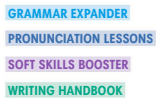
KEY TO ICONS IN THE STUDENT'S BOOK

Digital resources are available on the **Pearson English Portal** (the access code is provided on the inside front cover). Audio and video are also available in the **Student's eBook** and **Pearson Practice English App**.

CORE MATERIAL

Student's Book icon	What is it?
	Student's Book audio
	*Keep Talking* videos that provide dramatized models of extended conversation, discussion, and role play to accelerate students' communicative competence

SUPPLEMENTAL MATERIAL

Student's Book icon	What is it?
	An abundance of digital resources comes with every *Connectivity* Student's Book: • Pearson Practice English App: A mobile app that provides additional language practice activities, and gives students quick access to course audio and video • Online Practice: Additional practice activities tied to a gradebook (these activities are different from the ones included on the app)
	End-of-unit review and extension material offered in several formats: • Unit Review: Printable exercises for extra listening comprehension and language practice • *Connect TV*: Engaging authentic video for language consolidation and fun • Test-Taking Skills Booster: Practice for skills typically included in standardized proficiency tests
	Optional lessons that align with the content in each unit, covering grammar, pronunciation, writing, and soft skills. These lessons appear at the back of the Student's Book.

***Connectivity* is a six-level course for adults and young adults who need to use English fluently and confidently in their life and work, and to interact with people from a variety of language backgrounds and cultures.**

Ideal for students who lack opportunities to observe or practice English outside of class, *Connectivity* creates a highly enriched blended language learning experience by ensuring:

- rich exposure to natural authentic spoken and written language models.
- thorough coverage of form, meaning, and use.
- continual integration, recycling, and activation of new language.
- ongoing confirmation of progress and self-assessment.

With two alternative entry points—*Connectivity Foundations* for true beginners and *Connectivity 1* for false beginners—the course is benchmarked to the Global Scale of English and tightly correlated to the Can-do Statements of the Common European Framework of Reference. All six levels are available in full and split formats.

Each full level of *Connectivity* provides 60–90 hours of instruction and is designed for use in traditional, hybrid, flipped, and blended settings. An unequaled array of printable, digital, and online resources makes it easy to vary and tailor the course to your teaching style, your learners' needs, your available time, or even to extend the hours of instruction to up to 120 hours.

SIGNATURE FEATURES

A Systematic Speaking Pedagogy

Connectivity rigorously develops learners' linguistic, socio-linguistic, and pragmatic competence and fluency. Socially authentic model conversations systematically encourage improvisation and extension, and discussion preparation activities recycle language and build confidence. Soft skills practice—woven throughout—prepares learners for employability and workplace success in English. Mediation activities ensure students can use English to interact with people from diverse language and culture groups and are able to react to, summarize, and paraphrase spoken and written texts in English. An optional Soft Skills Booster (Levels 1–5) provides spoken practice of a selected soft skill for each unit. Level 4 also offers an Extend-It lesson after every two units that consolidates and applies previously learned language through collaboration on a variety of motivating tasks, such as projects and role plays. In Level 5, a Soft Skills Workshop after every two units provides opportunities to put collaboration, teamwork, and presentation into practice.

Explicit Grammar and Vocabulary

Connectivity takes the guesswork out of form, meaning, and use. Clear charts illustrate grammar and usage in context and *Notice the Grammar* activities increase learners' grammar awareness. *Pronounce the Grammar* activities promote spoken mastery. Clear captioned picture-dictionary-style vocabulary illustrations with accompanying audio ensure understanding and accurate pronunciation of new words. Interactive digital vocabulary flash cards provide continual practice and recycling for memorability.

Individualized Teaching and Learning

Respecting teachers' individual styles and preferences, as well as their limited time to prepare material, *Connectivity* offers over a thousand extra ready-to-use printable extension activities so that teachers never have to search for or create supplements. A wide choice of extra speaking activities, unit reviews, supplementary pronunciation activities, inductive grammar charts, unit study guides, writing process worksheets, video worksheets, flash cards, extra grammar exercises, test-taking skill builders, and more are available for every unit.

A Multi-faceted Audio and Video Program

Connectivity includes a wealth of audio and video features for the modeling of authentic speech, conversation pair work activation, listening comprehension practice, pronunciation practice, and fun. So that students will be prepared to understand English as an international language, the audio includes a variety of native and non-native accents. *Connectivity*'s listening comprehension syllabus builds key skills and strategies to improve listening proficiency. Practi-chants (*Foundations*) develop fluency and confidence with the support of a fun and engaging beat. For further guidance, Pronunciation and Grammar Coach videos accompany levels Foundations to 3. The *Keep Talking* video increases oral production and fluency. *Connect TV* (Foundations–Level 3) is a hilarious situation comedy that keeps students laughing and learning. *Connect TV* (Levels 4–5) offers authentic video that has been curated for the student's level.

We hope that *Connectivity* maximizes your enjoyment and success!
We wrote it for you.

Joan Saslow and Allen Ascher

UNIT 1

Describing Ourselves and Others



PREVIEW

A THE BEHAVIOR OF OTHERS | Listen to a conversation. What do the two women think of Elaine's behavior? Discuss with a partner.

B ZOOM-IN | Read and listen to a married couple discuss the first day at a new job. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Lucy = American English (regional)
Mark = American English (standard)



Lucy: So, tomorrow's the big day! If I know you, you've already got butterflies in your stomach. Do you?

Mark: I guess. I'm always a little nervous about new situations.

Lucy: What's worrying you the most?

Mark: Silly things, like what if the people aren't friendly?

Lucy: But didn't you tell me your new boss walked you around to introduce you to the other managers? You said everyone was so nice.

Mark: They were. But now I'm starting to think this is a big step up. What if I don't do well? You know me. I'm just a worrywart.

Lucy: Listen. We've been together a long time. I don't think you're a pessimist deep down. I think you just imagine the worst to protect yourself if things don't work out the way you want. It's just the way you cope with the stress.

Mark: You think so?

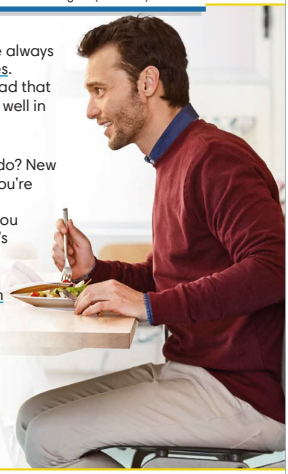
Lucy: I do. But remember that you've always been able to roll with the punches. Remember that time when you had that unfair boss? You managed to do well in spite of him.

Mark: I suppose . . .

Lucy: But hey, what are you gonna* do? New jobs are stressful, for everyone. You're being too hard on yourself. Try to cut yourself some slack, OK? You always rise to the occasion. That's one of your strengths.

Mark: Thanks, but I wish I were more like you. You just naturally look on the bright side of things.

Lucy: Well, they say opposites attract. That's why the two of us are a great pair! . . . And take it from me: tomorrow's gonna be a piece of cake!



* **gonna** = common spoken pronunciation of "going to."

C UNDERSTAND FROM CONTEXT | With a partner, paraphrase the meaning of these featured words or phrases from Zoom-In. Then use each one in your own sentence.

> "I get butterflies in my stomach when I have to get on a plane."

1 get butterflies in your stomach ..get nervous.....
2 be a worrywart .....
3 roll with the punches .....
4 cut yourself some slack .....
5 look on the bright side of things .....
6 opposites attract .....
7 a piece of cake .....

D LOOK IT UP AND SHARE | Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.

.....

E GROUP WORK | Complete the chart about scary situations and then compare with your classmates.

other: an exam at school | I might not do well. | I study and get a good night's sleep!

	What's scary about it?	How do I cope or prepare?
a long trip away from home		
a job interview		
a new academic year		
a medical or dental appointment		
other:		

F TALKING POINTS | Take a quiz about your outlook. Write your points in the circles. Then calculate your score.



1 You submit a story to a magazine for publication. They reject it. You think . . .

"I guess I sent it to the wrong magazine. Let me send it somewhere else."	1 point
"Oh, well. You win some and you lose some. It's not the end of the world."	2 points
"Maybe I should just quit writing. I'll never be a success."	3 points



2 You wake up at 3:00 a.m. with nausea and a stomachache. Your first thought is . . .

"I think I ate something for dinner that didn't agree with me. I'll just go back to sleep. I'll feel better in the morning."	1 point
"It's probably nothing serious. I'll just take some medicine."	2 points
"This could be really serious. I'd better go to the emergency room."	3 points



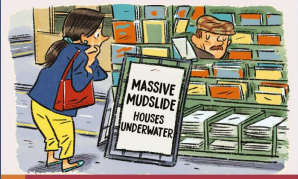
3 Your boss invites you to lunch at a nice restaurant. You say to yourself . . .

"I must be getting a promotion or a raise."	1 point
"My boss must like to socialize with everyone."	2 points
"Uh-oh! Maybe there's something wrong with my work."	3 points



4 You are at home and someone unexpectedly rings your doorbell. You think . . .

"Great! It's probably a friend stopping by."	1 point
"I wonder who that could be. I'll go and find out."	2 points
"I'm not answering that. It could be a salesperson, or even a burglar."	3 points



5 You see a headline about a local disaster. You . . .

start thinking about how you can help.	1 point
realize that bad things sometimes happen to good people.	2 points
feel very unsafe and worry this might happen to you.	3 points



6 You are introduced to someone new. You . . .

assume that person is a nice person.	1 point
keep an open mind about whether you'll like each other.	2 points
assume that person won't like or respect you.	3 points

CALCULATE YOUR SCORE

_____ points

6–9 points	YOU'RE AN OPTIMIST.	You have a positive outlook and look on the bright side of things.
10–14 points	YOU'RE A REALIST.	You see the world as it is and can roll with the punches.
15–18 points	YOU'RE A PESSIMIST.	You tend to be somewhat of a worrywart and can have a negative outlook.

START TALKING

GROUP WORK Compare and discuss answers and scores with your classmates. Then calculate the average score for your class. On average, how optimistic, realistic, or pessimistic is your class?

ROLE PLAY Take turns responding to the following pessimistic statements. Use your own words and language from Exercise C in your responses.

> "I just had an interview for my dream job, but I'll never get it! I'm not good at interviews."

> "I want to get married, but my fiancé[e] and I are so different. I'm afraid we'll never get along."

> "I got up with a really bad headache. Maybe it's something really serious."

1 COMMUNICATION GOAL Talk about your personality and character

A VOCABULARY | Adjectives to describe personality and character traits | Read and listen. Then listen again and repeat.

Leo's goal is to be company president as soon as possible.



He's **ambitious**.

Alex likes to laugh and clown around. Everyone loves to be with her.



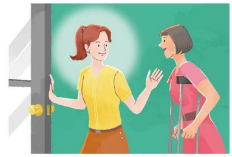
She's **fun-loving**.

They're great at working together and they get things done in half the time.



They're **collaborative**.

Violet's aware of other people's needs and helps out when she can.



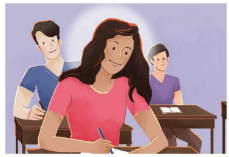
She's **considerate**.

Craig wins every race, but he doesn't think he's better than anyone else.



He's **modest**.

Kelly rarely acts silly. She always pays attention to what's important.



She's **serious**.

Lisa and Greg love to spend their time chatting with each other.



They're **talkative**.

If you give Josh a job to do, you can count on him to do it well and on time.



He's **trustworthy**.

B ACTIVATE VOCABULARY | Classify the Vocabulary and other adjectives on the Venn diagram, according to your personal opinion. Then discuss with a partner.



> "Serious can be either. Seriousness is usually a positive trait, but some serious people can be boring."

Other adjectives

polite	independent
Impolite	relaxed
punctual	boring
rude	funny
friendly	honest
unfriendly	dishonest
outgoing	reliable
liberal	unreliable
conservative	loyal
radical	disloyal
interesting	fair
intelligent	unfair

C GRAMMAR | Gerunds and infinitives: review and expansion

Remember: Gerunds and infinitives function as subjects, objects, and subject complements.

Subject: **Collaborating with colleagues** helps get jobs done fast, and it's more fun than working alone.

Direct object of a verb: I avoid **making** friends with people who are too talkative. I prefer **to spend** time with quiet people.

Subject complement: Our goal is **to find** a trustworthy travel agent to advise us on travel to Africa.

Some verbs can only be followed by a gerund as the object of the verb. Some verbs can only be followed by an infinitive. Others can be followed by either a gerund or an infinitive.

We **considered inviting** the boss to the party. NOT We considered ~~to invite~~ the boss to the party.

They**'ve decided to reserve** a room for the night. NOT They've decided ~~reserving~~ a room for the night.

She **prefers going** alone. She's very independent. OR She **prefers to go** alone. She's very independent.

For lists of verbs followed by gerunds and / or infinitives, see pages 113-114.

For a list of expressions followed by gerunds, see page 113.

For a list of adjectives followed by infinitives, see page 114.

Prepositions can be followed by gerunds, not by infinitives.
I read a book **about developing** a positive outlook.
NOT I read a book about ~~to develop~~ a positive outlook.

Adjectives can be followed by infinitives, not by gerunds.
We're **excited to go** to Gina and Andy's wedding.
NOT We're excited ~~going~~ to Gina and Andy's wedding.

Other uses of infinitives

To state a fact or an opinion with an impersonal it.
It's a good day **to meet** your new colleagues.

To state the purpose of an action.
I got a good night's sleep **to prepare** for my first day on the new job.

To modify an adjective with too or enough. Note: Enough follows an adjective.
They were **too late to make** the meeting, but they were **early enough to participate** on Boom.
NOT . . . they were ~~enough early to participate~~ on Boom.

GRAMMAR EXPANDER p. 115
- Infinitives: review, expansion, and common errors
- Parallelism with gerunds and infinitives

D LISTEN TO ACTIVATE GRAMMAR | Listen to the conversations. Then complete each statement with the gerund or infinitive form of a verb from List 1 and a word from List 2.

List 1	List 2
paint	the kitchen
have to	responsibilities
tell	home
be	considerate
stay	accident
log on	the webinar

1 He's apologizing for not ..... to Laura the day before.
2 Katherine's worried about ..... Mack about her ..... .
3 José's staying home this weekend ..... .
4 She's upset because it's too late ..... to ..... .
5 Elliot doesn't mind ..... with Theresa.
6 Veronica's a little down about ..... change ..... .

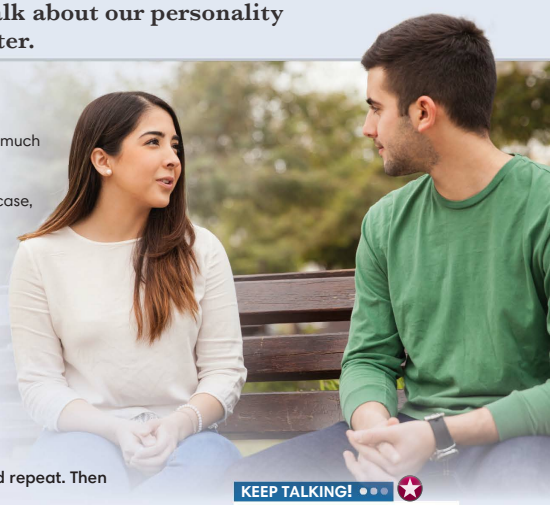
E PAIR WORK | Complete the questions with your own ideas, using gerunds and infinitives. Then answer your partner's questions.

When's a person too old to drive? That depends on the person.

1 When is a person too old ..... ?
2 Do you object to ..... ?
3 In your family, does anyone mind ..... ?
4 What don't your friends like ..... ?
5 Do you think it's a good time ..... ?
6 When are you usually ready ..... ?

COMMUNICATION ACTIVATOR

Now let's talk about our personality and character.



A CONVERSATION MODEL | Read and listen.

A: So how would you describe yourself?
B: Me? Well, I'd say I'm pretty serious. I spend way too much time working.
A: Serious? I see you as more fun-loving.
B: You do? I don't think of myself that way. But, in any case, can't a person be both serious and fun-loving?
A: I suppose. And how would you describe me?
B: You? I see you as pretty outgoing.
A: Really? Why do you say that?
B: Because you tend to be talkative and you seem to like being with people a lot.

Social language
Ways to describe personality and character

I don't think of [you] that way.	I'd say [you're] . . .
[I tend] to . . .	I see [her] as . . .
[You seem] to . . .	

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C IN YOUR OWN WORDS | Create a similar conversation, using the Vocabulary and other adjectives for personality or character. Start like this: *So how would you describe yourself?* Be sure to change roles. Then change partners. (Option: Use the Unit 1 Energizer Worksheet.)

KEEP TALKING!
- **Say more about yourself.**
- **Provide examples that explain the adjectives you used.**
- **Say as much as you can.**

Watch the video for ideas!

2 COMMUNICATION GOAL Describe how people behave

A GRAMMAR | Verbs that require a noun or pronoun before an infinitive

Remember: Some verbs can be followed directly by an infinitive. However, in the active voice, some verbs must have a noun or pronoun object before the infinitive.

Passive voice		Active voice
(They were ordered to leave the building.)	→	She **ordered them to leave** the building.
(Drivers were warned not to park.)	→	The sign **warned drivers not to park**.
(She was told to be on time.)	→	I **told her to be** on time.
(I was taught to swim last summer.)	→	Jen **taught me to swim** last summer.

Some verbs, such as would like, want, ask, expect, and need, are used with or without a noun or pronoun object in the active voice, depending on the meaning.

Without an object	With an object
I'd like to improve my English.	**I'd like my children to improve** their English, too.
Matt **wants to buy** a new house.	Matt **wants his parents to buy** a new house.
She **asked to speak** to the manager.	She **asked me to speak** to the manager.

These verbs require a noun or pronoun before an infinitive in the active voice.

advise	convince	force	invite	permit	require	trust
allow	encourage	hire	order	persuade	teach	urge
cause	forbid	instruct	pay	remind	tell	warn

Negative infinitives
To make an infinitive negative, place not before the infinitive:
They advised us **not to come** late to the meeting.

Remember: To make a gerund negative, also place not before the gerund:
They complained about **not having** enough time.

For a list of verbs that can be followed directly by an infinitive in the active voice, see page 114.

B UNDERSTAND THE GRAMMAR | On a separate sheet of paper, change each sentence to the active voice.

The rental agency required rental customers to return cars with a full tank of gas.

1 Rental customers were required (by the rental agency) to return cars with a full tank of gas.
2 Spouses of teachers were invited (by the administration) to attend the graduation.
3 People who bought those sandals have been told (by the manufacturer) to return the shoes for a refund.
4 Rachel was advised (by the nurse) to get her flu shot early in the season.
5 We were encouraged (by the invitation) to arrive at the wedding ceremony before 4:00.

C GRAMMAR PRACTICE | Complete the sentences with your own ideas, using an object and an infinitive.

1 The news about the forest fires persuaded ..... to ..... .
2 Should they remind ..... to ..... ?
3 The gorgeous weather today has convinced ..... to ..... .
4 Why doesn't she pay ..... to ..... ?
5 The change in the schedule caused ..... to ..... .
6 The announcement from the health department warned ..... to ..... .

D PAIR WORK | Take turns answering the questions, using the cues provided.

1 **A:** Is Cleo bringing the sandwiches for the office party?
B: No, Cleo ..... them. (expect / us / bring)

2 **A:** Have you called the manufacturer about the missing parts?
B: No. I ..... to them about it. (ask / my husband / speak)

3 **A:** Who's going to choose the speakers for the wedding dinner?
B: Actually, I ..... all of them. (would like / the bride and groom / choose)

4 **A:** Do you want me to send e-mail thank-you notes for the kids' gifts?
B: Maybe not. I think I ..... real handwritten cards themselves. (want / them / write)

5 **A:** Didn't you want to drive Paul to the sales meeting?
B: Actually, I ..... him because my husband is using the car. (want / Evelyn / drive)

PRONUNCIATION LESSON p. 131
Content words and function words

E GRAMMAR CLOSE-UP | Read what four people say about Doris Hays, owner and operator of Trustworthy, a private air taxi company. Notice the featured grammar.



DORIS HAYS, CEO
Trustworthy Aviation



Glen Richards, technician

I thank my lucky stars every day that I'm able to work for Doris. She's nothing like our former boss. He was a tyrant who ran the office like a dictatorship, ordering us to work nights and weekends. I mean, just because he was a miserable workaholic with no home life didn't mean we had to be workaholics like him. He was a total pain in the neck to us all!



Lucille Cornish, bookkeeper

Doris is a sweetheart—she'd give you the shirt off her back. She's a total people person who reminds us to value customers because our relationships with them are the key driver of our success. And even though Doris is the boss, she's a team player. In this company, all staff members are urged to collaborate to solve problems.



Agatha Smythe, pilot

A few years back, during the pandemic, we weren't allowed to carry passengers in our air taxis, and we were forced to think of other ways to stay in business. Doris encouraged every employee to brainstorm solutions, no matter how impossible the ideas might seem. One of us came up with the idea to create a new role for Trustworthy: personalized air taxi service for packages and other small items.



Elliot Cooper, customer relations manager

Today, thanks to Doris's leadership and other qualities, we've grown and thrived. Customers trust us to taxi their things with the same care we've always given customers themselves, and they've continued to be loyal to Trustworthy. This has persuaded me to look on the bright side, even in dark times, and it has taught me to value my boss and colleagues more than ever.

F RELATE TO PERSONAL EXPERIENCE | Look at the list of words and phrases from Grammar Close-Up that describe styles of behavior. With a partner, talk about people you know who can be described by them. Provide examples of what they do or have done.

a pain in the neck
a people person
a sweetheart
a team player
a tyrant
a workaholic

G LISTEN TO INFER | Listen to people describe other people's behavior. Notice how they use noun and pronoun objects with infinitives. Infer each person's style, according to the opinions expressed.

1 Margaret is:	☐ a workaholic	☐ a pain in the neck	☐ a team player
2 Peter is:	☐ a people person	☐ a tyrant	☐ a sweetheart
3 Tim is:	☐ a tyrant	☐ a pain in the neck	☐ a workaholic

COMMUNICATION ACTIVATOR

Now let's describe how people behave.

A TALKING POINTS | Choose two people you know. Make two statements about each person's personality, character, and behavior.

Person 1
1 My colleague Lea is a sweetheart, kind to all. She's a real team player too.

Person 1	Person 2
1	1
2	2

B DISCUSSION | Discuss the people you wrote about in Talking Points. Say as much as you can about them.

KEEP TALKING!

- Say more about the person's life, family, and work.
- Tell your partner something that person did or something that happened to him or her.

Watch the video for ideas!

RECYCLE THIS LANGUAGE

adjectives
ambitious
collaborative
considerate
fun-loving
modest
serious
talkative
trustworthy

nouns
an optimist
a pain in the neck
a people person
a pessimist
a realist
a sweetheart
a team player
a tyrant
a workaholic
a worrywart

3 COMMUNICATION GOAL

Discuss how we respond to others' conduct

A VOCABULARY | Attitudes towards others' conduct | Read and listen. Then listen again and repeat.

be open-minded accept the opinions and actions of others before deciding whether they are right or wrong

be judgmental have the habit of being automatically critical of the actions and opinions of others

be empathetic be sensitive to and caring about the feelings of others; be able to "put oneself in someone else's shoes"

be indifferent have no opinion about how other people behave

B ACTIVATE VOCABULARY | Take turns making comments about the conduct of the people in the pictures. Your partner says whether your comment is open-minded, judgmental, empathetic, or indifferent.

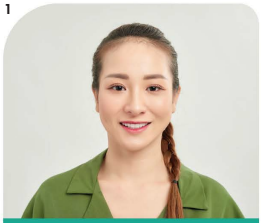




C RELATE TO PERSONAL EXPERIENCE | In a small group, describe what kind of attitude you generally have about other people's conduct. Provide examples.

D LISTEN TO CONFIRM CONTENT | Listen to three people talk about other people's behavior. Write T (true), F (false), or NM (not mentioned).

1



Emilie Jenkins, 18 St. Louis, U.S.A.

..... **a** She wanted Justin to apologize to Taylor.

..... **b** She asked the other kids to help Taylor.

2



Nelson Bowles, 32 Kensington, U.K.

..... **a** Nelson and Shellie have a good marriage.

..... **b** Their friend Joe is open-minded.

3



Lyn Fazio, 58 New Haven, U.S.A.

..... **a** The children's mother left the wrappers on the ground.

..... **b** Lyn thinks children need to learn to be responsible.

E LISTEN TO INFER | Listen again and choose the adjective that in your opinion describes each person. Then write a sentence supporting your choice.

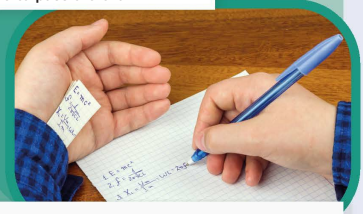
1 Emilie is (indifferent / empathetic / open-minded). .....
2 Nelson is (open-minded / judgmental / indifferent). .....
3 Lyn is (empathetic / judgmental / indifferent). .....

COMMUNICATION ACTIVATOR

Now let's discuss how we respond to others' conduct.

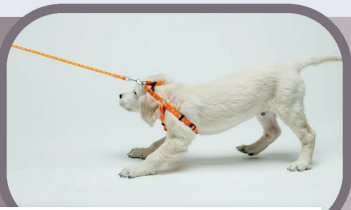
A TALKING POINTS | Imagine you witnessed each of the four situations. Write notes about how you think you would react to each one.

Mark was worried he might not be able to pass the exam.



A woman was shoplifting merchandise in a store.





Violet pulled hard on her dog's leash because the dog refused to go for a walk with her.

The basketball team decided to "decorate" the coach's house with toilet paper while he was asleep.



B DISCUSSION | In small groups, compare what you think you would (or a person could or should) do in each situation in Talking Points. (Option: Use the Unit 1 Soft Skills Booster, p. 151.)

I'm actually not sure what I would do if I saw someone hurting an animal. I don't think I'd say anything because I'd be afraid this person could be violent. But I'd feel very guilty about not acting.

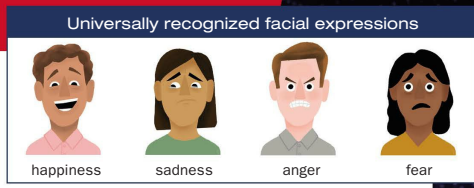
Cut yourself some slack. I think *most* people would be afraid to speak up in this situation. Personally, I think I'd try to get a group of people to say something to that person. It's just awful when people are cruel to animals.

RECYCLE THIS LANGUAGE

- see the bright side of things
- roll with the punches
- I suppose . . .
- Piece of cake!
- I'd [convince / persuade / advise / force / encourage] ___ to . . .

A **READING** | **Read about nonverbal communication. How do nonverbal signals influence our perception of others?**

Communication is about more than what we say …



It's widely believed that a large portion of communication between humans is nonverbal. In fact, research conducted by Dr. Albert Mehrabian, author of *Silent Messages*, found that 55% of communication is based on nonverbal elements instead of words.

What are the nonverbal components of communication? One basic yet powerful one is facial expression—how we move and arrange the features on our face. Interestingly, while many other nonverbal signals are culture-specific, four basic facial expressions are believed to be universal across cultures.

Posture and gestures provide clues to what we are feeling or thinking. Standing tall and straight conveys a positive image almost anywhere in the world, while a slumped posture with rounded shoulders can provide an impression of pessimism or sadness. Standing with one's hands on one's hips or across one's chest can be considered aggressive or defensive body language in some places. Gestures, unlike facial expressions and posture, however, tend to be very culture-bound. For example, a "thumbs-up" gesture can mean "Way to go!" in one culture but can be extremely offensive elsewhere.

Certain aspects of communication can also transmit messages. Loudness, pitch (whether the tone is high or low), and speed comprise one category of nonverbal cues. The mere sound of speech can affect the way we convey and perceive meaning, indicating whether we or someone else is interested or friendly, angry or nervous, and so on. Another aspect of nonverbal communication relates to touching. Whether and how we touch others can be meaningful in many cultures. Similarly, the amount of personal space we maintain between ourselves and others (or "interpersonal space") is also meaningful, yet also nonverbal.

One of the most interesting components of nonverbal communication is gaze, or what we do with our eyes when interacting with others. Almost all people and cultures assign powerful meanings to where we place our gaze. The etiquette of eye contact—whether you look directly into another person's eyes when you talk or listen—depends almost entirely on the customs of your location. In many cultures, eye contact is considered respectful because it signals that you're paying attention. Yet some cultures consider making direct eye contact aggressive, even rude, and view it as a lack of respect. In still other cultures, and in some religious groups, eye contact between men and women can be seen as inappropriate, while intense eye contact between two people of the same gender can indicate truthfulness.





When we grow up in one culture, we tend to think its customs are "natural" or "universal" and are surprised when we learn that that's not necessarily so. As we grow and mature, it's important for us to become aware of the diversity of cultural traditions. Understanding that communication isn't just a matter of vocabulary and grammar is essential as we begin to use English as a common language with people from unfamiliar cultures. In today's world, understanding the power of nonverbal communication can determine the success of relationships and help us avoid unnecessary misunderstandings.

B **RECOGNIZE MAIN IDEA** | **Which of the following statements expresses the main idea of the article?**

- ☐ It is believed that facial expressions are universal and don't differ from culture to culture.
- ☐ Eye contact can signal different things in different cultures.
- ☐ Developing an awareness of culturally specific nonverbal communication is an important part of successful social interaction.

C **UNDERSTAND FROM CONTEXT** | **Complete each statement about words and phrases in the article.**

1 ..... communication isn't based on spoken words.
   a "Culture-bound" **b** "Nonverbal"

2 Behavior that's "universal" is ..... .
   a shared by people of all cultures
   b typical of only one culture

3 A person's "posture" is the way he or she ..... .
   a sits or stands **b** gestures

4 A "clue" is something that helps ..... something you observe.
   a create **b** explain

5 "Transmitting" a message is ..... a message.
   a changing **b** sending

D **PAIR WORK** | **Discuss the questions. Support your answer with information from the article.**

1 What's the difference between a "facial expression" and a "gesture"?
2 In what way does posture affect the way people perceive us?
3 Why, in your opinion, are facial expressions universal yet gestures are not?
4 How can the "sounds" of one's speech affect the way we receive a spoken message?
5 Why does the author suggest that communication isn't just a matter of words?

COMMUNICATION ACTIVATOR

Now let's talk about nonverbal communication and culture.

A **TALKING POINTS** | **According to the article, certain aspects of nonverbal communication are very culture-bound. Write some do's or don'ts for each one that would be important for a visitor to your country to know. Compare charts with a partner.**

gestures	**interpersonal space**
sounds of speech	**touching**
posture/body language	**gaze**

B **ROLE PLAY** | **Role-play a discussion with a visitor to your country. Ask and answer questions about nonverbal communication one should be aware of when visiting this country. Use your notes from Talking Points for support.**

How far away should I stand when I'm having a conversation with someone?

It depends. If the person is a close friend or a relative, you can stand very close. If not, you should stand an arm's length away.

C **PROJECT (OPTIONAL)** | **With a small group, choose one of the countries on the list (or another country you aren't familiar with) and do research about the customs you described in Talking Points. Present the information (with or without posters) to the class.**

U.S. Canada
Trinidad Thailand
Japan Senegal

WRITING HANDBOOK p. 141
- **Skill** Paragraph structure: review
- **Task** Write a short article about nonverbal communication

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Talk about my personality and character.
- ☐ Describe how people behave.
- ☐ Discuss how we respond to others' conduct.
- ☐ Talk about nonverbal communication and culture.

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

UNIT 2

Creativity in Our Lives

PREVIEW

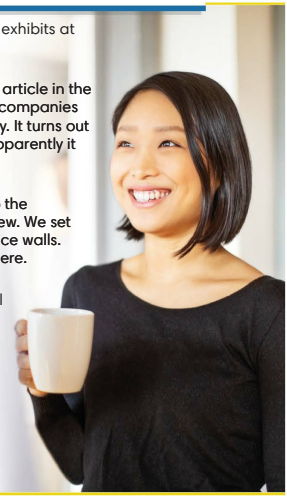
A **THE CREATIVE PERSONALITY** | **Listen to a description of 19th century German composer Ludwig van Beethoven, who wrote some of the world's most loved music. How does the speaker describe Beethoven's personality? Do you think his personality is typical of creative people?**

B **ZOOM-IN** | **Read and listen to a conversation between two friends. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Kurt = American English (standard)
Wei = Mandarin Chinese



Kurt: Hi, Wei. Nice to see you!
Wei: Thanks, Kurt. You too. How's Sue?
Kurt: She's great . . . Say, have you seen any good art exhibits recently?
Wei: Actually, I haven't had the time. I've been so bogged down with work lately that I end up taking it home with me. What about you?
Kurt: Well, I just discovered this guy named Al Vandenberg. He was a photographer in the 70s, and there's an exhibit of his work at the Metro.
Wei: Should I have heard of him?
Kurt: Probably not. But apparently his street photography had an influence on other photographers of his day. I have to say he had a great eye.
Wei: In that case, maybe I can find some time to go myself. I've always enjoyed photography.
Kurt: I'd highly recommend it. I'm so into his work now. What I love best are his pictures of everyday people.
Wei: Hey, have I ever told you about the exhibits at my company's office?
Kurt: No. What kind of exhibits?
Wei: Well, our boss happened to see an article in the *Times* a few months ago that urged companies to develop their employees' creativity. It turns out the idea has had a lot of success. Apparently it increases problem-solving skills.
Kurt: That sounds familiar.
Wei: You probably saw the article . . . So the company's been trying something new. We set up a "colleagues' gallery" on the office walls. Everyone can show off their talent there.
Kurt: What a cool idea!
Wei: The idea really took off. We were all blown away by the first show, and everyone wants to be a part of it now. In fact, I'm showing my own drawings next month.
Kurt: That's terrific! Can Sue and I drop by to have a look?
Wei: Sure! I'll let you know when the new show is up.



C **UNDERSTAND FROM CONTEXT** | **Complete the statements about these featured words and phrases from Zoom-In.**

1 You say you're "bogged down with" something when it makes you extremely (busy / excited).
2 You say "I have to say" to introduce (an opinion / an obligation).
3 You say "In that case" when there's (no reason / a good reason) for doing or not doing something.
4 You say someone "happened to" do something when it (was / wasn't) planned.
5 You say something "took off" to indicate that it (never / quickly) became successful.
6 You say you're "blown away" by something when you find it really (amazing / boring).

D **LOOK IT UP AND SHARE** | **Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.**

E **PAIR WORK** | **Discuss the questions.**

> "I used to get bogged down with my studies because I was taking too many classes. So I cut back a bit."

1 Describe a time you got bogged down with work or study. What did you do to make things better?
2 Give examples of some famous products or ideas that have taken off. Why did they?
3 Describe a time you happened to read or see something that influenced a decision you had to make.
4 Talk about a time you were blown away by something or someone.

F TALKING POINTS | Complete the survey by writing personal examples. Tell a partner about the songs and performers you listed. Explain what made each one memorable for you.

Songs and performers we can't forget

Memorable songs

1 One that had a really danceable beat that made **you want to get up and move to the music**

2 One that had a really catchy, unforgettable **melody that you couldn't get out of your head**

3 One with really moving lyrics that touched you **emotionally whenever you heard the words**

4 One that had an annoying sound that drove you **crazy whenever you heard it**



Memorable performers

5 A singer who blew you away with the quality of **his or her amazing voice**

6 An innovative group or performer that had a **sound unlike anything you'd ever heard before**

7 A memorable live musical performance that you **thought was just amazing**

8 A performer who you didn't think had much **talent, but who was very popular**



G VOCABULARY | Elements of music | Listen and repeat. Then, with a partner, use the survey to define these words.

a beat	a sound
a melody	a voice
lyrics	a performance

START TALKING

PAIR WORK Tell your partner about how you make the arts and music part of your life. Which of the activities do you include? Explain your reasons. Ask your partner questions.



Activities
- Streaming my favorite music
- Going to see live concerts
- Performing in front of an audience
- Going to exhibits
- Playing an instrument at home
- Taking photographs
- Singing in the shower
- Drawing or painting as a hobby
- Showing your artwork to others
- Watching performances on TV or a device
- Enjoying street performers and artwork
- Other: .....

1 COMMUNICATION GOAL

Talk about how you've been enjoying the arts

A GRAMMAR | The present perfect continuous and the present perfect: review and expansion

GRAMMAR EXPANDER p. 116
Finished and unfinished actions: summary

Use the present perfect continuous to describe continuing actions—actions that began in the past and continue in the present. Form the present perfect continuous with have been or has been + a present participle.

Statements
She's been dancing professionally for ten years.
They've been going to a lot of art galleries recently.

Questions
Have you been playing the piano for very long?
What has Peter been doing lately for entertainment?

Remember: Use the present perfect, rather than the present perfect continuous, to describe:

- **finished (or "completed") actions that occurred at an indefinite time in the past.**
  How many times have you seen that play? I've seen it two times.
- **finished actions in sentences that include already, yet, before, and ever.**
  They've already performed today. NOT They've already ~~been performing~~ today.
  Has she seen the new play yet? NOT ~~Has she been seeing~~ the new play yet?

BUT Use the present perfect continuous, rather than the present perfect, to describe a recent continuous action when there is visible evidence that the action has just ended.
That's your guitar, isn't it? Have you been practicing? NOT ~~Have you practiced~~?

Be careful!
Don't use the present perfect continuous with a stative verb to describe a situation that began in the past and continues in the present. Use the present perfect.
Margo's been a teacher since 2015. NOT ~~Margo's been being~~ a teacher since 2015.

Note:
The following words and phrases are often used with the present perfect continuous to describe continuing actions:

for [a month]	all [week]
since [2018]	these days
lately	this [month]
recently	How long . . . ?

The present perfect can also be used to describe a continuing action that began in the past. There is no significant difference in meaning.
She's **danced** professionally for ten years.
They've **gone** to a lot of art galleries recently.
Have you **played** the piano for very long?
What **has** Peter **done** lately for entertainment?

Common stative verbs

be	hate	love
believe	have	need
dislike	know	want
feel	like	

B GRAMMAR CLOSE-UP | Read the commentaries. Notice the featured grammar. Then find examples of the present perfect and explain why the speaker isn't using the continuous form.



I never used to be big on going to art exhibits. However, lately I've been dropping by the Mori Art Museum from time to time to see what's new. I've actually been enjoying these visits a lot! I feel like it's been helping me understand contemporary art a little more. And besides, the views from the fifty-third floor are amazing!

Haruki Tanaka, 23 Tokyo, Japan

Over the last couple of years, I've been going to see a lot of musical theater. So when I recently booked a trip to London, I knew I couldn't go without taking in a few good shows. I've been checking online to see what's playing. Hopefully, I'll find some good deals on tickets. I've heard you can see some great performances there.



Barry Foster, 28 Dallas, USA



I've been playing the violin since I was six years old, but I hadn't taken it out of its carrying case much in the last few years. Then, all of a sudden last year, I had the urge to start playing again, and it's been really nice. At the same time, I've been listening to a lot more violinists, but with different musical styles—not just classical. I think it'll help me open up and improve my own playing.

Diana García, 21 Bogotá, Colombia

C **UNDERSTAND THE GRAMMAR** | **Check the sentences in which the present perfect continuous can also be used. Then, on a separate sheet of paper, rewrite those sentences, using the present perfect continuous.**

- ☐ **1** She's performed in the musical *Evita* for the past three years.
- ☐ **2** The band has already recorded their fifth album.
- ☐ **3** We've gone to a lot of concerts lately.
- ☐ **4** Have they ever visited the Guggenheim Museum in Bilbao, Spain?
- ☐ **5** I've searched online for several hours to find interesting things to do this weekend.
- ☐ **6** How many times have you seen Adam Levine in concert?
- ☐ **7** Since I discovered Dua Lipa's music, I've told all my friends about her.
- ☐ **8** At Bono's most recent concerts, fans have asked him to play some of his older songs.

D **GRAMMAR PRACTICE** | **Complete the questions, using the present perfect continuous when possible. Otherwise, use the present perfect. Then practice the conversations with a partner.**

1 **A:** ..... (you / see) ..... that new musical starring John Legend yet?
B: No, I haven't. But I'd like to.

2 **A:** ..... (someone / listen to) ..... a Maroon 5 song on my tablet?
B: That was me. Sorry! I'm done.

3 **A:** ..... (what / you / do) .....?
B: Me? Just checking to see if there's anything interesting to do this weekend.

4 **A:** ..... (Vanessa / play) ..... the piano?
B: Yes, she has. It's too bad you missed it.

5 **A:** ..... (Caitlin / hear) ..... cumbia music before?
B: No. But she will when she goes to Cali in Colombia next week.

6 **A:** ..... (how long / you / wait) ..... to buy tickets to see Adele?
B: About half an hour. But it looks like the line is finally moving now.

PRONUNCIATION LESSON p. 132
Intonation patterns

COMMUNICATION ACTIVATOR

Now let's talk about how we've been enjoying the arts.



A **TALKING POINTS** | **Write notes about what you have and haven't been doing recently regarding the arts. Use the present perfect continuous.**

Visual Arts
I've been drawing funny pictures to entertain my nephew. My cartoons always make him laugh.

Visual Arts	Music	Other

B **DISCUSSION** | **With a partner, discuss the role the arts have been playing in your life recently. Use your Talking Points to discuss what you've been doing or not doing. Ask your partner questions. (OPTION: Use the Unit 2 Soft Skills Booster, p. 152.)**

"Have you been going to many concerts or plays lately?"

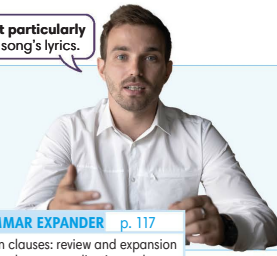
KEEP TALKING! ●●●

- **Talk about dislikes and preferences.**
- **Ask your partner for more details.**
- **Say as much as you can.**

Watch the video for ideas!

2 COMMUNICATION GOAL Disagree politely about artistic preferences

A GRAMMAR | Cleft sentences with What



Use a cleft sentence with What to emphasize certain information in a sentence. To form a cleft sentence, use a noun clause with What as the subject of the sentence + the verb be. Make sure the form of be agrees with its complement. The complement can be a noun, a noun phrase, or a noun clause.

	Cleft sentences
(His performance was fascinating.)	**What was fascinating was** his performance.
(Their color photographs blew Gary away.)	**What blew Gary away were** their color photographs.
(I like watching documentaries.)	**What I like is** watching documentaries.

GRAMMAR EXPANDER p. 117
- Noun clauses: review and expansion
- Noun clauses as adjective and noun complements

B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

C NOTICE THE GRAMMAR | Find an example of a cleft sentence with What in Zoom-In on page 12.

D GRAMMAR PRACTICE | Rewrite each sentence as a cleft sentence with What.

1 She can't stand listening to heavy metal bands. .....
2 I don't particularly like political documentaries. .....
3 We've always wanted to see a live BTS performance. .....
4 I've never cared for movies based on novels. .....
5 I love how Claude Monet uses color in his paintings. .....
6 The Prado Museum has always been one of my favorite places to visit. .....
.....

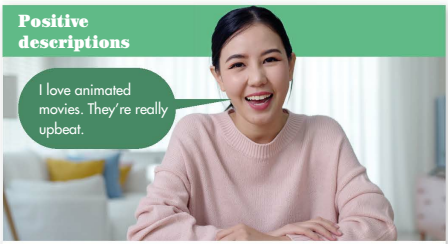
E PAIR WORK | Take turns asking and answering the questions. Use cleft sentences with What in your answers.

1 What kind of music always helps you sleep well at night?
2 What are some things that drive you crazy?
3 What are some things that performers do that you can't stand?
4 What generally helps you unwind and relax?
5 What are some things that really make you feel happy?

> "What always helps me sleep well at night is listening to Beethoven's *Moonlight Sonata*. It's really relaxing."

F VOCABULARY | Adjectives to describe the arts | Read and listen. Then listen again and repeat.

Positive descriptions



- Their songs are very **upbeat**. (make you feel positive or happy)
- His paintings are **unique**. (unusual; not like any others)
- It's so **contemporary**. (modern; up to date)
- Her biography was incredibly **moving**. (touches one's emotions in a good way)
- His performance was pretty **lively**. (full of energy)

Negative descriptions



- This song is kind of **sentimental**. (overly emotional or romantic)
- Their music is so **commercial**. (of little artistic value; focused on popular success)
- I find her fashion designs a little **dated**. (not up to date; not modern)
- His art is way too **serious**. (not fun; doesn't make you feel happy)
- Their melodies are pretty **repetitive**. (repeats the same theme, look, or sound over and over)

G LISTEN TO ACTIVATE GRAMMAR AND VOCABULARY | **Listen to each conversation about artistic preferences and complete each statement. Then, with a partner, take turns creating cleft sentences with What to describe each person's opinions.**

> "What he likes is looking at art online."

1 He's (into / not crazy about) virtual museum tours. She (doesn't care for / prefers) watching video clips.
2 He (likes / doesn't like) the song "Yesterday." She (likes / isn't into) sentimental lyrics.
3 She's (crazy about / not into) Carlos Diegues's films. He (likes / doesn't care for) newer directors.
4 (He's into / He hates) reggae music. She (prefers / dislikes) rock and pop.

COMMUNICATION ACTIVATOR

Now let's disagree politely about artistic preferences.



A CONVERSATION MODEL | **Read and listen.**

A: Are you as much of a Maluma fan as I am?
B: Honestly? He's not my favorite.
A: No way! How can you not like Maluma?
B: To tell the truth, what I don't like is his sound. To me, his music is kind of commercial. But you know who I really like?
A: Who?
B: Carlos Vives. I think he's great.
A: Carlos Vives? I hate to say it, but I could live without him. He's just not my cup of tea.

Social language
Ways to politely express a different point of view
[She's] not my favorite.
I could live without [her].
[They're] just not my cup of tea.
I'm not too crazy about [him].

B PRONUNCIATION PRACTICE | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C TALKING POINTS | **List some of your favorite artists, writers, filmmakers, and performers and write what you like about them.**

Name	Description	What I like
Jennifer Lopez	lively and contemporary	What I love are her great dance beats.

Name	Description	What I like

D IN YOUR OWN WORDS | **Use your Talking Points to role-play a conversation in which you disagree politely about your artistic preferences. Start like this: *Are you as much of a ___ fan as I am?* Be sure to change roles and then partners. (Option: Use the Unit 2 Energizer Worksheet.)**

KEEP TALKING!

- **Discuss other artists, writers, filmmakers, or performers you like or don't like.**
- **Talk about other ways you've been enjoying the arts lately.**

Watch the video for ideas!

Ideas
annoying
boring
depressing
loud
offensive
silly
thought-provoking
weird



3 COMMUNICATION GOAL Describe the personalities of creative people

A VOCABULARY | Describing creative personalities | Read and listen. Then listen again and repeat.

Positive traits		Negative traits	
energetic	very active physically and mentally	**difficult**	hard to please; never satisfied
perceptive	able to notice things that most people don't	**eccentric**	behaving in an unusual way; seeming different from most people
imaginative	able to think of new and unique ideas	**egotistical**	believing oneself to be better or more important than other people
passionate	having or expressing strong ideas or beliefs	**moody**	becoming angry or unhappy quickly and easily

B READING | Read about creative personalities. Which traits do artists and performers exhibit?



PSYCHOLOGY DIGEST

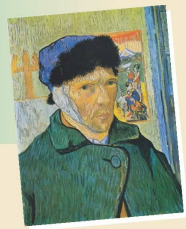
CREATIVITY AND PERSONALITY

We all know people whom we would identify as creative—people who take risks putting their art out there for all to see, or who delight us with their ability to see the world in a new way. Some psychologists have attempted to identify characteristics that seem to be common among them. Do any of them sound like you?

Most would agree that creative people tend to be more perceptive than the rest of us. U.S. writer Pearl S. Buck noted that creative people are highly imaginative and perceptive. They experience a world with more color, beauty, and drama and express it through their art—writing, painting, photography, film, music, etc.

Psychologist Jennifer O. Grimes, who in her research interviewed heavy metal rock band musicians, found their personalities complex. Off-stage, they appeared to be introverts—both quiet and reflective. However, they explained to her that while they were performing in concert, they were total extroverts and "in the zone"—at the height of their energy and able to do things they would never do in a different setting.

Similarly, the singer Michael Jackson was able to perform before huge crowds of people, exciting his fans with his unique dance moves and contemporary sound. Yet, in his private life, he was very shy. Jackson's producer, Quincy Jones, recalled his eccentric behavior: During an early recording session, the talented singer insisted on performing with his back to Jones and with the room lights turned off.



Creative people can also be quite moody and have frequent emotional ups and downs. In some cases, they surprise their friends and colleagues by suddenly becoming impolite or angry. Many people who knew the painter Vincent van Gogh didn't find him particularly difficult. They described him as considerate of others and rather polite. Yet, an angry confrontation with the painter Gaugin abruptly ended their friendship and possibly led to van Gogh's cutting off his ear.

Many people find creative people appealing because they are highly energetic—both physically and mentally—spending hours, days, or sometimes even years on a single piece of work. However, they may be so passionate about their work that they are simply unable to pay attention to the needs of others, making them "difficult to love." Their relationships are often short and stormy. The Spanish painter Picasso's wives and lovers described him as egotistical and complained about the difficulty of living with his frequently changing moods.



People who study the creative personality point out that many of the traits said to be characteristic of creative people do not accurately describe *all* creative people. At the same time, we can recognize many of them in the creative people we're familiar with—including ourselves!

C **UNDERSTAND FROM CONTEXT** | **With a partner, discuss and paraphrase the meaning of these sentences that use words and phrases from the article.**

1 Creative people "delight us" with their ability to see the world in a new way.
2 They were "in the zone" when they were performing in concert.
3 They were tired of his "emotional ups and downs."

D **IDENTIFY SUPPORTING INFORMATION** | **Complete the statements. Support your answers with information from the article.**

..... **1** was struck by the eccentricity of one very talented client.
..... **2** observed that a person who is creative usually has a highly developed imagination.
..... **3** is an example of someone who could be easygoing one minute and rude the next.
..... **4** was someone whose passion for his art interfered with his ability to develop healthy romantic relationships.
..... **5** noted how some creative people's energy levels differ depending on the setting in which they find themselves.

a Pearl S. Buck
b Quincy Jones
c Jennifer O. Grimes
d Vincent van Gogh
e Pablo Picasso

E **RELATE TO PERSONAL EXPERIENCE** | **Describe celebrities, artists, and other famous people who you've heard have traits similar to the ones described in the article.**



COMMUNICATION ACTIVATOR

Now let's describe the personalities of creative people.

A **TALKING POINTS** | **Rate yourself or another creative person, using the traits below.**

NAME:

0 = not at all
1 = a little
2 = somewhat
3 = extremely

collaborative	energetic	independent	passionate
considerate	extroverted	indifferent	perceptive
difficult	fun-loving	introverted	serious
eccentric	funny	judgmental	shy
egotistical	hardworking	moody	other
empathetic	imaginative	open-minded	

B **DISCUSSION** | **Tell your classmates about the people you know who you think are creative (including yourself if appropriate!). Ask them about the creative people they know.**

"I have to say, my sister's probably one of the most creative people I know. She's extremely perceptive and she's a great writer. And you can sense her fun-loving personality in everything she writes."

"I'm not sure if I would call myself creative, but I'm pretty passionate about playing the piano. I think it's great to really love what you do."



4 COMMUNICATION GOAL Discuss ways to increase creative thinking

A WORD STUDY | Participial adjectives: present and past forms

Present and past participles are often used as adjectives. Like all adjectives, they can precede the noun they describe, or they can be placed after the verb be or other linking verbs such as appear, become, feel, look, seem, or sound.

Present participles	Past participles
His artwork is so **amazing**.	His mood was **relaxed**.
I love his **amazing** work.	He was in a **relaxed** mood.

Remember: The present participle describes a cause, and the past participle describes an effect.

The talk was **inspiring**.
We left the talk feeling **inspired**.

Some participial adjectives

Base form	Present participle	Past participle
amaze	**amazing**	**amazed**
annoy	**annoying**	**annoyed**
bore	**boring**	**bored**
depress	**depressing**	**depressed**
disappoint	**disappointing**	**disappointed**
entertain	**entertaining**	**entertained**
excite	**exciting**	**excited**
fascinate	**fascinating**	**fascinated**
inspire	**inspiring**	**inspired**
interest	**interesting**	**interested**
move	**moving**	**moved**
relax	**relaxing**	**relaxed**
stimulate	**stimulating**	**stimulated**
surprise	**surprising**	**surprised**
touch	**touching**	**touched**
trouble	**troubling**	**troubled**

B WORD STUDY PRACTICE | Circle an adjective to complete each sentence.

1 Listening to music at work can be very (relaxing / relaxed) and help employees work more effectively.
2 Most of the company's employees were (surprising / surprised) to hear the new office manager's ideas, but most of them responded positively.
3 It was the most (touching / touched) talk I'd ever heard. It made me want to change my career to nursing.
4 What I disliked the most about this unbelievably (boring / bored) horror film was the bad acting.
5 We were (amazing / amazed) that our colleagues came up with such great suggestions.
6 Everyone felt a little (depressing / depressed) after the creativity workshop got cancelled. We had all been looking forward to it.

C PAIR WORK | Take turns. Choose a present participial adjective and use it in a statement or question. Then your partner responds with the past participial form in another sentence.

I thought the film *Cry Baby* was very **moving**.

Are you often **moved** by the films you see?

D LISTEN TO CONFIRM CONTENT | Listen to a podcast. Choose the topics that Bruce Tyler discusses. Then tell your partner what he says about each topic.

How companies can . . .

- ○ change office designs
- ○ increase salaries
- ○ encourage employee participation
- ○ offer company perks
- ○ increase vacation time
- ○ improve customer loyalty
- ○ encourage employees to take risks



E LISTEN FOR DETAILS | **Listen to the podcast again. Discuss the questions.**

1 What did Google tell its employees to do with their workday time? What was the goal?
2 What have other companies been doing to change the traditional office space? What is the goal?
3 What perks have some companies been offering their employees? What is the goal?

F RELATE TO PERSONAL EXPERIENCE | **How would you feel about working at a company that encouraged creative thinking and problem solving? Use some of the participial adjectives from Word Study.**

> "I'd be excited if my company did this. I find the traditional office too depressing."

COMMUNICATION ACTIVATOR

Now let's discuss ways to increase creative thinking.

A TALKING POINTS | **If you were an employee, how would you rate the following company practices in importance? Compare responses with a partner.**

1 = extremely important
2 = not sure
3 = not particularly important

In my opinion, companies should . . .

- ◯ encourage employees to be open-minded.
- ◯ urge employees to take risks.
- ◯ assure employees it's OK to make mistakes.
- ◯ set up opportunities to brainstorm ideas.
- ◯ offer perks to reduce stress.
- ◯ set clear goals and objectives.
- ◯ design inspiring work spaces.
- ◯ offer more opportunities for employee interaction.
- ◯ invite employees to role-play interactions with customers.
- ◯ other _____

B GROUP WORK | **Brainstorm ways that creative thinking could be increased in your class. How could problem-solving activities be included as well? Present your ideas to the class.**

WRITING HANDBOOK p. 142
- **Skill** Parallel structure: writing words in a series
- **Task** Describe the personal qualities of a creative person



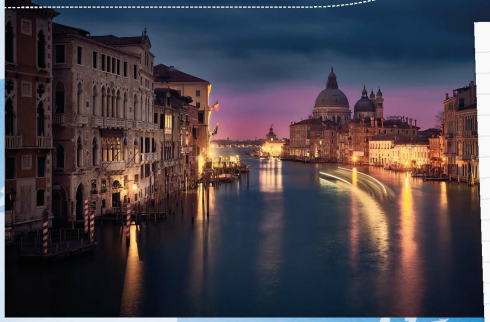
PROGRESS SELF-CHECK

NOW I CAN

- ☐ Talk about how I've been enjoying the arts.
- ☐ Disagree politely about artistic preferences.
- ☐ Describe the personalities of creative people.
- ☐ Discuss ways to increase creative thinking.

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

1 PLAN A TRIP



Imagine you are planning a trip with your partner. Make notes to help you plan. Then compare notes and discuss with your partner.

possible travel dates:

number of days you can spend:

flight and seat type preferences:

hotel room type preferences:

activities you think are fun / boring / scary:

the kind of personality or temperament you have:

how you react when things go wrong:

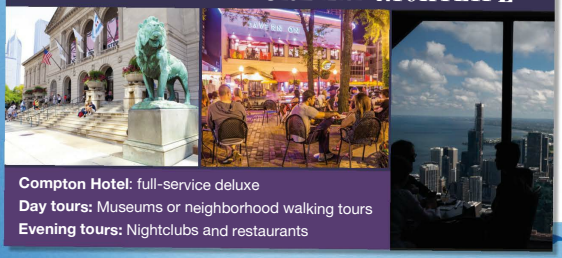
2 Choose a destination



Look at the two trips. Discuss the pros and cons of each one, according to your own tastes. Then together choose one.

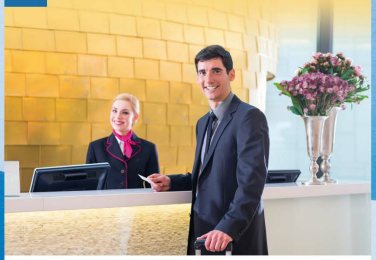
Drifters Hotel: small and friendly
Day tours: Seaquarium, Everglades, or Little Havana
Evening tours: South Beach outdoor restaurants

CHICAGO: CITY CULTURE AND NIGHTLIFE



Compton Hotel: full-service deluxe
Day tours: Museums or neighborhood walking tours
Evening tours: Nightclubs and restaurants

3 Check into the hotel



Role-play arrival at the hotel. Practice playing the role of guest or clerk.

Guest: Arrive at the front desk.
Clerk: Welcome the guest. Use the ideas and your own ideas. Then change roles.

Good afternoon. I'm checking in.

Do you have a reservation?

Ideas
- Identify yourself.
- Confirm your reservation and room details.
- Ask and answer questions about:
  Wi-Fi and Internet
  fitness center
  check-out time
  other hotel amenities and services
  opening and closing times
  help with luggage

4 *Arrange local activities*

GROUP ROLE PLAY. Form groups of three: two travelers and a concierge at the hotel. Look at the daily events listings. Make plans for the weekend, asking the concierge for information about schedules and places. Ask the concierge to make reservations and get tickets if necessary.

That walking tour of Little Italy is totally my style.

Mine too! Should we make reservations for that one?

HOTEL TERRACE — 70° — SATURDAY 14:35

VISITORS' GUIDE

Live music (Ask concierge for locations.)

The Symphonics (classical jazz)	8:00 P.M.
Robert and Sylvia sing show tunes	8:30 P.M.
Hip-Hop at the Tip Top	10:00 P.M.
Midnight Ballroom: dance music for lovers	12:00 A.M. to 4:00 A.M.

Theater (Ask concierge for locations.)

The Frogs (classic Greek theater)	5:30 P.M.
My Cousin Felice (musical comedy)	8:00 P.M.
Unlucky in Love (drama)	8:00 P.M.
The Field (experimental)	8:00 P.M.
Too Much to Do (improv)	8:30 P.M.

Sports

Tennis finals Europa Cup: all day. Ask for schedule.
Night baseball at Downtown Stadium: 7:00 P.M.

(Ask concierge for locations and times of tours and visits.)

NEIGHBORHOOD WALKING TOURS
Little Italy OR Sidewalk art

MUSEUM TOURS
Modern Art Museum OR Photography Museum

BEACH VISITS WITH ROUND-TRIP TRANSPORTATION

EVENING NIGHTLIFE—3 NIGHTCLUBS WITH DANCING

Movie week at the Mall Cinema

INTO AFRICA *A love story for all time*	5:15 7:40 9:55
THE SECRET LIFE OF ONIONS *You'll laugh until you cry*	6:30 8:15 10:05
THE MILLIE PICTURE SHOW *Bring your umbrella*	10:30 1:00 A.M.
THE BAT CAVE *Only for the brave*	Midnight only

PIETRO'S PIZZA PALACE $ — INDOOR OR OUTDOOR DINING
Like you're in Italy!

CLEMENT'S INTERNATIONAL HOUSE OF CUISINE $$$$ — ELEGANT DÉCOR, ELEGANT FOOD
When you want something out of the ordinary

A Taste of Thailand $$
The hottest restaurant in town

Sea Breeze Seafood Restaurant $$$
The freshest fish, the most varied menu



UNIT 3

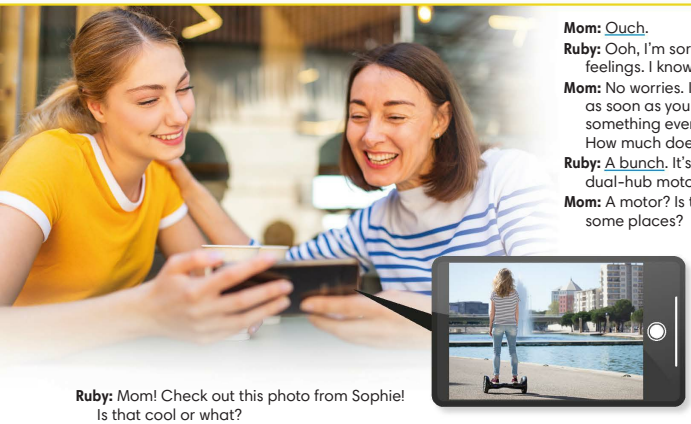
Financial Matters

PREVIEW

A **CHARITABLE GIVING** | **Listen to a fundraising phone call. With a partner, discuss the different attitudes of the wife and the husband about the charity.**

B **ZOOM-IN** | **Read and listen to a conversation between a mother and daughter about money management. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Ruby = American English (regional)
Mom = American English (standard)



Ruby: Mom! Check out this photo from Sophie! Is that cool or what?
Mom: What is that contraption—some kind of skateboard?
Ruby: No, it's a hoverboard . . . You've never heard of them? They're so hot right now. Everyone wants one and so do I.
Mom: Ruby! I thought you loved your skateboard! It was all you talked about last year.
Ruby: Right. But this year everyone's been getting hoverboards. Skateboards just aren't that cool anymore.
Mom: Ouch.
Ruby: Ooh, I'm sorry, Mom. I didn't mean to hurt your feelings. I know you and Dad paid a lot for it.
Mom: No worries. It wasn't over our budget. It's just that as soon as you get a hoverboard, they'll have invented something even cooler. I'm sorry. I'm lecturing you. How much does one of those cost, anyway?
Ruby: A bunch. It's got Bluetooth-enabled speakers, a dual-hub motor, and . . .
Mom: A motor? Is that even safe? Aren't they banned in some places?
Ruby: Only on roads. Not in the park. And I'd always wear a helmet.
Mom: Right. I know you're careful.
Ruby: And I've been pretty careful with the allowance you and Dad give me too. I have a little saved up for a rainy day. By my birthday, I plan to have saved up almost enough. Um . . . I was wondering if you could just chip in part so I could get it in time for my birthday.
Mom: Ruby, I'm proud of you for being responsible with your money. But this isn't exactly "for a rainy day." There's no real need for this hoverboard. But let me talk to Dad. If you have your heart set on a hoverboard, maybe we can contribute a bit . . . for your birthday, you understand.
Ruby: You're a sweetheart, Mom.

C **UNDERSTAND FROM CONTEXT** | **With a partner, find a featured word or phrase from Zoom-In with approximately the same meaning. Then use each word or phrase in your own sentence.**

1 more than you planned to pay .....
2 contribute .....
3 popular .....
4 a lot .....
5 an unrecognizable mechanical device .....
6 pocket money parents give their kids .....
7 That hurts. .....
8 illegal, not permitted .....

D **LOOK IT UP AND SHARE** | **Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.**

.....

E **PAIR WORK** | **Answer the questions, based on the conversation in Zoom-In.**

1 How would you explain the meaning of "I have a little saved up for a rainy day"?
2 When Ruby's mother says, "If you have your heart set on a hoverboard, . . ." what does she mean?
3 Why do Ruby and her mother apologize to each other?

F TALKING POINTS | Take the spending habits self-test to analyze your personal spending habits. Choose the letter that best describes you.

1 You hear there's a hot new smart phone with some awesome features. You . . .

- ○ **A** run to the store and stand in line to be one of the first people to have it.
- ○ **B** compare prices online so you can get the best deal.
- ○ **C** tell yourself that the price always comes down after a while and decide to wait.
- ○ **D** other _____

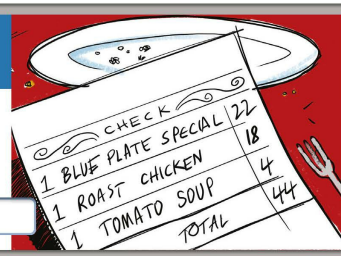


2 You'd love to have the latest home theater system in your home, but you just don't have the money right now. You . . .

- ○ **A** buy it with your credit card and plan to pay for it later.
- ○ **B** cut back on other expenses so you can save up enough to buy it.
- ○ **C** decide you have more important things than an entertainment system to spend money on.
- ○ **D** other _____

3 You always split the restaurant check with two work colleagues when you're out for a business lunch. But this time you weren't hungry and only ordered a soup. You . . .

- ○ **A** chip in your usual 1/3 of the check.
- ○ **B** offer to contribute the amount for the soup you ate.
- ○ **C** ask the others to treat you since your portion of the bill was so tiny.
- ○ **D** other _____



4 A colleague invites you to her birthday party and you would really like to bring a gift. You're short on cash right now. You . . .

- ○ **A** spend more on the gift than your budget allows.
- ○ **B** look for a nice gift that's not too expensive.
- ○ **C** say you're busy that day and don't go so you don't have to buy a gift.
- ○ **D** other _____

5 You discover a crack in your cell phone screen. You . . .

- ○ **A** go out and buy a new phone.
- ○ **B** have it repaired.
- ○ **C** decide to do nothing and just live with it.
- ○ **D** other _____



If you clicked on three or more A's:	If you clicked on three or more B's:	If you clicked on three or more C's:	If you chose D for three or more questions: How would you describe your spending habits?
You're a big spender. Your motto is: **EASY COME, EASY GO.**	You've got a good head on your shoulders about money. Your motto is: **EVERYTHING IN MODERATION.**	You're thrifty and don't waste money. Your motto is: **WASTE NOT, WANT NOT.** (If you clicked on all 5, some might even call you a cheapskate!)	

G VOCABULARY | Spending styles | Listen and repeat.

a big spender	a person who enjoys spending a lot of money
thrifty	careful not to spend too much money
a cheapskate	a person who hates spending money

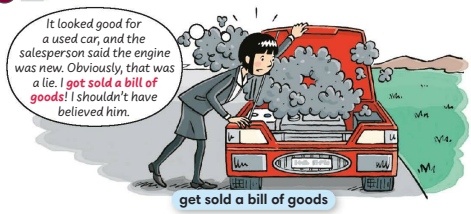
START TALKING

PAIR WORK Do you know anyone you would call a big spender, thrifty, or a cheapskate? Give one or more examples of that person's behavior to support your opinion.

DISCUSSION Are you in favor of or opposed to parents' giving their children an allowance? Support your opinion with reasons.

Express buyer's remorse

A VOCABULARY | Buyer's remorse | Read and listen. Then listen again and repeat.



get sold a bill of goods



fall for (something)



promise (someone) the moon



get talked into (doing something)

B ACTIVATE VOCABULARY | Write examples of regrets about purchases you made. Tell a partner about them.

A salesman talked me into buying a pair of shoes that were supposed to be waterproof, but they weren't.

1 A time you got talked into shelling out money for a worthless gimmick
.....

2 A product ad that promised you the moon but turned out not to be true
.....

3 A time you fell for something you shouldn't have
.....

4 A time someone wasn't truthful about a product and you realized that you'd gotten sold a bill of goods
.....

C GRAMMAR | Expressing regrets about the past

Wish + the past perfect

I **wish** I **hadn't bought** this electric canoe! What a worthless gimmick!
Do they **wish** they'**d joined** a health club instead of shelling out so much money for that ridiculous contraption?
Don't you **wish** you'**d upgraded** to the wireless headphones before they upped the price?
Why **does** he **wish** he'**d kept** his old blender?

Should have or ought to have + a past participle

I **should have waited** to get the Lightning hoverboard. = I **ought to have waited** to get the Lightning hoverboard.
Should he **have gotten** the X2E, even though it was over his budget?
He **shouldn't have bought** the jacket in size small.

Use should, not ought to, in negative statements and questions.

If only + the past perfect

Express very strong regret with If only + the past perfect. Such statements of regret often suggest a negative consequence. (It's common to use if only in a past unreal conditional statement followed by a result clause that states the consequence.)

If only I'd read the fine print! (regret: I wish I had.)
If only we hadn't bought this home theater. (regret: We wish we hadn't.)
If only I'd gotten a real underwater camera, I **would have taken** pictures of the sharks.

GRAMMAR EXPANDER p. 119
The past unreal conditional: inverted form

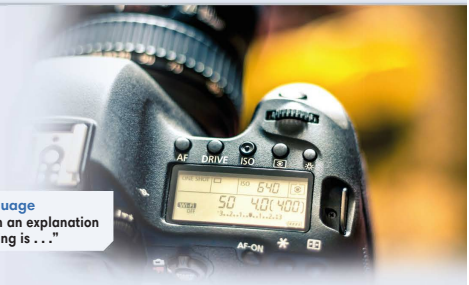
D **PRONOUNCE THE GRAMMAR** | Listen and repeat the grammar examples with if only.

E **ACTIVATE GRAMMAR** | On a separate sheet of paper, rewrite the statements and questions, changing wish or if only + the past perfect to should have or ought to have.

1 They wish they'd bought their shoes online instead of at that fancy shoe store in the mall.
2 If only I'd waited for the newer model to come out.
3 Don't you wish you'd read the fine print before you got the tablet with the underwater camera?
4 I wish I hadn't bought that gimmicky pizza fork.
5 If only I hadn't been in such a hurry to get the hottest new phone!
6 Does he wish he'd checked out the price of a used car before he bought the JR200?

COMMUNICATION ACTIVATOR

Now let's express buyer's remorse.



A **CONVERSATION MODEL** | Read and listen.

A: I wish I hadn't gotten that expensive camera.
B: What do you mean? It's the best one on the market, isn't it?
A: It is, but it cost a bunch, and I don't get enough use out of it.
B: Why not?
A: Well, the one on my phone is just as good and more convenient. The camera just sits around collecting dust.
B: What a shame.
A: The thing is they sold me a bill of goods. They said the photos would be better than the ones from a cell phone. If only I had read the reviews!

Social language
Elaborate on an explanation with "The thing is . . ."

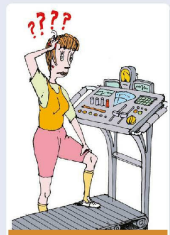
B **PRONUNCIATION PRACTICE** | Listen again and repeat. Then practice the Conversation Model with a partner.

C **TALKING POINTS** | Use one of your regrets from Exercise B on page 26. Or use the cartoons below for other ideas. Make notes about it, using the reasons below or another reason.



It costs so much to maintain.


It takes up so much room.



It's so hard to operate.



It's so hard to put together.



It just sits around collecting dust.

What was the purchase?	What should you have bought instead?
Why do you regret buying it?	What did you do about it?

D **IN YOUR OWN WORDS** | Create your own conversation, using your Talking Points. Start like this: *I wish I hadn't . . .* Be sure to change roles and then partners. (Option: Use the Unit 3 Energizer Worksheet.)

"They promised me the moon and I fell for it!"

KEEP TALKING!

- Tell your partner how you were convinced to buy the item.
- Express sympathy to your partner.
- Make suggestions about what to do with it.
- Say as much as you can.

Watch the video for ideas!

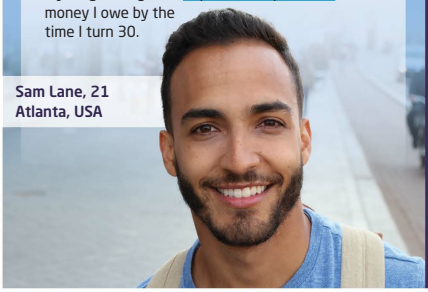
2 COMMUNICATION GOAL Talk about financial goals and plans

A GRAMMAR CLOSE-UP | Read the interview responses. Notice the featured grammar.

Q: Tell us about your short-term and long-term financial goals and plans.

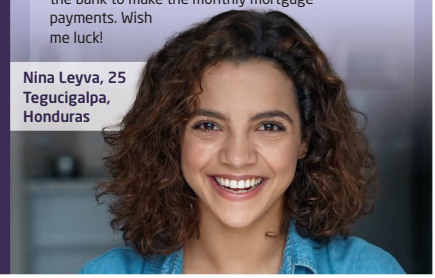
I just hate owing money to anyone, but my college expenses have been astronomical. I had to take out a pretty big loan, and now I'm in debt. So here's my idea. By this time next year, I'll have graduated. My immediate plan is to find a job and put away 10% of my paycheck every month, which I'll use to begin paying off the loan month by month. After four or five years, I expect to have gotten a raise so I can pay back more each month. My long-term goal? I hope to have paid back all the money I owe by the time I turn 30.

Sam Lane, 21
Atlanta, USA



I've decided on a long-term goal for myself: to buy my own apartment by the time I'm 30. I'll need to have saved up a bunch of money to make *that* happen. I get a good salary and I'm financially independent. But I love having nice things, and I've had a hard time sticking to a budget, and saving is hard. So I've made up my mind to seriously cut back on spending and start saving. In a year or two—if I stay disciplined—I hope to have saved up enough for the down payment on the apartment and always have enough money in the bank to make the monthly mortgage payments. Wish me luck!

Nina Leyva, 25
Tegucigalpa, Honduras



B RELATE TO PERSONAL EXPERIENCE | Discuss the questions with a partner.

1 Have you ever cut back on your spending in order to buy something you wanted? Tell your partner what happened.
2 Are you financially independent? If not, when do you expect to be? What will make it possible?
3 Do you have anything in common with Sam, Nina, or Ruby from Zoom-In on page 24? Explain.

C GRAMMAR | Completed future actions and plans: the future perfect and perfect infinitives

Use the future perfect to indicate that an action will be completed by a specified time in the future. It's common to state the particular time somewhere in the sentence. Form the future perfect with will have or won't have + a past participle. You can contract will.

By this time next year, Burt **will have saved** enough for a down payment on a car.
If I stick to a strict budget for the next six months, **I'll have put away** enough money for a trip to Europe.
They **won't have finished** their studies before 2025.
Will you **have paid off** your student loans by the time you get married? (Yes, I will. / No I won't.)
Which short-term goals **will** they **have achieved** by the end of the year?

Note:
Common expressions of time with the future perfect:
before / after [May 2]
on / by [Wednesday]
by the time [I leave]
in the next [two years]

Use a perfect infinitive after hope, expect, intend, or plan to indicate that an action will or might take place before a specified time in the future. Form the perfect infinitive with to have + a past participle.

By this time next year, I **plan to have saved** enough cash to buy a car.
They **intend to have paid off** their mortgage in fifteen years.
Do you **expect to have put** enough money in the bank to make your car payment this month?

GRAMMAR EXPANDER p. 120
- The future continuous
- The future perfect continuous

D PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

E **NOTICE THE GRAMMAR** | **Find a statement with the future perfect and one with a perfect infinitive that express completed future actions and plans in Zoom-In on page 24.**

F **GRAMMAR PRACTICE** | **On a separate sheet of paper, use the cues to write sentences with the future perfect.**

1 By next June / we / put away enough to make a down payment on an apartment.
2 When / you pay off all your credit card debt?
3 Before I even think about buying a new car / I / stick to a strict budget for a whole year.
4 Why / you / not pay back the money you owe in the time you promised?

PRONUNCIATION LESSON p. 133
Sentence rhythm: thought groups

G **GRAMMAR PRACTICE** | **Complete the paragraph, using perfect infinitives.**

Carol Bishop was drowning in debt, owing money to everyone and having a ton of loans she couldn't pay back and astronomical payments she couldn't make. So today she said enough is enough. She's made some plans and set some short-term goals. By the end of the week, she ..... (1 intend / create) a strict yet realistic budget that she can stick to. She ..... (2 hope / make) the last payment on her student loan by the end of December. In addition, at the same time she ..... (3 plan / begin) putting away 20% of her paycheck every month so she can begin paying off her credit card debt. She figures that if she cuts down on unnecessary expenses, stays disciplined, and sticks to her budget and savings plan, she can ..... (4 expect / pay back) all the money she owes within the next 18 months. Wish her luck!



COMMUNICATION ACTIVATOR

Now let's talk about financial goals and plans.

A **TALKING POINTS** | **Write your short-term and long-term financial goals.**

short-term goals	completion dates	long-term goals	completion dates
buy a hoverboard	before my birthday!	buy a good used car	by the time I graduate

B **DISCUSSION** | **Discuss your financial goals with a partner, using information from Talking Points. Make statements in the future perfect and statements with hope, expect, plan, and intend with perfect infinitives. Be sure to change roles and then partners.**

"By the time I'm 25, I hope to have moved into my own apartment."

"A year from now, I'll have paid back all the money I owe."

KEEP TALKING!

Talk about:
- being financially independent
- being out of debt
- cutting back on spending
- creating a realistic budget
- sticking to a savings plan
- saving money

Say as much as you can.

Watch the video for ideas!

A READING | **Read about the principles of personal money management. Which one do you think makes the most sense?**



"Where does the money go?" Tips for managing your money wisely

You earn a good living, but you live paycheck to paycheck and never have enough. Or worse, you've spent more than you have and have gone into debt. How can you avoid falling into the bad money management trap? It's pretty simple, actually, by following four basic rules.

1 Live within your means.

Keep an income and expense list, showing how much money comes in and goes out. So if your paycheck is $2,000 and you don't have other earnings, that's your income. Then make a list of your fixed expenses—ones that don't change from month to month—car loan, mortgage payments, rent, and utilities (gas, electric, Internet, etc.). Hopefully, your income exceeds your expenses. The amount left over can be used for variable expenses such as groceries, entertainment, clothing, and other things you purchase. As long as you don't spend more than you have, you're living within your means. Later, you can use these numbers to create a budget to help you plan your future spending.

2 Keep track of your expenses.



If you don't keep track of your expenses, you'll always be wondering where the money went. People go to the ATM to withdraw cash for daily incidental expenses—lunch, a magazine, bus fare, and the like. Before they know it, all the money's gone and it's back to the ATM. The first step in getting control of that money is paying attention to where it goes. For one month, write down all the money you spend on incidentals and then add it up. You'll probably be surprised.

3 Make saving a habit.

Start saving, regularly, no matter what. Get used to depositing a small percentage—even as little as 5%—of your paycheck in the bank automatically. You'll have money "for a rainy day" (for example, if the fridge suddenly dies). Plus, you'll see your bank balance grow, pretty painlessly. Another tip: as you spend money during the day, don't spend any of the change in your pocket. Each night, put all those loose coins in a jar. In just a few weeks, you'll have collected a bunch. Put that money in the bank, and by year's end, you can expect to have put away a nice chunk of change.

4 Pay your credit card bill in full every month.

The charges to your credit card are borrowed money, and loans have to be paid back. You'll have to pay interest on any money you don't pay back in full at the end of the month. That extra charge can add up pretty fast and you can get deeper and deeper in debt if you let it go on. Credit cards are convenient—you can shop without carrying around a ton of cash. But the downside is that they make it easy to spend more than you have. Ask yourself: Am I using cards for convenience, or am I using them to buy things I can't afford and can't pay for when the bill comes? If it's the latter, get out your scissors and just cut the cards up. You'll thank your lucky stars you did.



B UNDERSTAND FROM CONTEXT | **Complete the statements.**

1 A rent payment is a (fixed / variable) expense.
2 If your expenses exceed your income, you're living (within / beyond) your means.
3 A budget is a plan for (living beyond your means / spending your money).
4 You can keep track of expenses by paying attention to (what you buy / what you take from the ATM).
5 Money saved for a rainy day is money put away for (fixed / unexpected) expenses.
6 Borrowed money is the money from a (loan / paycheck).
7 If you pay your credit card bill in full at the end of the month, you (won't / will) have to pay interest.

C **IDENTIFY SUPPORTING DETAILS** | **Answer with a partner and support each answer with details from the article.**

1 What is the purpose of an income and expense list?
2 Why is it important to keep track of expenses?
3 What are two benefits of saving regularly?
4 Why does the author recommend not spending the loose change in your pocket?
5 What's the upside and downside of credit cards?

D **PAIR WORK** | **Match the pictures and the captions. Explain each choice to your partner.**











1 This person wonders where the money went.
2 This person pays credit card bills in full.
3 This person lives within his or her means.
4 This person saves regularly.
5 This person lives beyond his or her means.

COMMUNICATION ACTIVATOR

Now let's describe good and bad money management.

A **TALKING POINTS** | **Analyze your money management style. Check the statements that apply to you.**

◯ I live within my means.	◯ I live beyond my means.
◯ I keep track of my expenses.	◯ I don't know where the money goes.
◯ I make saving a habit.	◯ I live from paycheck to paycheck and spend it all.
◯ I always pay my credit card bills in full.	◯ I'm drowning in debt.

B **PAIR WORK** | **Compare answers on the survey in Talking Points. Describe your own money management style and attitudes. If you'd like to improve your money management, what steps could you take? Be specific and use all the language from Unit 3.**

> "I use the notes app on my phone to record my incidentals. If I don't do that, I don't remember where all the money went."

RECYCLE THIS LANGUAGE

be a big spender
be a cheapskate
be thrifty
be [in / out of] debt
have a good head on [my] shoulders about money
easy come, easy go
everything in moderation
over my budget
[short-term / long-term] goals
waste not, want not
chip in / contribute
save up for a rainy day
stick to a budget

4 COMMUNICATION GOAL Consider reasons for charitable giving

A **VOCABULARY** | **Words and phrases associated with charity** | **Read and listen. Then listen again and repeat.**

a charity	an organization that collects and provides money or other benefits to fulfill important needs
a donation	money given voluntarily to a charity
a donor	a person who contributes money to a charity
fundraising	the activity of requesting financial contributions
generosity	the quality of being willing to share one's own money with others in need

B **VOCABULARY PRACTICE** | **Complete the statements with words from the Vocabulary.**

Jessica believes that "charity begins at home," so she's involved in (1) _____ for the local hospital. When there's a community event, such as a road race or a play at the high school, she sets up a table with information about the hospital and she asks people for (2) _____. Jessica says she can always rely on the (3) _____ of the people in her hometown. But Jessica doesn't think charity should limited to things "close to home." For that reason, she's also a (4) _____ to a number of international (5) _____, such as Doctors Without Borders and the World Wildlife Fund.



C **LISTEN FOR MAIN IDEAS** | **Listen to the conversation. What's the main idea?**

- ☐ **1** Fundraising is an important activity of the No Kidding organization.
- ☐ **2** Charitable giving benefits the givers as well as the people who receive the help.
- ☐ **3** Malnutrition affects people who don't have enough to eat.

D **UNDERSTAND FROM CONTEXT** | **Listen again. Complete the statements with the correct words.**

1. Malnutrition results from a lack of (healthy food / income).
2. When soil fertility is improved, gardens yield a greater quantity of (meat / vegetables).
3. A subsistence farmer produces crops to (sell to others / feed his or her own family).
4. In the conversation, a kid is a (baby goat / young child).
5. If you alleviate hunger, malnutrition, or poverty, you (lessen / increase) it.

E **LISTEN FOR DETAILS** | **Discuss and answer the questions, based on the conversation. Listen again to confirm your answers.**

1. What are two benefits of owning one goat?
2. What's one benefit of owning more than one goat?
3. How can goats help a family begin earning an income?
4. What is the reason some people give their own children the gift of a No Kidding gift certificate as a birthday present?



F **EXPRESS AND SUPPORT AN OPINION** | **There's a saying, "Charity begins at home." No Kidding operates far from Grace, Tina, and Walter's home. Do you think it's a good idea to contribute to a charity far from your home? In what way does Walter bring No Kidding "close to home"?**

G WORD STUDY | Parts of speech | Write the noun, adjective, or verb form of each of these words. Use a dictionary if necessary.

noun:	**charity**	adjective:			
noun:	**donor**	verb:		(another) noun:	
noun:	**generosity**	adjective:			
noun:	**fertility**	adjective:		verb:	
noun:	**independence**	adjective:			
noun:	**contributor**	verb:		(another) noun:	
noun:	**fundraising**	(another) noun:			
noun:	**subsistence**	verb:			

H ACTIVATE VOCABULARY | With a partner, write five sentences using five of the words from Exercise G.

COMMUNICATION ACTIVATOR

Now let's consider reasons for charitable giving.

A TALKING POINTS | Write a checkmark next to organizations you would contribute to. Write an X next to the ones you wouldn't.

	an organization that helps the homeless		a school in a poor neighborhood
	a disaster relief agency		a museum
	an animal protection agency		a religious institution
	a food bank for the food insecure		other:

> "I'd contribute to an organization that helps the homeless. I think it's our responsibility to share what we have with people in need."

B PAIR WORK | Look at the reasons why people contribute to charities. Which do you think are the best reasons? Rate them in order from 1 to 8, with 1 being the best. (You can add another one if you'd like.) Compare and discuss your ratings with a partner.

..... to change society
..... to set a good example
..... to feel good
..... to help others
..... so people will admire them
..... so people will thank them
..... for religious reasons
..... other



C DISCUSSION | Using the information from Talking Points and Exercise B, discuss your general and specific reasons for contributing to the organizations you checked. Use words from Word Study when possible. (Option: Use the Unit 3 Soft Skills Booster, p. 153.)

> "My motivation for contributing to charity is mostly to help the environment. That's the reason I give money to organizations that promote the use of alternative fuels. Actually, I suppose that means that I'm interested in helping others—and myself!"

WRITING HANDBOOK p. 143
- **Skil** Organizing information by degrees of importance
- **Task** Write a personal statement for a job or university application

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Express buyer's remorse.
- ☐ Talk about financial goals and plans.
- ☐ Describe good and bad money management.
- ☐ Consider reasons for charitable giving.

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

UNIT 4

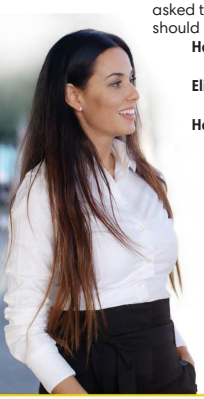
Clothing and Appearance

PREVIEW

A APPEARANCE AND SELF-ESTEEM | Listen to an introduction to a psychologist's talk. What is the problem the speaker describes?

B ZOOM-IN | Read and listen to friends discuss clothing customs. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Eliani = Arabic
Harriet = American English (regional)



Eliani: Layla's been invited to a friend's wedding next month—a close friend actually. And she was asked to be a bridesmaid. I'm not sure what I should get her to wear.

Harriet: Wow! Time flies. Layla's old enough to have friends getting married?

Eliani: Hello! Layla's 20. She's in her last year at school. Hard to believe, right?

Harriet: Well, about the dress: That decision's out of your hands. The bride picks out the bridesmaids' dress and they all wear the same thing. End of story.

Eliani: Oh, that's just like at home. But what kind of dress do you suppose they'll choose for her? Do you think it'll be very revealing? I realize she's not a child, and it's probably none of my business.

Harriet: Well, by our standards, probably not very revealing, but I understand you might not feel the same way.

Eliani: You know me so well! It's been a struggle for me bringing her up here in this country. Call me old-fashioned, but I still think a young unmarried woman should dress modestly.

Harriet: How modestly do you mean?

Eliani: Well, don't get me wrong. I'm not saying she should be covered up from head to toe, but you have to draw the line somewhere, don't you?

Harriet: Yeah, you do.

Eliani: I mean, look at the way girls walk around—actually it's not just the girls. If I had a son, I'd feel the same way about inappropriate clothes. The majority of them walk around in torn pants hanging down below their . . .

Harriet: I wouldn't read too much into any of this, Eliani. It doesn't mean much. Things that seem fine in one culture can be totally inappropriate or disrespectful somewhere else. It's just fashion.



C UNDERSTAND FROM CONTEXT | With a partner, find featured words or phrases from Zoom-In to answer the questions.

1. How does Harriet indicate that she's surprised Layla is already 20?
2. In what way does Eliani say that something's been difficult for her?
3. What word does Eliani use to mean "not up to date"?
4. How does Eliani ask Harriet not to misunderstand what she's going to say?

D LOOK IT UP AND SHARE | Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.

E THINK AND EXPLAIN | With a partner, discuss the answers to the questions, based on the conversation in Zoom-In.

1. Why do you think Eliani says that decisions about Layla's clothes are "none of her business"?
2. Why does Harriet say that the decision about the dress is "out of Eliani's hands"?
3. What does Harriet mean by "End of story"?
4. What do you think Eliani means when she describes a dress as "revealing"?
5. What do you think Eliani means by "you have to draw the line somewhere"?
6. What does Harriet mean when she says, "I wouldn't read too much into any of this, Eliani"?

> "I think Eliani says that clothing decisions are "none of her business" because she understands that Layla is old enough to make her own decisions."

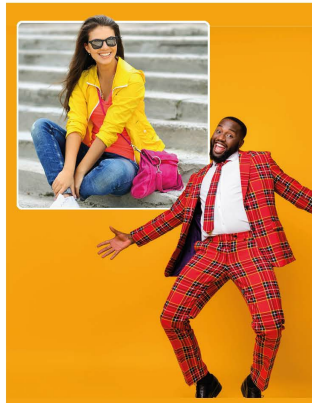
UNIT 4
COMMUNICATION GOALS

Lesson 1 Describe clothing details and formality
Lesson 2 Talk about the kind of clothes you buy
Lesson 3 Examine questionable cosmetic procedures
Lesson 4 Discuss appearance and self-esteem

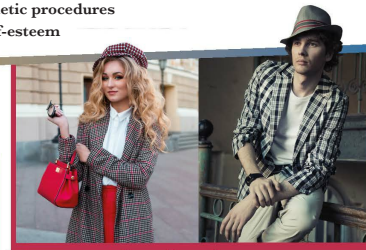
F TALKING POINTS | Complete the style survey. Rate the looks by circling 1 to 3 hangers, giving 3 hangers to the ones you like best.



1 classic



2 loud



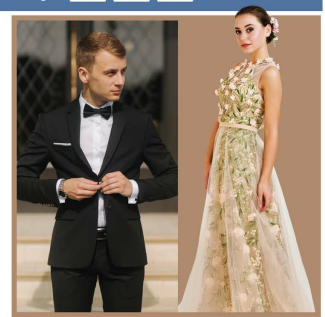
3 funky



4 subdued



5 trendy



6 elegant

G VOCABULARY | Adjectives to describe fashion | Listen and repeat.

classic	an unchangeable style that's always fashionable and stylish
loud	extremely bright and very attention-getting
funky	modern, "cool," and non-traditional
subdued	not bright or loud; visually quiet
trendy	a temporarily popular style that probably won't last
elegant	beautiful and of high quality

And don't forget
wild
conservative
modest
appropriate
inappropriate
casual
formal
informal

START TALKING

PAIR WORK Express your opinions about the outfits in the photos, using as many adjectives as you can.

> "The red suit is really loud. It would be inappropriate for my office."

DISCUSSION Paraphrase the quotations. Which makes the most sense to you? Explain.

> *"Fashion is just an interpretation of the culture around us."*
> **Nina García**
> *(Colombian-American fashion journalist)*

> *"In a world full of trends, I want to remain a classic."*
> **Iman**
> *(Somali fashion model)*

> *"Elegance is not standing out but being remembered."*
> **Giorgio Armani**
> *(Italian fashion designer)*

> *"Style is a way to say who you are without having to speak."*
> **Rachel Zoe**
> *(U.S. fashion designer)*

Describe clothing details and formality

A VOCABULARY | Describing clothes | Read the text messages. Then listen and repeat.

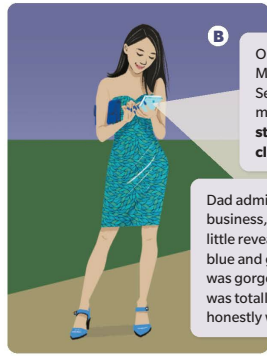


A

On our way to a wedding. Sophia's a bridesmaid. She's got on a floor-length **evening gown** in **solid** hot pink. It's a little **low-cut**, but not too revealing.

I'm in a **tux**.* Will send pics in a bit.

*tux = tuxedo



B

On my way to the Museum Charity Ball. Sending a pic of me in my **cocktail dress**. It's **strapless**, short, and **clingy**—very chic, I think.

Dad admitted it was none of his business, but he thought it was a little revealing. Mom thought the blue and green abstract **print** was gorgeous and said the dress was totally appropriate. Tell me honestly what you think, OK?

C

On our way to an "anti-fashion" parade! I'm wearing **striped** pajamas and a floral-print scarf, and Liam is wearing a **checked** tank top and **plaid** shorts.

We have on matching **polka-dot** masks. We're a masterpiece. Gonna win first prize.



And remember:

short-sleeve	loose
long-sleeve	tight
sleeveless	modest

Also:

sweater	blazer
V-neck	sweatpants
crewneck	sweatshirt
turtleneck	casual shirt
cardigan	dress shirt
polo shirt	blouse
jeans	khakis
T-shirt	shorts
slacks	

B LISTEN FOR DETAILS | Listen to the conversations. Circle the letter of the illustration that answers the question.

1 Which outfit will she wear for her presentation?

a 

b 

c 

2 Which outfit does the man think is attractive?

a 

b 

c 

3 Which tie will the young man buy?

a 

b 

c 

C PAIR WORK | Take turns describing the items in Exercise B. Your partner identifies the items you describe. Use adjectives from the Vocabulary.

PRONUNCIATION LESSON p. 134
Linking sounds

D ACTIVATE VOCABULARY | With a partner, discuss your personal opinions about these fashions. Use the Vocabulary from Exercise A and the adjectives from Exercise G on page 35.



COMMUNICATION ACTIVATOR

Now let's describe clothing details and formality.

A CONVERSATION MODEL | **Read and listen.**

A: Can I ask your advice about the reception this weekend?
B: Sure. What would you like to know?
A: I'm a little unsure about the dress code. I mean, how formal will it be?
B: Actually, it's supposed to on the formal side.
A: I've been thinking of a nice dressy blouse and a pair of solid gray dress slacks. How would that be?
B: I think that might be a little underdressed. Most women will probably be in something a little dressier—maybe even in a cocktail dress.
A: Thanks. That's very helpful. I'm so glad I asked.

Formality
- overdressed
- on the formal side
- dressy
- underdressed
- on the informal side

Social language
Acknowledge someone's advice with:
I'm so glad I asked.
Thank goodness I asked.
It's a good thing I asked.



B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C IN YOUR OWN WORDS | Create your own conversation about formality at a different kind of event. Ask about specific clothes, using clothing and adjectives from the Vocabulary. Start like this: *Can I ask your advice about . . .?* Be sure to change roles and then partners. (Option: Use the Unit 4 Energizer Worksheet.)

KEEP TALKING! ●●●
- **Ask more questions about the event.**
- **Provide details about the clothes.**
- **Make a decision about what to wear.**
- **Say as much as you can.**

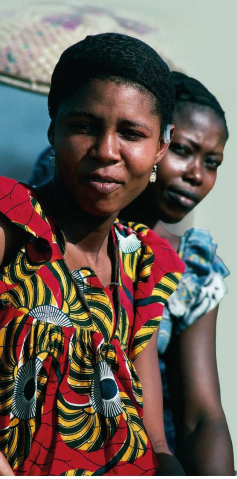
Watch the video for ideas!

RECYCLE THIS LANGUAGE

trendy	subdued
funky	loud
classic	appropriate
elegant	inappropriate

2 COMMUNICATION GOAL Talk about the kind of clothes you buy

A GRAMMAR CLOSE-UP | Read the article about the history of ready-to-wear clothes. Notice the featured grammar.



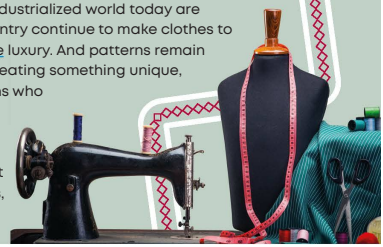
Ready-to-wear *or* Tailor-made?

Do you know your clothing sizes? Of course you do. But would you be surprised to learn that clothing didn't always come in sizes? Here's some history:

Before the mid-19th century, most people around the world bought factory produced fabrics and made clothing for the entire family at home. By the 1850s, easy-to-use clothing patterns became commercially available, and sewing machines were standard in many homes, enabling the majority of people to make clothes quickly and efficiently for themselves. But as more and more women joined the workforce, fewer and fewer people continued to make their own clothes.

Although the vast majority of clothes purchased in the industrialized world today are ready-to-wear, tailors and dressmakers in almost every country continue to make clothes to measure for the fortunate few people who can afford a little luxury. And patterns remain popular with a great number of people—those who enjoy creating something unique, others who are thrifty, and a growing number of true artisans who make handmade clothes as a craft.

That said, there are plenty of places where tailor-made clothes are the standard rather than the exception. In the Republic of the Congo, tailor Patrick Ondze claims that most Congolese people have at least a dozen tailor-made outfits, which makes tailoring a great occupation there.



B DRAW CONCLUSIONS | Do you think tailoring and dressmaking are a dying art? Discuss with a partner.

C GRAMMAR | Quantifiers: review and expansion

Some quantifiers can only be used with singular count nouns.

one blouse	each woman	every child

Some quantifiers can only be used with plural count nouns.

a few dresses	both tuxedos	a pair of flats
many tailors	several boys	a number of styles
a couple of shirts	at least four shirts	a majority of designers

Some quantifiers can only be used with non-count nouns.

a little excitement	much interest	a great deal of trouble
less music	a bit of fear	a great amount of elegance

Some quantifiers can be used with both count and non-count nouns.

Count nouns	Non-count nouns
no children	no education
some / any evening gowns	some / any debt
a lot of / lots of windbreakers	a lot of / lots of style
a third of the classrooms	a third of the money
plenty of young women	plenty of criticism
most problems	most sleepwear
all traditional dressmakers	all cash
more ties	more food
more and more men	more and more entertainment

Note: **The quantifier a majority of can also be used with singular count nouns that include more than one person. Use a third-person singular verb.**
A majority of the population **buys** ready-to-wear clothes.

GRAMMAR EXPANDER p. 121
- Quantifiers: a few and few; a little and little
- Quantifiers: using of for specific reference
- Subject-verb agreement of quantifiers followed by of

D **UNDERSTAND THE GRAMMAR** | **Circle the correct quantifier. Explain your answer.**

> "Much can't be used with count nouns."

1 (Most / Much) men today buy ready-to-wear suits.
2 (A number of / A great deal of) trendy stores in the mall are just too expensive for me.
3 (All / Every) speaker at the meeting wore a skirt suit.
4 In our town there are only (a little / a few) tailors who still make suits.
5 A hundred years ago (less / fewer) women were in the workforce.

E **GRAMMAR PRACTICE** | **Circle the letters of all the quantifiers that can complete each sentence correctly. Explain your answer, based on the grammar chart.**

> "A great deal of is the only choice that can't be used with count nouns."

1 If people buy ..... classic outfits, they will always be well dressed and won't have to buy new clothes when fashions change.
a a lot of **b** several **c** a number of **d** a great deal of
2 I was surprised to learn that ..... clothes only come in one size.
a less **b** some **c** every **d** a lot of
3 In this city, there are ..... dressmakers who can make clothes that are much more elegant than the average ones you can buy.
a a number of **b** a few **c** plenty of **d** a little
4 ..... young people don't think much about how much clothes cost.
a Most **b** A great deal of **c** Every **d** A majority of
5 Since the program for the marketing meeting didn't specify the dress code, it's clear that ..... person must decide what to wear on his or her own.
a some **b** each **c** every **d** most

COMMUNICATION ACTIVATOR

Now let's talk about the kind of clothes we buy.

A **TALKING POINTS** | **Complete the questionnaire about your clothing purchasing patterns.**

Who chooses the clothes you buy?

Who buys them?

What kinds of clothes do you own?

○ 100% ready-to-wear
Why?

○ a mixture of ready-to-wear and tailor-made
Why?

○ mostly tailor-made
Why?

Has a family member or friend ever made an article of clothing for you?

○ Yes ○ No

If so, what was it / and who made it?

/

Have you ever made clothes for yourself?

○ Yes ○ No

If so, what was it or what were they?

If not, would you like to learn how? Why or why not?

○ Yes ○ No

B **GROUP WORK** | **In a group, compare your classmates' responses in Talking Points. Use quantifiers to summarize your classmates' ideas.**

> "A majority of students in the class choose their own clothes."

> "A few students in the class make some of their clothes themselves."

KEEP TALKING!

- **Say more about how you choose your own clothes.**
- **Discuss the advantages and disadvantages of ready-to-wear and tailor-made clothes.**
- **Predict whether tailor-made clothes will become more or less popular in the future.**
- **Say as much as you can.**

Watch the video for ideas!

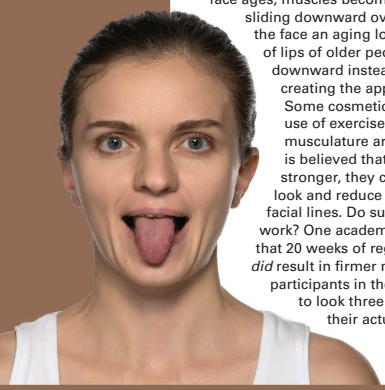
A READING | Read about two kinds of facials. Is one more questionable than the other?

THE QUEST FOR A YOUTHFUL APPEARANCE — FOR MEN AND WOMEN



The desire to preserve facial youth and beauty is as old as history, going all the way back to the ancient world. Cleopatra of Egypt supposedly bathed in the milk of donkeys to stay young-looking, though the historical accuracy of that story isn't confirmed, and many people doubt that it's true. Nevertheless, to this day, milk is used widely in the manufacture of creams and soaps that are popular with both men and women.

Cosmetic treatments to improve the look of the face vary from the use of natural (although sometimes questionable or even dangerous) ingredients to somewhat more physical procedures, such as "face yoga" and "vampire facials." Face yoga is based on the principle that exercise strengthens muscles. As the face ages, muscles become weak and sag, sliding downward over time and giving the face an aging look. The corners of lips of older people tend to turn downward instead of upward, creating the appearance of sadness. Some cosmeticians promote the use of exercises to improve the musculature around the mouth. It is believed that if those muscles are stronger, they can restore a happier look and reduce wrinkles and other facial lines. Do such facial gymnastics work? One academic study showed that 20 weeks of regular facial exercises *did* result in firmer muscle tone, and participants in the study were judged to look three years younger than their actual age.



While a little facial exercise cannot be harmful, vampire facials, which are gaining in popularity worldwide, might not be so safe. A vampire facial, also known as a "blood facial" or "micro-needling," involves taking blood from a person's arm and either applying it topically (by rubbing it on the person's face), or injecting it with a needle into many places on the face. The "micro-injuries" caused by the needle pricks cause the body to rush to heal those injuries by secreting substances such as collagen and elastin, which fill in sagging skin, erasing lines.



Unfortunately, vampire facials present substantial risks if strict medical guidelines aren't observed. These trendy facials are widely available in spas and beauty salons where operators may reuse needles from one client to another or not properly sterilize them to kill bacteria. This can lead to infections, some of which could be life-threatening, such as HIV or hepatitis. However, when administered in a medical setting, such as a doctor's office, the risk is probably minor.

> *"Vampire facial? You've got to be kidding. The whole idea reminds me of that awful Twilight movie. Horrible idea!"*
> **Melanie Stroock,** *microbiologist*

The old saying "You've got to suffer for beauty" seems illustrated by the vampire facial. Though some claim the pain is justified by the results, others aren't so sure.

B UNDERSTAND FROM CONTEXT | Complete the statements with words from the box.

1 One reason for the popularity of facials is to maintain the appearance of ..... .
2 Something that's widely believed though not known for sure is only ..... true.
3 A belief that's ..... is one that's not necessarily accurate.
4 To hang in a downward direction is to ..... .
5 The lines that appear on one's face as one gets older are called ..... .
6 Muscles that are exercised regularly become ..... over time.
7 Infections are caused by ..... .

bacteria
sag
supposedly
firmer
questionable
wrinkles
youth

C **IDENTIFY SUPPORTING DETAILS** | **Write T (true) or F (false) about each of the statements. Then, with a partner, find supporting information in the article.**

..... **1** The use of procedures and techniques to maintain a youthful appearance has begun only recently.
..... **2** It has been proven that Cleopatra used donkey milk baths as a skin care technique.
..... **3** Face yoga is a form of exercise to strengthen facial muscles, improving their tone.
..... **4** Sagging muscles give the corners of the mouth an upward direction, giving a person a happy appearance.
..... **5** Research has shown that facial gymnastics can result in a somewhat more youthful appearance if practiced regularly.
..... **6** There are two main ways to perform a vampire facial.
..... **7** In a vampire facial, a needle injects elastin and collagen to heal the skin.
..... **8** Using unsterile needles is one reason vampire facials can be dangerous.
..... **9** Getting a blood facial in a doctor's office is very risky.
..... **10** Vampire facials can be painful.

D **EXPRESS AND SUPPORT AN OPINION** | **Discuss the questions with a partner. Explain your reasons.**

1 Do you agree with the old saying that you have to suffer for beauty?
2 If you were sure it was safe and effective, would you consider getting a vampire facial?

COMMUNICATION ACTIVATOR

Now let's examine questionable cosmetic procedures.

A **TALKING POINTS** | **Read the ads and rate them. Discuss your ratings and reasons with a partner.**

✓ = Looks good to me!
? = Looks questionable. I'd have to know more.
✗ = I wouldn't try it even if you paid me!



STRAWBERRY
TOOTH WHITENING

BASED ON SCIENCE

My secret to a perfect set of pearly whites? I brush with strawberries twice a day. Strawberries are a natural tooth whitener, and they taste a lot better than most toothpastes. And for an even more effective result, use the strawberry activator toothbrush, specially designed to hold an average strawberry.



My rating ○

TAPEWORM EXPRESS DIET

"I tried this diet and reached my ideal weight fast!"

Don't knock it if you haven't tried it. Under a doctor's supervision, you simply swallow a small pill. Within days, one or more tapeworms will absorb all the food you eat, resulting in extra-fast weight loss.* Once you have reached your ideal weight, the doctor will administer an anti-parasite pill, killing the tapeworm, which will pass out of your body harmlessly.

Only for healthy individuals. The tapeworm express diet can cause abdominal complications, meningitis, and dementia.



My rating ○

FISH *PEDICURE*

For the fastest and most efficient pedicure, don't depend on human hands. Let the fish do it fast. Tiny fish in the pedicure tank eat away dead skin on your feet, leaving them soft as a baby's bottom. Certified germ-free fish make fish pedicures safe and effective.



My rating ○

B **DISCUSSION** | **What specific dangerous, harmful, or questionable procedures have you seen or heard of? Where do *you* draw the line? (Option: Use the Unit 4 Soft SkillsBooster, p. 154.)**

4 COMMUNICATION GOAL Discuss appearance and self-esteem

A WORD STUDY | Compound words with self- | Read and listen. Then listen again and repeat. Use a dictionary to find two more nouns and two more adjectives with the prefix self-.

Nouns	Adjectives
self-confidence the belief that one has the ability to do things well *One can build one's self-confidence by developing skills and abilities.*	**self-centered** interested only in oneself *Babies and children start out life naturally self-centered, but as they grow up they begin to see others' needs as important too.*
self-esteem the attitude of acceptance and approval of oneself *High self-esteem can help a person succeed, and low self-esteem can hold one back.*	**self-confident** believing that one has the ability to do things well; not shy or nervous in social situations *Self-confident people often look calm and sure of themselves.*
self-image the opinion one has about one's own abilities, appearance, and character *A person's self-image is often hard to change.*	**self-conscious** worried about what one looks like or what other people think of one's appearance *If you overdress for an occasion, you will probably feel self-conscious.*
self-pity a feeling of sadness about one's own troubles *Feelings of self-pity may interfere with a person's ability to succeed.*	**self-critical** tending to find fault with oneself *Self-critical people often feel their failures are more important than their successes.*

B WORD STUDY PRACTICE | Complete each statement, using one of the compound words with self-.

1 I don't know why my sister is so ..... . Her boss and her colleagues always tell her how good her work is.
2 I've heard that our ..... is built by good parenting.
3 No matter where I go or what I wear, I always feel ..... about how I look.
4 People who are ..... don't spend their day worrying about everything they do. They just expect things to go well.
5 When everyone around us seems to treat us unfairly, it can lead to feelings of ..... .
6 Norma is very ..... . She never stops talking about herself and seems to ignore everyone around her.
7 A negative ..... can result from constantly being criticized for your clothes or your looks.

C LISTEN FOR MAIN IDEAS | Listen to a talk about body image. Then read the statements and choose the one that expresses its main idea.

- ☐ 1 The media presents images of what the ideal male should look like.
- ☐ 2 Males are increasingly developing a negative body image and suffering its consequences.
- ☐ 3 A large number of men exercise excessively and are on diets.
- ☐ 4 A negative body image can be caused by bullying, teasing, and teenage peer pressure to look strong.
- ☐ 5 It is well known that many women and girls suffer from a negative body image.



D LISTEN FOR DETAILS | Complete the statements, according to the information in the talk. Listen again if necessary.

1 According to the research described in the talk, having a negative body image has caused many young (men / women) to avoid being seen in revealing clothes.
2 According to one study, men and women are (equally susceptible to / not equally susceptible to) images of ideal body type portrayed in the media.
3 The media portrays the ideal male body type as (thin / tall) and muscular.
4 Excessive exercise and extreme dieting are ways people try to achieve (an ideal body shape / a healthy body).
5 People are born with a (healthy / negative) body image.
6 The influence of teenagers' friends is referred to as (image / peer) pressure.

E DISCUSSION | With a partner, discuss the ways in which men and women can become less susceptible to the images in the media and reject its influence on our self-esteem.

COMMUNICATION ACTIVATOR

Now let's discuss appearance and self-esteem.

A SURVEY | Take the survey. Then compare ratings with a partner.

Rate each statement about people in your country from 1 to 5.

	STRONGLY DISAGREE				STRONGLY AGREE
1 A lot of women are self-conscious about their bodies.	1	2	3	4	5
2 A lot of men are self-conscious about their bodies.	1	2	3	4	5
3 Most women are self-conscious about their faces.	1	2	3	4	5
4 Most men are self-conscious about their faces.	1	2	3	4	5
5 Almost all women want to look more like women in the media.	1	2	3	4	5
6 Almost all men want to look more like men in the media.	1	2	3	4	5
7 The majority of people have a positive body image.	1	2	3	4	5
8 The majority of people have high self-esteem.	1	2	3	4	5
9 All women think they need to be beautiful to be successful.	1	2	3	4	5
10 All men think they need to be good-looking to be successful.	1	2	3	4	5

B TALKING POINTS | Make a list of positive and negative factors that affect self-esteem.

Build self-esteem	Harm self-esteem
Your parents' love	"Messages" in the media

Build self-esteem	Harm self-esteem

C DISCUSSION | Discuss the following questions.

1 How can the positive factors in your Talking Points be encouraged?
2 Which of the negative factors in your Talking Points can be changed or corrected?
3 Do you think people who have high self-esteem have a better life than those with low self-esteem? Explain your opinion.
4 In an ideal world, what should one's self-esteem be based on? Explain your opinion.

WRITING HANDBOOK p. 144
- **Skill** Compare and contrast: review
- **Task** Write two paragraphs contrasting ideas

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Describe clothing details and formality.
- ☐ Talk about the kind of clothes I buy.
- ☐ Examine questionable cosmetic procedures.
- ☐ Discuss appearance and self-esteem.

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

Extend-It 2

1 Plan a MEETING VENUE

Work in small groups. Your international company or organization plans to hold a meeting in your country attended by your overseas colleagues. You have been assigned to plan the venue and dates. Discuss and make planning notes.

Location ideas
- A mountain resort
- A beach town
- A city hotel

PLANNING NOTES
Company or organization's name:
Our mission:
Recommended meeting location and reasons:
Recommended meeting dates and reasons:

Company or organization's name: *Animal Rescue League*

Our mission: *To ensure that all animals have a safe and healthy place to live*



Take turns presenting each group's proposal to the class. Ask and answer questions. After all groups have presented, vote for the best proposal. The winning group will play the role of meeting hosts in Activities 2 and 3. All other classmates will play the role of visitors.

We suggest scheduling the meeting in April. The average temperatures are very comfortable then.

But don't you think there might be too much rain in April?

2 Represent your country

Divide into your groups of hosts and visitors.

HOSTS: Using your first-hand knowledge and other resources, collect information about this country's traditions and culture. Discuss and write notes on the notepad.

VISITORS: Form groups and choose a "country of origin" for your group. Find information about that country. Discuss and write notes about your country of origin on the notepad.

Possible countries of origin
- Australia
- Canada
- Germany
- India
- Italy
- Malaysia
- Poland
- Sweden
- The United Kingdom
- The United States

Name of country:

Geography:

Things to do or see:

Greeting customs:

Small talk:

Dress codes:

Manners:

Customary roles of men and women:

Other traditions:

3

ATTEND A

DINNER PARTY

The meeting hosts and visitors have been invited to a casual "welcome" dinner buffet at a local restaurant. Prepare for a discussion about foods at the party and popular foods in your OWN countries.

HOSTS: In your group, discuss your favorite typical foods from this country. Vote on at least two for each serving plate. Write the names on the plates.

VISITORS: In your groups, find information about the foods of your group's country of origin and write the names of popular dishes on the plates.



Role-play the dinner party. Mingle with the other attendees and make small talk. HOSTS: Tell the visitors about the foods on the buffet. VISITORS: Make comparisons with the foods of your own countries.

Small talk ideas

- Ask about each other's offices or professional activities.
- Talk about your families.
- Compare the geography, customs, traditions, and holidays of your countries.
- Suggest local activities and attractions.
- Invite your colleagues to visit your country with their family or friends.

UNIT 5

Community

PREVIEW

A **PUBLIC CONDUCT** | **Listen to two men discuss a problem in their neighborhood. What's the problem and what do they decide to do about it?**

B **ZOOM-IN** | **Read and listen to two women discuss their neighborhood. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Cathy = American English (standard)
Solange = Portuguese



Cathy: Are you our new next-door neighbor?
Solange: I guess so! I hope you don't mind my putting our stuff here in the hallway for a bit. We're still moving in.
Cathy: Not at all. By the way, I'm Cathy. Welcome to the building!
Solange: Thank you . . . Solange.
Cathy: Nice to meet you, Solange. Listen, it's none of my business, but I noticed that your van is parked illegally in front of the building. I'd hate for you to get a ticket.
Solange: I was wondering about that. What should I do?
Cathy: No worries. There's a spot in the back by the freight elevator. If I were you, I'd park there.
Solange: Thank you! I'll get my husband to move it. Have you been living here very long?
Cathy: Oh, I'd say . . . twelve years or so.
Solange: Wow. So I suppose you're pretty happy here.
Cathy: Actually, we are. The building's well taken care of. And everyone looks out for each other.
Solange: Well, the neighborhood seems safe.
Cathy: It definitely is. But it wasn't always that way.
Solange: What do you mean?
Cathy: When we first moved in, it was a little sketchy.* Everyone in the building pretty much kept to themselves. We didn't know anybody. And the streets were scary at night.
Solange: Scary?
Cathy: Right. There was practically no street lighting. Either you didn't go out at night, or you only went out if someone was willing to go with you. But it's totally changed since then.
Solange: Well, that's good to hear.
Cathy: Hey, why don't you stop by for a cup of coffee when you're finished? I can tell you all about it.
Solange: I'd love that!

*sketchy = informal term for not good or questionable. Used for places, people, or situations

C **UNDERSTAND FROM CONTEXT** | **With a partner, discuss the meaning of the featured words and phrases in Zoom-In. Then paraphrase the statements.**

1 I'd hate for you to get a ticket. .....
2 I'd say twelve years or so. .....
3 The building's well taken care of. .....
4 We look out for each other. .....
5 They keep to themselves. .....
6 You should stop by when you're finished. .....

D **THINK AND EXPLAIN** | **Discuss the questions. Explain your views.**

1 What does Solange think might bother Cathy? Why might it bother her?
2 Why does Cathy say "it's none of my business" before telling her about the van?

E **LOOK IT UP AND SHARE** | **Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.**

.....

F **DISCUSSION** | **How does your neighborhood compare to Cathy's description of her neighborhood?**

UNIT 5
COMMUNICATION GOALS

Lesson 1 Politely ask someone not to do something
Lesson 2 Describe annoying public conduct
Lesson 3 Talk about ways to address community problems
Lesson 4 Discuss the impact of infrastructure on people's lives

G TALKING POINTS | Complete the questionnaire about the neighborhood you live in. Then compare responses with a partner.

1 Which of the following best describes your neighborhood?
- ○ Most residents live in private homes.
- ○ There's a mix of private homes and apartment buildings.
- ○ There are mainly high-rise apartment buildings.
- ○ Other: _____

2 Which of the following best describe your neighborhood? Choose all that apply.
- ○ It's peaceful and quiet.
- ○ It's lively and bustling with activity.
- ○ There's a lot of traffic and noise.
- ○ It's friendly. People always say hello to each other.
- ○ People tend to keep to themselves.
- ○ Other: _____

3 Which statement best describes the level of safety in your community?
- ○ It's very safe, with practically no street crime.
- ○ There's some crime, but lots of places have security guards.
- ○ It isn't very safe or secure.
- ○ Other: _____

4 Which statements best describe the level of access to amenities in your neighborhood? Choose all that apply.
- ○ There's easy access to public transportation.
- ○ There are hospitals or health clinics nearby.
- ○ There are a variety of small businesses such as hair salons, cleaners, etc.
- ○ There are a variety of choices for entertainment.
- ○ There are some nice parks.
- ○ Shopping for groceries is very convenient.
- ○ Other: _____

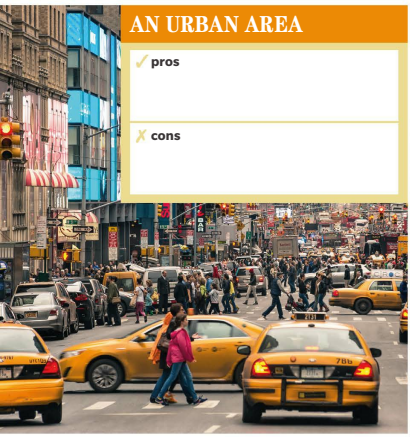
5 Where is your neighborhood located? Look at the pictures below.
- ○ in a densely populated urban area
- ○ in a medium-sized urban area
- ○ in a quiet suburb located just outside a city
- ○ in a small rural town far from city life
- ○ Other: _____

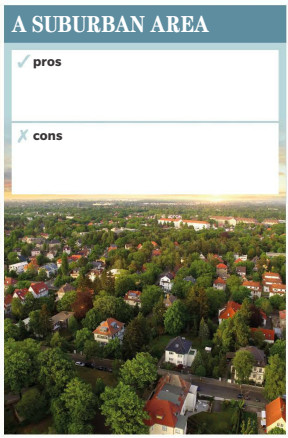
START TALKING

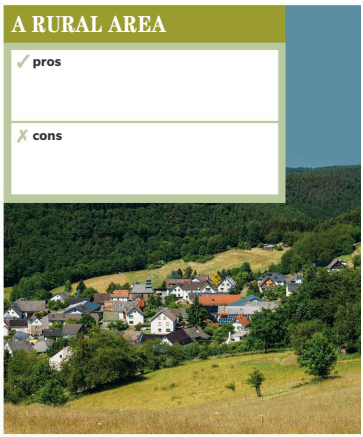
PAIR WORK List some pros and cons of living in each type of environment. Then compare opinions with a partner, using words and phrases from Talking Points and Zoom-In.

> "In a suburban or rural area, I'd say people look out for each other more than they do in an urban area."

AN URBAN AREA	A SUBURBAN AREA	A RURAL AREA
✓ pros	✓ pros	✓ pros
✗ cons	✗ cons	✗ cons







1 COMMUNICATION GOAL — Politely ask someone not to do something

A WORD STUDY | Adjectives with negative prefixes: un-, in-, im-, dis-, ir-, and il- | Read and listen. Then listen again and repeat.

Adjectives with negative prefixes can also be expressed with the negative adverb not, with no difference in meaning.

1 It's unacceptable. = It's not acceptable.
2 He's inconsiderate. = He's not considerate.
3 She's impolite. = She's not polite.
4 That's disrespectful. = That's not respectful.
5 They're irresponsible. = They're not responsible.
6 It's illegal. = It's not legal.

B PAIR WORK | Use a dictionary or a search engine to find these adjectives with negative prefixes.

1 courteous .....
2 excusable .....
3 imaginable .....
4 honest .....
5 pleasant .....
6 rational .....
7 mature .....
8 helpful .....
9 secure .....

C ACTIVATE NEW WORDS | Using five different adjectives from Exercises A and B, write statements that describe inappropriate public conduct. Then, with a partner, compare and explain your opinions.

1 .....
2 .....
3 .....
4 .....
5 .....



D GRAMMAR | Possessive gerunds

You can use a possessive gerund when you want to indicate the performer of an action.

I'm not happy about **my neighbor's playing** loud music late at night.
Their texting during the concert was really embarrassing.
Doesn't **his talking** during the movie annoy you?
What bothered me was **her not apologizing** for her rudeness.

In informal English, speakers often use a name, a noun, or an object pronoun instead of a possessive.

I'm not happy about **my neighbor playing** loud music late at night.
I don't like **them hanging out** in front of my building.

Be careful!
Don't use a name, a noun, or an object pronoun if the gerund phrase is the subject of the sentence. Use a possessive.

DON'T SAY ~~Them texting~~ during the concert was really embarrassing. OR
~~Luke texting~~ during the concert was really embarrassing.

E UNDERSTAND THE GRAMMAR | Write a checkmark next to the sentences that are incorrect in both speaking and writing. Correct them. Explain why the others are correct.

☐ 1 Do you mind me leaving my coat here for a few minutes?
☐ 2 Isn't your neighbor honking his horn every morning really annoying?
☐ 3 Nina not calling you when she arrives at the airport would be irresponsible.
☐ 4 In my opinion, Gary not saying hello to you was disrespectful.
☐ 5 I don't like them texting when we're having dinner.
☐ 6 I wasn't happy about him calling me so early.

"Item 1 is correct. The direct object me doesn't have to be a possessive."

F **GRAMMAR PRACTICE** | **Combine the cues to write sentences, using possessive gerunds.**

1 (My sister arrived late. / I was pretty disappointed about it.)
I was pretty disappointed about my sister's arriving late.

2 (Your son is playing video games. / We don't mind.)
.....

3 (His friends are eating potato chips in the car. / Does your brother object to it?)
.....

4 (Ellie talked during the entire movie. / I didn't appreciate it.)
.....

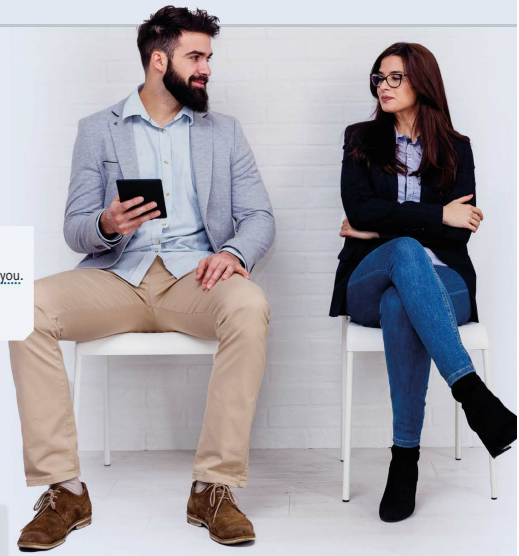
5 (The restaurant doesn't allow customers to bring small children. / I'm in favor of it).
.....

6 (The chef adds too much salt. / It's what bothers me.)
.....

PRONUNCIATION LESSON p. 134
Unstressed syllables: vowel reduction to /ə/

COMMUNICATION ACTIVATOR

Now let's politely ask someone not to do something.



A **CONVERSATION MODEL** | **Read and listen.**

A: Do you mind my making a call?
B: Actually, I'd rather you didn't. I don't mean to inconvenience you, but I have a bit of a headache.
A: I'm sorry. I can just step outside.
B: That's very considerate of you. Thanks for asking.
A: Of course.

Social language

To ask permission to do something:	To soften an objection:
Do you mind my ___?	I don't mean to inconvenience you.
Would you mind if I ___?	I hope that's not a problem.
Would it bother you if I ___?	I hope you don't mind.
	I hope that's [OK / all right].

B **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C **TALKING POINTS** | **Make a list of situations in which you might ask for permission to do something.**

making a phone call during a meal
parking in front of someone's house

D **IN YOUR OWN WORDS** | **Create a similar conversation, using your list from Talking Points for ideas. Start like this: *Do you mind my . . .?* Be sure to change roles and then partners. (Option: Use the Unit 5 Energizer Worksheet.)**

KEEP TALKING! ●●●

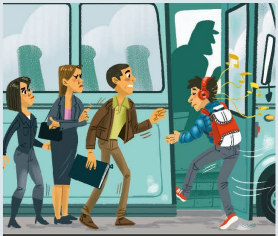
- **Explain why you object.**
- **Express understanding of your partner's situation.**
- **Say as much as you can.**

Watch the video for ideas!

2 COMMUNICATION GOAL — Describe annoying public conduct

A VOCABULARY | Inconsiderate behavior | Read and listen. Then listen again and repeat.

It ticks me off when people . . .


cut in line.


take too long to (do something).

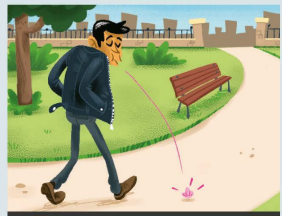
Ways to express annoyance
It ticks me off when people arrive late.
It [bugs me / bothers me] when drivers honk their horns.
It gets on my nerves when someone talks too loudly.


blast loud music.


jaywalk.



make a lot of noise.


spit their gum out.

B ACTIVATE VOCABULARY | Rate how you feel about the conduct depicted in the Vocabulary. What gets on your nerves the most? What bothers you the least?

C GRAMMAR | Paired conjunctions

Use paired conjunctions to connect related ideas.

either . . . or
Phones need to be **either** turned off **or** left at home.
You should **either** throw your bottle in a recycling bin **or** carry it back home.
Either people should buy their tickets ahead of time **or** they should wait in line like everyone else.

neither . . . nor
Neither eating **nor** drinking is allowed in the theater.
They should allow **neither** littering **nor** playing loud music in the park.

Be careful!
Don't use a negative verb with neither . . . nor.
DON'T SAY Neither eating nor drinking ~~isn't allowed~~.
When joining both a singular and plural subject with either or neither, the verb traditionally agrees with the subject nearer to the verb.
Neither the manager nor the sales clerks **were** helpful.
Neither the sales clerks nor the manager **was** helpful.

not only . . . but
Use a comma after the first clause. When the first clause begins with Not only, invert the subject and verb.
They **not only** talked during the concert, **but** they also sent text messages. OR
Not only did they talk during the concert, **but** they also sent text messages.
Texting while driving is **not only** dangerous, **but** it's illegal too. OR
Not only is texting while driving dangerous, **but** it's illegal too.

GRAMMAR EXPANDER p. 123
- Conjunctions with so, too, neither, or not either
- So, too, not either, or neither: short responses

D NOTICE THE GRAMMAR | Find an example of a paired conjunction in Zoom-In on page 46.

E GRAMMAR PRACTICE | On a separate sheet of paper, combine the sentences, using the paired conjunctions.

1 People should speak up when there's a problem. / They shouldn't complain. (either . . . or)
2 It's wrong not to offer your seat to an older person. / It's very inconsiderate. (not only . . . but)
3 You should invert the subject and verb. / You should also use a comma after the first clause. (not only . . . but)
4 Taking photographs isn't allowed in the museum. / Carrying a bag isn't allowed. (neither . . . nor)

F GRAMMAR CLOSE-UP | Read the responses. Notice the featured grammar. Do the same things get on *your* nerves?

We asked people what gets on their nerves . . .



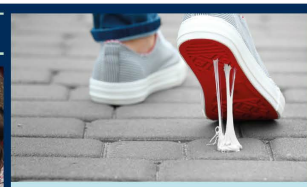
"It really bugs me when people throw litter on the ground in public spaces. It's just so inconsiderate. Either they should throw their garbage in a trash can or they should hold onto it until they find one."

Mauricio Salvatore Buenos Aires, Argentina



"What I can't stand is when people talk during a movie. Not only is it rude, but it's just not smart. I mean, they paid to watch the movie, but they're missing the whole thing! What's up with that?"

Karen Detcheverry Montreal, Canada



"This is one of my pet peeves . . . I hate it when people spit chewing gum out onto the sidewalk. They should know better. Where I come from, it's neither legal nor socially acceptable to chew gum in public. But more importantly, it's almost impossible to clean gum off the bottom of your shoe!"

Nigel Shen Singapore

COMMUNICATION ACTIVATOR

Now let's describe annoying public conduct.

A TALKING POINTS | List some of your pet peeves. Then write statements using paired conjunctions to express your opinions. Include adjectives with negative prefixes when you can.

In restaurants: *texting during the meal* *Not only is it annoying, but it's also very impolite.*	
In restaurants:	On the street:
In stores:	In offices:
On buses and trains:	In movie theaters:

Some adjectives
disrespectful
immature
impolite
inconsiderate
inexcusable
irresponsible
unacceptable
unpleasant

B GROUP WORK | Role-play on-the-street interviews, with one classmate playing the role of the interviewer. Use your Talking Points for support.

So tell us what ticks you off most about people's public conduct?

One of my pet peeves is when people answer their phones during movies or concerts. I mean, **not only** is it inconsiderate, **but** it's just not smart.

C DISCUSSION | Discuss these questions.

1 In your opinion, how should people behave in public places? Is it important for others to speak up when people behave inconsiderately in public?
2 Do you ever do things in public that other people might find unacceptable or inappropriate? Explain.

KEEP TALKING!

- **Ask questions to encourage more details.**
- **Show support when you agree.**
- **Disagree politely when you have different opinions.**
- **Say as much as you can.**

Watch the video for ideas!

3 COMMUNICATION GOAL

Talk about ways to address community problems

A VOCABULARY | Neighborhood amenities | Read and listen. Then listen again and repeat.

















B LISTEN TO CONFIRM CONTENT | Read the list of topics. Then listen to the speakers at a neighborhood meeting. Cross out any topics they do NOT discuss.

building more schools	reducing traffic	improving public transportation
reducing crime	improving pedestrian safety	making the neighborhood more attractive

C LISTEN FOR POINT OF VIEW | Read these incorrect statements. Then listen again and restate them to reflect each speaker's point of view. Explain your reasons.

Mr. Garrison
1 is glad that all the neighborhood's streets have well-maintained sidewalks.
2 doesn't think there are enough bike lanes in the neighborhood.

Ms. Bellini
3 thinks the neighborhood needs playgrounds instead of so many green areas.
4 is happy that there are so many community gardens in the neighborhood.

Mr. Henson
5 thinks the neighborhood has too many security cameras.
6 believes there's a lack of public benches in the neighborhood.

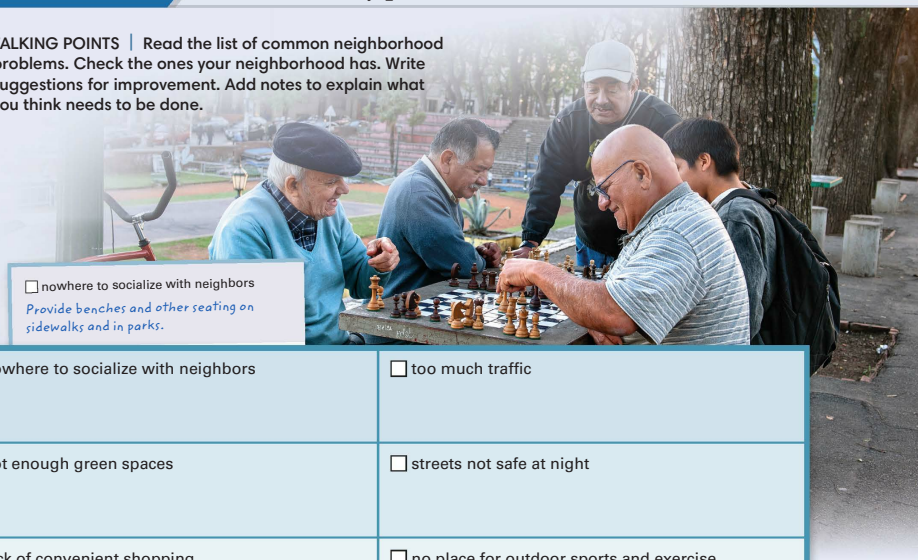
D LISTEN TO SUMMARIZE | Listen again. With a partner, discuss and then write a summary of the problems and solutions each person talks about.

	1 Mr. Garrison	2 Ms. Bellini	3 Mr. Henson
The problem(s):			
The suggestion(s):			

COMMUNICATION ACTIVATOR

Now let's talk about ways to address community problems.

A TALKING POINTS | Read the list of common neighborhood problems. Check the ones your neighborhood has. Write suggestions for improvement. Add notes to explain what you think needs to be done.



☐ nowhere to socialize with neighbors *Provide benches and other seating on sidewalks and in parks.*	☐ too much traffic
☐ not enough green spaces	☐ streets not safe at night
☐ lack of convenient shopping	☐ no place for outdoor sports and exercise
☐ not enough places for young children to play	☐ other

B DISCUSSION | Tell your classmates about the problems you checked in Talking Points. Suggest solutions for the problems. (Option: Use the Unit 5 Soft Skills Booster, p. 155.)

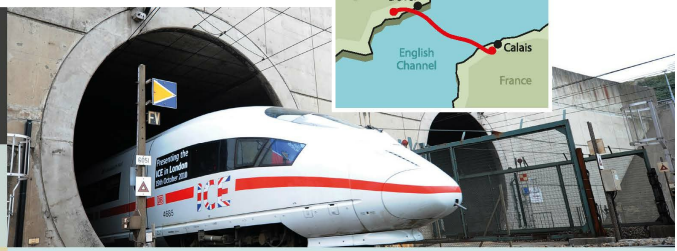
> "My neighborhood doesn't have enough places to shop for groceries. You have to either drive really far or take a bus."

4 COMMUNICATION GOAL

Discuss the impact of infrastructure on people's lives

A READING | Read about three infrastructure projects. How do you think each changed people's lives for the better?

KEEPING PEOPLE CONNECTED



Public works projects are designed to build and maintain the basic infrastructure required for modern life. Here are some that have had an impact on people's lives around the world.

A beloved symbol that changed New York City

Designed by engineer John Augustus Roebling, the Brooklyn Bridge took fourteen years to build. Completed in 1883, it was the world's longest suspension bridge at that time. Spanning New York's East River, the bridge includes six traffic lanes for the 125,000 vehicles that cross it daily, and a walkway / bike path for its estimated daily 4,000 pedestrians and 2,600 cyclists. Its two towers are 85 meters tall, and the bridge is supported by four steel cables that descend dramatically from the top of the towers to the roadway below. By connecting the city and its surrounding areas, the bridge established New York as the largest and most commercially successful city in the U.S. It remains a romantic attraction for both tourists and residents.



A connection to the continent: the "Chunnel"

A French engineer proposed the idea in 1802, but it wasn't until 1987 that construction of a tunnel linking the U.K. and France began. In 1991, British and French workers met face-to-face 115 meters under the English Channel and shook hands to celebrate the completion of the first stage of construction of the Channel Tunnel, the world's longest undersea tunnel. When it finally opened for rail passengers in 1994, it allowed them to travel between the U.K. and France on high-speed trains. Passengers also have the option of loading their own vehicles onto special train cars for the journey. Before there was a tunnel, travelers between London and Paris either had to take a ferry and then a train or car or they had to fly. The "Chunnel," as some call the tunnel for short, actually consists of three tunnels: two rail lines for trains and one tunnel for security services and repairs. It's 50 kilometers long and takes about thirty-five minutes to travel end to end. The complete rail trip from London to Paris takes about two and a quarter hours.

A novel approach to public transportation: La Paz, Bolivia

To face the challenge of urban growth and increased traffic, most cities build subway systems and add more buses. However, in Bolivia, a novel approach was taken. Connecting the capital city of La Paz with the neighboring city of El Alto, the world's highest and longest urban cable car system allows riders to completely avoid traffic while enjoying spectacular views of the city's snow-covered mountains and dramatic valleys. With a new car arriving every twelve seconds, riders love the reliable and stress-reducing transportation system that's officially called "mi teleférico" ("my cable car"). "It used to take me at least two hours to get to work," says Silvia Vargas, a teacher. "Not only did I have to change buses twice, but we were always getting stuck in noisy traffic. This has been a game-changer for me." The cable car has also become the city's most popular tourist attraction as well as a romantic destination for young couples.



B UNDERSTAND FROM CONTEXT | Complete each statement about words and phrases in the article.

..... 1 "Spanning" something means ..... .
a crossing from one side to the other **b** sitting on it

..... 2 A "roadway" is a..... .
a street **b** rail line

..... 3 "Cables" are used to..... a suspension bridge.
a hold up **b** move traffic on

..... 4 "Linking" means ..... .
a separating **b** connecting

..... 5 A "game-changer" is something that has..... on people's lives.
a little impact **b** a huge impact

C **SCAN FOR INFORMATION** | **Scan the article to match the numbers with the statements.**

.....	**1** The number of pedestrians and cyclists who cross the Brooklyn Bridge each day.	**a**	12
.....	**2** The number of cars, buses, and trucks that cross the bridge each day.	**b**	1869
.....	**3** The year that construction of the bridge began.	**c**	50
.....	**4** The number of meters between the "Chunnel" and the surface of the water.	**d**	192
.....	**5** The number of years it took from the original idea to the tunnel's opening.	**e**	2
.....	**6** The number of kilometers from one end of the tunnel to the other.	**f**	125,000
.....	**7** The number of seconds that passengers have to spend waiting for the cable car.	**g**	115
.....	**8** The number of cities linked by the cable car system.	**h**	6,600

COMMUNICATION ACTIVATOR

Now let's discuss the impact of infrastructure on people's lives.

A **TALKING POINTS** | **Check the three types of infrastructure that you think are most important.**



B **DISCUSSION** | **Using the types of infrastructure in Talking Points, discuss how they improve people's lives or how they might impact people negatively. Provide examples you are familiar with.**

WRITING HANDBOOK p. 145
- **Skill** Formal letters: review
- **Task** Write a letter of complaint

PROGRESS SELF-CHECK

NOW I CAN

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

- ☐ Politely ask someone not to do something.
- ☐ Describe annoying public conduct.
- ☐ Talk about ways to address community problems.
- ☐ Discuss the impact of infrastructure on people's lives.

UNIT 6

The World's Creatures



a passenger pigeon

PREVIEW

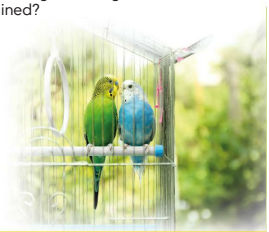
A ANIMAL EXTINCTION | **Listen to the story of the passenger pigeon. Where did it live? What happened to it?**

B ZOOM-IN | **Read and listen to two friends discuss pets. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Emma = German
Rob = American English (standard)



Emma: Hey, whose cat is that?
Rob: I'm not sure. He's been hanging around our backyard all summer, looking for snacks and affection.
Emma: The poor thing!
Rob: Well, we felt sorry for him, so we've been feeding him every day.
Emma: Any idea who owns him?
Rob: Not a clue. It doesn't seem like he belongs to *anyone*. And he certainly has made himself at home here. When I look out my back window in the morning, he's always asleep on the bench.
Emma: So are you going to keep him?
Rob: I wouldn't mind. He seems to like us. And the feeling's mutual. He's got a very sweet disposition. But then I think, what if someone's looking for him?
Emma: Well, that's unlikely. If he's eating your food and snoozing in your backyard, it doesn't sound like anyone else is taking care of him. Have you let him in the house?
Rob: Not yet. We've never had a cat before. I'm a little worried he might damage the furniture … or worse! Do you know if cats can be house-trained?
Emma: Of course they can. And they're trouble-free. They just have to be fed twice a day.
Rob: Hey, you seem to know a lot about cats. Have you got one?
Emma: Me? No. I've actually got a couple of parakeets.
Rob: Really? I used to have one of them when I was a kid. They make pretty nice pets.
Emma: They're great. They just need a little love and affection.
Rob: Don't we all!



C UNDERSTAND FROM CONTEXT | **With a partner, paraphrase the sentences, using featured words and phrases from Zoom-In.**

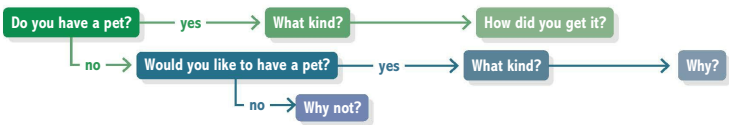
1 Emma says that cats don't require a lot of work.
2 Rob says that the cat acts like he lives at Rob's house.
3 Rob says that when he looks out his window, he always sees the cat taking a nap on a bench.
4 Rob says the cat has begun staying outside his house more and more.
5 When he realized that the cat needed something to eat, Rob was very concerned and decided to feed him.

D THINK AND EXPLAIN | **Choose the correct meaning. Explain your answers.**

1 You say "Not a clue" to indicate that you (are thinking about / don't know) something.
2 You say "The feeling's mutual" to indicate that your feelings for each other are (the same / different).
3 You say "That's unlikely" to indicate that something (might be / probably isn't) true.

E LOOK IT UP AND SHARE | **Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.**

F PAIR WORK | **Discuss the questions in the flow chart.**



UNIT 6
COMMUNICATION GOALS

Lesson 1 Describe the traits of different pets
Lesson 2 Express opinions about the treatment of animals
Lesson 3 Compare animal and human behavior
Lesson 4 Discuss how to protect animals from extinction

G TALKING POINTS | **Complete the survey. Classify the animals, according to your point of view.**



1 makes a great pet	**6** may be in danger of extinction
2 is OK to use for entertainment	**7** needs lots of space
3 is delicious to eat	**8** is OK for medical research
4 is OK to use for making clothe s	**9** is too dangerous to be a pet
5 is the most similar to humans	**10** is the most fascinatin g

H VOCABULARY | Animals | Listen and repeat.

START TALKING

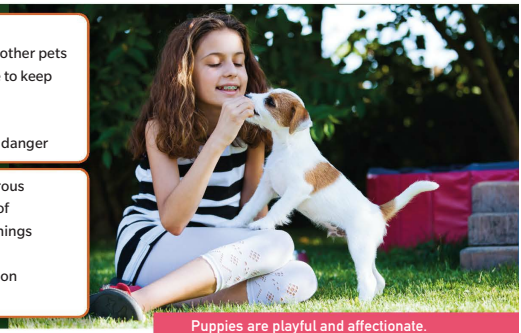
DISCUSSION Compare your responses in Talking Points and explain your choices.

> "In my opinion, dolphins and monkeys are the most similar to humans. They're both supposed to be very intelligent."

1 COMMUNICATION GOAL Describe the traits of different pets

A VOCABULARY | Positive and negative traits of pets | Read and listen. Then listen again and repeat.

POSITIVE TRAITS	**affectionate**	friendly and loving
	gentle / good-natured	easy-going; good with kids and other pets
	low-maintenance	easy to care for and inexpensive to keep
	loyal / devoted	attentive to its owner; reliable
	playful	active and fun-loving
	protective	good at protecting people from danger
NEGATIVE TRAITS	**aggressive**	hard to control; possibly dangerous
	costly	expensive to buy and take care of
	destructive	harmful to furniture and other things
	filthy	unclean; makes a mess
	high-maintenance	requires a lot of time and attention
	excitable	very nervous; easily frightened



Puppies are playful and affectionate. However, they can also be high-maintenance.

B LISTEN TO ACTIVATE VOCABULARY | Listen to each conversation. Use the Vocabulary to complete the chart. Listen again if necessary.

	Pet	Possible pros	Possible cons
1			
2			
3			
4			

C GRAMMAR | Passive modals and modal-like expressions

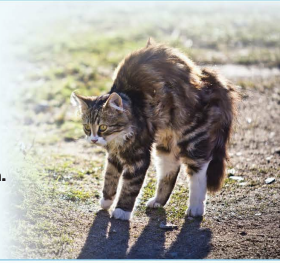
Remember: Use the passive voice to focus on the receiver rather than the performer of an action. Form passive modals and modal-like expressions with be and a past participle.

Some cats **may be frightened** by loud noises.
Young parrots **ought to be fed** by hand.
An excitable puppy **shouldn't be left** alone at home.
They say your furniture **might be damaged** if you get a cat.

Note: Have to is a modal-like expression, not a true modal. It has two present forms—have and has. Have to, must, and must not express obligation. Don't have to expresses lack of obligation.

Dogs **have to be walked** several times a day, but they **must be kept** on a leash. According to city law, they **must not be permitted** to run free.
Cats, on the other hand, **don't** ever **have to be walked**.

GRAMMAR EXPANDER p. 124
Modals and modal-like expressions: summary



D NOTICE THE GRAMMAR | Find two examples of passive modals in Zoom-In on page 56.

E UNDERSTAND THE GRAMMAR | Complete each statement with the active or passive voice. Then, with a partner, explain who or what is the receiver of the action of the verb.

1 Dolphins (may train / may be trained) to do many things.
2 You (shouldn't allow / should be allowed) a rabbit to run free in the house.
3 A horse (has to give / has to be given) the opportunity to exercise.
4 Sometimes an aggressive dog (can't train / can't be trained) to be around people.
5 People (must never keep / must never be kept) baby crocodiles as pets.
6 Your furniture (might ruin / might be ruined) by a destructive pet bird.

> "In item 1, dolphins is the receiver of the action."

F **GRAMMAR PRACTICE** | **Write sentences, using passive modals.**

1 Not all pets / have to / walk regularly.

.....

2 Horses / can't / ride on city streets.

.....

3 A dog / should / train when it's still a puppy.

.....

4 A frog / can / keep in a small aquarium on a shelf.

.....

5 Very young children / shouldn't / leave alone in a room with an excitable pet.

.....

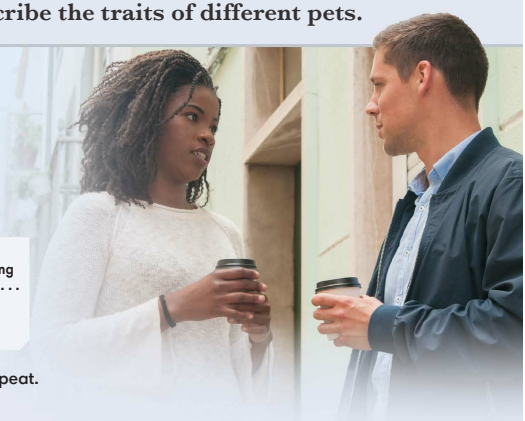
6 A good-natured pet / ought to / give lots of love and affection.

.....



COMMUNICATION ACTIVATOR

Now let's describe the traits of different pets.



A **CONVERSATION MODEL** | **Read and listen.**

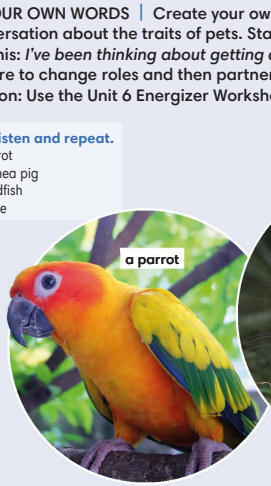
A: I've been thinking about getting a dog. Do you think that's a good idea?
B: Dogs are great, but they're a little high-maintenance. For one thing, they have to be walked a couple of times a day.
A: Good point. I hadn't thought of that.
B: And some dogs are too excitable.
A: But I'm sure they can be trained not to be. Right?
B: Not always.
A: On second thought, maybe I'll get a cat. I hear they're pretty low-maintenance.

Social language
To indicate you're considering a different course of action . . .
I hadn't thought of that.
On second thought, . . .
Now that you mention it, . . .

B **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C **IN YOUR OWN WORDS** | **Create your own conversation about the traits of pets. Start like this: *I've been thinking about getting a . . .* Be sure to change roles and then partners. (Option: Use the Unit 6 Energizer Worksheet.)**

Listen and repeat.
a parrot
a guinea pig
a goldfish
a turtle









KEEP TALKING!

- Make more suggestions.
- Describe the pros and cons of other pets.
- Say as much as you can.

Watch the video for ideas!

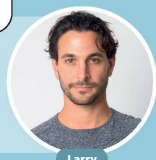
2 COMMUNICATION GOAL

Express opinions about the treatment of animals

A GRAMMAR CLOSE-UP | Read and listen. Notice the featured questions.

What's your opinion?

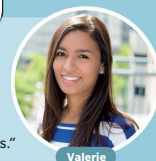
Should killing animals for sport or entertainment be banned by law?



Larry

"Absolutely! There should be laws to prohibit that. People should find ways to entertain themselves that don't involve cruelty to animals."

Do animals have to be used for medical research?



Valerie

"To tell the truth, I don't think it can be avoided. We can't experiment on humans, can we? But I do think research could be limited to small animals such as mice or rabbits."

Why do animals raised for food have to be kept in such filthy, crowded conditions?



Conor

"That's a good question. There's really no good reason. And it just increases the possibility of spreading disease, so it endangers our food supply. Treating food animals humanely would be a win-win solution, I think."

What can be done to protect animals from extinction?



Ellen

"Well, to begin with, their habitats—such as forests—should be protected. For example, people shouldn't be allowed to destroy them. But more importantly, we ought to stop people from hunting endangered animals. If we don't, there's no way to prevent their extinction."

B PAIR WORK | Do you agree or disagree with any of the opinions expressed in Grammar Close-Up? Explain.

C GRAMMAR | Passive modals: questions

Yes / no questions

Should hunting be prohibited as a sport?
Don't animals have to be fed antibiotics so they don't get sick?

Tag questions

Chickens can be raised humanely, can't they?
Animals don't ever have to be used for research, do they?

Information questions

What could be done to protect endangered animal species?
How might people's attitudes be changed?
Who should be notified if you see someone being cruel to an animal?
Why shouldn't certain animals be used for research?
Why do cats in animal shelters have to be killed if no one takes them home?

D GRAMMAR PRACTICE | Use passive modals to complete each question. Then practice the conversations with a partner.

1 **A:** ..... ?
(should / people / allow to hunt elephants)
B: In my opinion, no. They shouldn't.

2 **A:** ..... ?
(couldn't / new medications / discover through animal research)
B: I suppose. But the research should be conducted as humanely as possible.

3 **A:** ..... ?
(why / chickens / have to / raise in crowded conditions)
B: Because there's a huge consumer demand for chicken.

4 **A:** ..... ?
(how / might / people's enthusiasm for bull fighting / change)
B: To tell the truth, since it's such a strong cultural tradition in some places, I'm not sure it's even possible.

5 **A:** ..... ?
(shouldn't / animals / use to improve people's lives)
B: Maybe, but I don't think they ought to be treated inhumanely.

6 **A:** ..... ?
(can't / endangered animals / protect)
B: Yes. I think it's possible and very important.

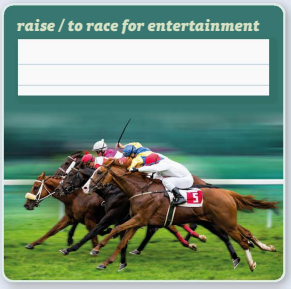
PRONUNCIATION LESSON p. 135
Sound reduction

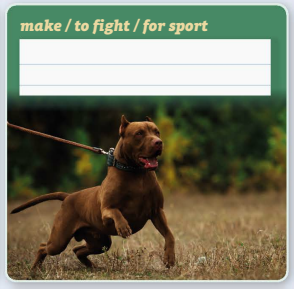
COMMUNICATION ACTIVATOR

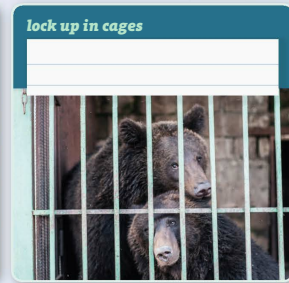
Now let's express opinions about the treatment of animals.

A TALKING POINTS | Using the cues, write questions about the treatment of animals for you and your classmates to discuss. Use a variety of passive modals or modal-like expressions.

Should animals be locked up in cages?

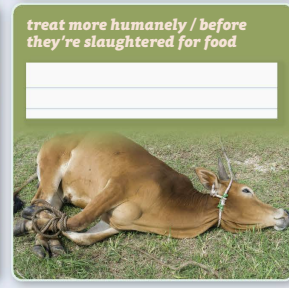












B PAIR WORK | Using your questions from Talking Points, compare your opinions. Agree and disagree, supporting your opinions and saying as much as you can.

Do you think animals have to be harmed to make medications safe for humans?

Actually, I think it's morally wrong. Animals shouldn't be treated that way.

I see your point, but humans have to be protected. I think that comes first.

KEEP TALKING!

- **Ask questions about your partner's opinions.**
- **Agree and disagree politely.**
- **Say as much as you can.**

Watch the video for ideas!

RECYCLE THIS LANGUAGE

I couldn't agree with you more.
I completely agree.
You're so right.

I see what you mean, but . . .
That's one way to look at it, but . . .
I'm [not in favor of / opposed to] . . .
I'm sorry, but I have to disagree.

3 COMMUNICATION GOAL Compare animal and human behavior

A VOCABULARY | Animal physical features and social groups | Read and listen. Then listen again and repeat.

PHYSICAL FEATURES


a paw


claws


hooves (singular: a hoof)


a fin


a wing


a beak


a tail


a horn


fangs

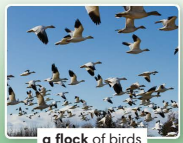

scales


feathers


fur

SOCIAL GROUPS


a herd of sheep


a flock of birds


a school of fish


a pack of wolves


a colony of ants

B ACTIVATE VOCABULARY | With a partner, complete the chart with animals from pages 57 and 59.

Animals with paws	Animals with fins	Animals with fangs
Animals with claws	**Animals with scales**	**Animals that travel in packs**
Animals with hooves	**Animals with horns**	**Animals that gather in herds**

C LISTEN FOR MAIN IDEAS | Listen to Part 1 of the lecture and answer the questions.

1 What is animal instinct?
2 What is the difference between an animal that is a predator and one that is prey?

D **LISTEN FOR SUPPORTING DETAILS** | **Listen again. Write T (true) or F (false). Explain your answers.**

..... **1** Predators always hunt in packs.
..... **2** Traveling in packs helps predators hunt more efficiently.
..... **3** Predators differ from prey because predators have to fight for a dominant position in the pack.
..... **4** Being part of a flock provides parrots with the benefits of social interaction and affection.

E **UNDERSTAND FROM CONTEXT** | **With a partner, explain each of the following. Listen again if necessary.**

1 What's the meaning of "fight or flight"?
2 What does it mean for an animal to be "dominant" in a social group?

F **APPLY IDEAS** | **Based on the definition of predator and prey, complete each item with animals you are familiar with. Then, with a partner, compare and explain your answers.**

1 Three animals that are predators: ....., ..., and ..... .
2 Three animals that are prey: ....., ..., and ..... .
3 Three animals that can be both predators and prey: ....., ..., and ..... .
4 A predator that hunts alone for its food, rather than as part of a social group: ..... .

G **LISTEN FOR MAIN IDEAS** | **Now listen to Part 2 of the lecture and answer the questions.**

1 What's the difference between learned behavior and instinct?
2 What are two examples of learned behavior from the lecture?

H **APPLY IDEAS** | **Which of the following do you think illustrate learned behavior and which illustrate instinct? Explain your reasons, based on information from the lecture.**

a A hungry baby bird opens its beak wide so that an adult will put a worm inside.
b A baby rabbit quickly follows its mother to get away from a predator.
c A kitten—or baby cat—responds to what it perceives as danger by showing its fangs and trying to look bigger.

COMMUNICATION ACTIVATOR

Now let's compare animal and human behavior.

A **TALKING POINTS** | **Write brief notes to answer each question with your own ideas.**

1 In what ways do humans behave like herd animals in herds or packs?

2 In what other ways do you think humans behave like animals?

3 In what ways are humans completely different from other animals?

4 In what ways are humans predators? In what ways are they prey?

B **GROUP WORK** | **Use your Talking Points to share ideas. How are animals and humans similar and different?**

"I think humans and animals both like the safety and social interaction of groups."

"Humans are more able to use their intelligence to respond to danger."

RECYCLE THIS LANGUAGE

playful
affectionate
devoted
aggressive
destructive
intelligent
frightening
filthy





4 COMMUNICATION GOAL

Discuss how to protect animals from extinction

READING | Read about some of the dangers to animal species today. Which seem to you to be the most challenging to overcome?



UNDER THREAT OF EXTINCTION

According to the Center for Biological Diversity, 30%–50% of all the earth's animal species could be headed for extinction by the year 2050. An estimated 99% of those species are endangered because of human activities. Here are some causes.

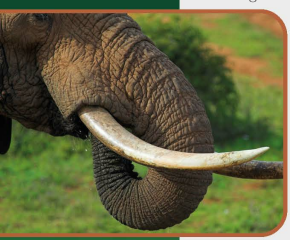


POLLUTION AND GLOBAL WARMING

Because they breathe and drink partly through their skins, amphibians, such as frogs and salamanders, are sensitive to environmental changes. Populations of frogs, for example, have been declining since the 1960s at an alarming rate all over the world. Yet no one knows for sure why. Contamination of the water the frogs live in is a likely culprit, as well as temperature changes from global warming. Does it matter if frogs disappear? As predator, frogs play a key role in reducing insect populations, and as prey they are an important food source of fish, birds, and other species.

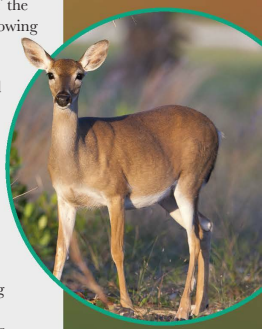
INVASIVE SPECIES

Numerous non-native species of animals have been introduced into new habitats around the world, sometimes with catastrophic results. In the U.S. in the late 1990s, one of the world's largest snakes, the Burmese python, began to appear in the marshes of the Florida Everglades when pet owners, who no longer wanted their fast-growing reptiles, illegally released them into the wild. With no natural predators to stop them, an estimated 100,000 of these snakes have made local animals their prey, including birds, other reptiles such as alligators, and local mammals like rabbits, foxes, and deer. Some native mammal species have completely disappeared from the region as a result. And the snakes have even been known to occasionally eat pet cats or dogs. Unfortunately, the python's diet has also included some critically endangered animal species, increasing the likelihood of their extinction.



POACHING

According to the African Wildlife Foundation, an estimated 35,000 African elephants are killed each year due to illegal hunting. These majestic mammals are hunted primarily for their ivory tusks. Considering the astronomical prices people are willing to pay for ivory on the world market, poaching is difficult to stop. After years of illegal hunting, the size of herds in Africa had declined by about 60% through the 1980s, but efforts to reduce hunting by banning the sale of ivory helped reverse that decline. Unfortunately, as ivory became scarcer and scarcer, its price has gone sky high, and poaching has become more and more lucrative. For that reason, poaching is on the rise again, putting elephants in danger once more.



DUMPING OF PLASTICS

In addition to overhunting, overfishing, and deforestation, which contribute to the extinction of animals, a newer threat is posed by the amount of plastic that has entered the environment due to its increased use in containers and other packaging. These items are dumped into the world's oceans and landfills, endangering fish, marine and land mammals, and birds. Sadly, it has become increasingly common to find toxic plastic items in the stomachs of dead animals.



Plastics endanger birds such as the egret.

B **UNDERSTAND FROM CONTEXT** | **Choose the correct meaning for each word.**

..... **1** a habitat
- **a** the food animals eat
- **b** the place animals live
- **c** the number of species

..... **2** contamination
- **a** food sources
- **b** pollution
- **c** temperature change

..... **3** invasive
- **a** coming from a different habitat and replacing native species
- **b** susceptible to being replaced by non-native species
- **c** in danger of extinction

..... **4** deforestation
- **a** increase in the growth of forests
- **b** the removal or destruction of trees
- **c** the disappearance of a species

C **RECOGNIZE CAUSE AND EFFECT** | **With a partner, discuss the questions.**

1 How might the environment be affected by the extinction of frogs?
2 Why was the introduction of the Burmese python in Florida considered catastrophic?
3 Why is poaching so difficult to stop?
4 How is dumping of plastics a disaster for the world's animals?

COMMUNICATION ACTIVATOR

Now let's discuss how to protect animals from extinction.

A **TALKING POINTS** | **With a partner, discuss and write notes to complete the questionnaire.**

1 **Do you think humans ought to be responsible for the protection of endangered animal species? If so, why? If not, why not?**

2 **What do you think is more important—providing more land for farmers or protecting animal habitats? Explain your reasons.**

3 **In what ways do you think protecting wildlife could generate jobs and provide income for people who need it?**

4 **Do you think an invasive species should be killed off in order to protect native species? Explain your reasons.**

5 **Do you think it's more important to protect certain types of animals (such as mammals and birds) than it is to protect others (such as reptiles or amphibians)? Explain your reasons.**


Logging threatens the world's forests.


Ecotourism provides jobs in environmentally sensitive areas.

B **DISCUSSION** | **With your class, share the ideas from Talking Points that you discussed with your partner. Write summaries of your classmates' opinions on the board. (Option: Use the Unit 6 Soft Skills Booster, p. 156.)**

WRITING HANDBOOK p. 146
- **Skill** Supporting a point of view
- **Task** Write a persuasive essay

PROGRESS SELF-CHECK

NOW I CAN

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

- ☐ Describe the traits of different pets.
- ☐ Express opinions about the treatment of animals.
- ☐ Compare animal and human behavior.
- ☐ Discuss how to protect animals from extinction.

1 APPLY TO A VACATION LANGUAGE COURSE

Apply for a three-month vacation course in language and culture at the Connectivity Language and Culture Institute (CLCI). Fill out the application and, on a separate sheet of paper, draft a personal statement you will attach to the application.

Connectivity Language and Culture Institute

VACATION COURSES
Application for Admission

IMPORTANT: CLCI has three centers in different parts of the world. If you are accepted, you may choose which center to attend.

e-mail address _____ confirm e-mail address _____

A Enrollment Information

1 Legal Name * Last _____ * First _____ Middle Initial _____ * Required information

2 * Date of Birth / / 3 Gender _____

4 * Legal Address _____

Mailing Address (if different from above) _____

5 Telephone * Home/Work _____ Mobile _____

By providing your mobile number, you are giving permission to the college to send out text message notifications.

6 Educational Level (number of years past secondary school you have completed) _____

7 Level of English (check for each skill)

	Beginner	Intermediate	High Intermediate	Advanced / Native
Listening	○	○	○	○
Speaking	○	○	○	○
Reading	○	○	○	○
Writing	○	○	○	○

8 All students are enrolled in the main course in Language and Culture from Monday through Friday. You can choose one optional weekend workshop to enrich your understanding of the local culture. (4 hours)

- ○ Cooking
- ○ Family life
- ○ Music and the arts
- ○ Religion
- ○ Sports

B Personal Statement (must be attached): Briefly tell us about yourself and why you would like to take one of our courses. (100 to 200 words)

Exchange personal statements with a partner, checking for any errors or unclear ideas. Suggest improvements. Revise and finalize your own statement.

Using your personal statement as a starting point for a discussion, tell your partner more about your feelings about living away from home: your excitement, your hopes, and any fears you have.

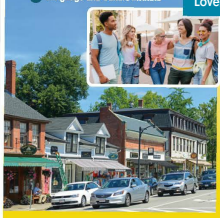
2 Choose a program

Imagine that you and your partner have been accepted to the CLCI and have won all-expenses-paid scholarships for a vacation course.

- Do an Internet search for information about Concord, Massachusetts; Sydney, Australia; and Les Baux-de-Provence, France.
- Discuss and together write the pros and cons of each place.
- Together choose one of the programs.
- Compare and discuss the choices other pairs of classmates have made. Say as much as you can.

Connectivity Language and Culture Institute

Concord, Massachusetts, U.S.!
Lovely historic small-town America



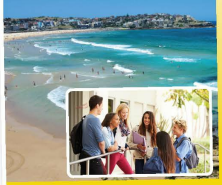
Quick facts

Population: 18,900
Housing: Airbnb (optional)
Food: School café (2 meals per day)
Transportation (free mini-bus to classes)
Class size: 4–8
Hours per week: 20

pros	cons

Connectivity
Language and Culture Institute

Sydney, Australia!
The cultural capital "down under"



Quick facts

Population: 5.23 million
Housing: On-site rooms or local apartments (optional)
Food: On-site cafeteria
Transportation [n/a]*
Class size: 15
Hours per week: 18
* not applicable

pros	cons

Connectivity
Language and Culture Institute

Les Baux-de-Provence, France!
In the heart of the French countryside





Quick facts

Population: 391
Housing: Homestay with local families or local apartments (optional)
Food: Breakfast and dinner with family or on your own
Transportation: motorbike (provided)
Class size: 6–10
Hours per week: 20

pros	cons

3 Rent an apartment

Work in two pairs: two roommates who want to rent an apartment and two apartment owners. Prepare for a role play.

- RENTERS: Discuss and make notes on the notepad of what you want / need in your apartment.
- OWNERS: Discuss and complete the details of the two apartments you have to offer.

Renters' requirements
maximum rent per month
number of rooms
appliances needed
phone / Internet / TV
other amenities
rules
other

Apartment 1



Monthly rent*:
Number of rooms:
Description:

Number of bedrooms:
Is there Wi-Fi? (Yes / no)
Is there a washer and dryer? (Yes / no)
What appliances are there in the kitchen?

What floor is it on?
Elevator / stairs? (circle one)
What's the neighborhood like?

What are the rules / policies?

Other details:

* Set the rent in local currency for the city you chose. Find realistic rents online by searching for an apartment there.

Apartment 2



Monthly rent*:
Number of rooms:
Description:

Number of bedrooms:
Is there Wi-Fi? (Yes / no)
Is there a washer and dryer? (Yes / no)
What appliances are there in the kitchen?

What floor is it on?
Elevator / stairs? (circle one)
What's the neighborhood like?

What are the rules / policies?

Other details:

* Set the rent in local currency for the city you chose. Find realistic rents online by searching for an apartment there.

Role-play a telephone call to get and give information about the apartments. Based on the conversation, the two roommates decide which apartment to rent and tell the owners.

UNIT 7

Shopping and Advertising

PREVIEW

A **REACTIONS TO ADVERTISEMENTS** | **Listen to the reactions of two people to an advertisement. Which person do you think has a more realistic perspective? Explain.**

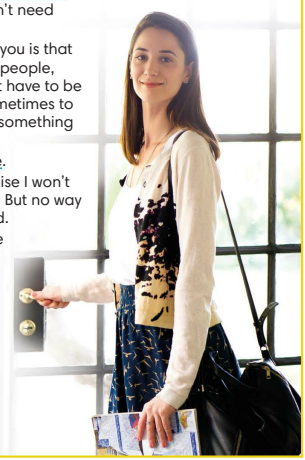
B **ZOOM-IN** | **Read and listen to a husband and wife discuss shopping. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Cliff = US (standard)
Gina = US (regional)

Cliff: Are you leaving?
Gina: Yeah, I am. Be back at four, OK?
Cliff: OK! Where are you off to?
Gina: The mall, for some "retail therapy." They're having a big sale at Larson's, and I need a new pair of running shoes and some stuff for the house . . . And I've been thinking of someone's birthday coming up. I thought I'd do a little browsing.



Cliff: That's so sweet of you, but you know how I feel about presents. How about the two of us just cook ourselves a special dinner that night to celebrate, and you make me one of your carrot cakes? That'd be enough self-indulgence for me.
Gina: Aw, Cliff. That's letting me off too easy. I would have made you that cake anyway. I'd really like to get you something, even if it's not a big deal. Just to mark the occasion.
Cliff: You know me, Gina. I'm just not that into "things." And besides, I really don't need anything right now.
Gina: One of the things I love about you is that you're not materialistic like most people, but to my mind a present doesn't have to be something you need. It's nice sometimes to get something you *don't* need—something you wouldn't buy for yourself.
Cliff: I guess you've got a point there.
Gina: Well, just leave it to me. I promise I won't splurge on something expensive. But no way I'm coming home empty-handed.
Cliff: Thanks, Gina. You always make me feel so cared for. I don't mean to be unappreciative.
Gina: No worries, Cliff. I didn't take it that way, and you know, you always make me feel cared for too . . . Anyway, enough of this lovey-dovey stuff. I'd better run or I'll never get back in time for dinner.



C **UNDERSTAND FROM CONTEXT** | **With a partner, answer the questions about the meaning of the featured words and phrases in Zoom-In.**

1 What's another way to ask, "Where are you off to?"
2 What does Cliff mean when he says, "I'm just not that into 'things'"?
3 Why does Cliff say, "You've got a point there"?
4 What's another way to say, "Just leave it to me"?
5 Why does Gina say, "That's letting me off too easy"?
6 Why does Cliff say, "I don't mean to be unappreciative" to Gina?
7 What does Gina mean when she responds, "I didn't take it that way"?

D **LOOK IT UP AND SHARE** | **Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.**

E **THINK AND EXPLAIN** | **With a partner, answer each question.**

1 In what ways do you think Gina and Cliff are different?
2 What do you think Gina means by the term "retail therapy"?
3 What are some of the things Gina and Cliff appreciate about each other?

Lesson 1 Compare different ways to shop
Lesson 2 Describe reactions to advertisements
Lesson 3 Talk about problem shopping behavior
Lesson 4 Persuade someone to buy a product

F TALKING POINTS | Complete the opinion survey about bad reasons to buy something. Compare your rankings with a partner. Explain your reasons.

BAD REASONS TO BUY SOMETHING

Put the reasons in order of seriousness, with 4 being the worst reason.



"When I'm feeling down in the dumps, it cheers me up to go shopping. It's my therapy."

MOOD BOOSTING



"When I see that a famous movie star uses a certain product, I know it's good!"

CELEBRITY COPYCATTING



"I just can't pass up a good sale, even if I don't strictly need the things."

GOING OVERBOARD



"Everyone's buying these. I was lucky to get one!"

GETTING ON THE BANDWAGON

START TALKING

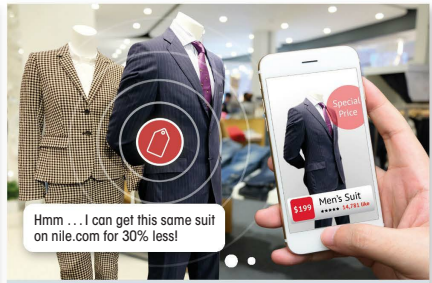
DISCUSSION In your opinion, what causes people to make shopping mistakes? How are the people in the pictures similar to each other? Do you think Gina or Cliff from Zoom-In would be likely to make these mistakes? Why or why not?

Compare different ways to shop

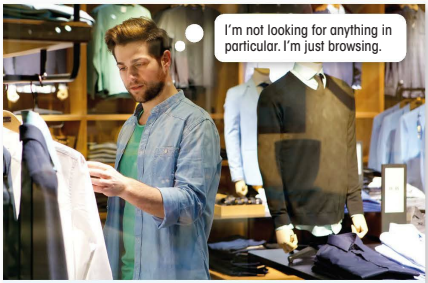
A VOCABULARY | Ways to shop | Read and listen. Then listen again and repeat.



window shop look at things in store windows without going inside or intending to buy them



comparison shop look at the prices of the same or similar items in order to find the lowest price



browse take one's time looking at things without necessarily wanting to buy anything



bargain hunt look around for things one can buy cheaply or for less than their usual price

B LISTEN TO ACTIVATE VOCABULARY | Listen to the conversations about shopping. Infer what the people are doing. Complete each statement with the correct verb phrase.

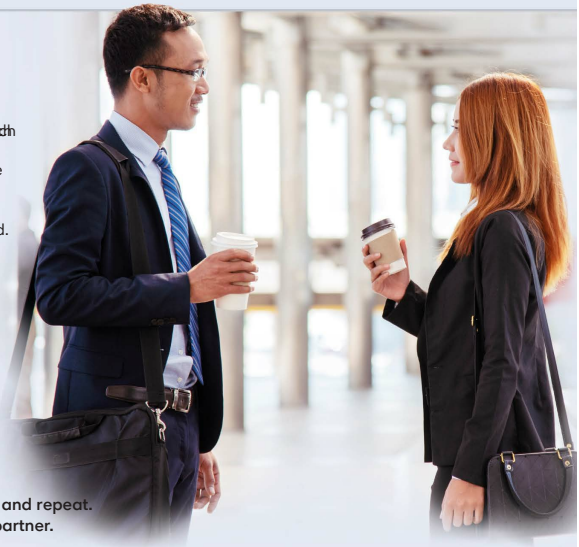
1 The shoppers are (browsing / bargain hunting).
2 The people are (comparison shopping / window shopping).
3 The men are (window shopping / comparison shopping).
4 The woman is (window shopping / browsing).

C PAIR WORK | Complete the chart. Then compare information with a partner.

Shopping activity	When and why I do it
window shopping	
comparison shopping	
browsing	
bargain hunting	

COMMUNICATION ACTIVATOR

Now let's compare different ways to shop.



A CONVERSATION MODEL | **Read and listen.**

A: Hey, Zoe, I didn't expect to run into you here. Long time no see!
B: Scott! Is that you? What a surprise!
A: Yeah. I haven't been here in a while. Hey, which way are you headed?
B: I wish I knew. I need to get a gift for a colleague and I can't figure out what to get him.
A: Maybe I can help. What's your budget?
B: No more than $30. I don't want to go overboard. It would seem inappropriate.
A: You could try the office store on the second floor. They have things at every price level.
B: Maybe I will.
A: I think it's a good place for browsing. I'm sure you'll find something there. I just got a really nice desk lamp there last week.

Social language

Express surprise on seeing someone after a long while

Long time no see!	What a surprise!
Is that you?	What are *you* doing here?

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C TALKING POINTS | Write notes about the best places or websites for the activities on the notepad.

browsing	R.L. Roberts' Suits: a little pricey but very trendy
comparison shopping	
bargain hunting	
window shopping	

I've heard the outdoor market is a great place for bargain hunting.

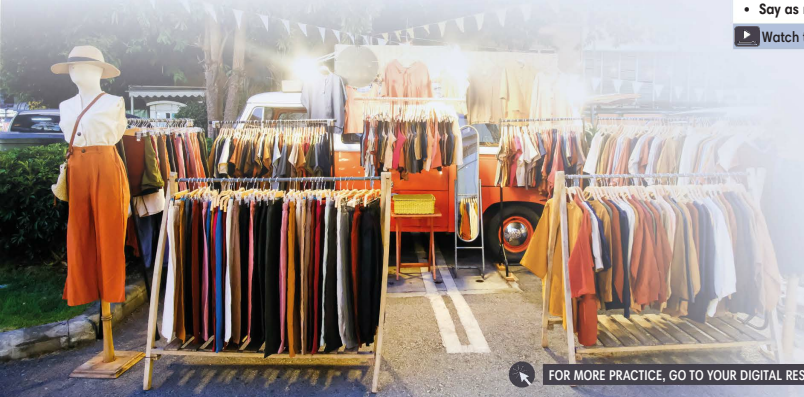
It totally is. And so is the mall near the airport.

D IN YOUR OWN WORDS | Use your Talking Points to create your own conversation about where to shop. Start like this: *I didn't expect to run into you here.* Be sure to change roles and then partners. (Option: Use the Unit 7 Energizer Worksheet.)

KEEP TALKING!

- **Talk about other things you're looking for. Describe your budget.**
- **Tell your partner what you bought at a certain place.**
- **Give more advice.**
- **Say as much as you can.**

Watch the video for ideas!



2 COMMUNICATION GOAL Describe reactions to advertisements

A GRAMMAR CLOSE-UP | Read what the people say about how they respond to advertisements. Notice the featured grammar.

Ads? Those things everyone loves to hate!

We asked three people what they dislike about ads.



What really irritates me are those TV commercials with a catchy jingle—those annoying refrains they sing over and over with the product's name in it—like that one for the oat milk yogurt. I resent being forced to listen to that nonsense every 15 minutes when I'm watching a show. But I suppose it's effective because I can't get the jingle out of my head!

Gal Soo, Busan, South Korea



Wu Bao, Shanghai, China

Am I the only one who hates to be shown ads for cough medicine while I'm eating dinner? I mean, some of them are so disgusting they turn my stomach. And what about the ads for antacids with people describing their stomach issues? Who wants to be hit with that when they're eating? Those remedy ads are my pet peeve. Oh, and one more thing that I don't appreciate: being called on the phone by salespeople in the middle of dinner.

Pop-up ads! Ugh! They really get me all worked up. I hate being bombarded with them. Every time I open a browser window these days, I see pictures of men in underwear. I kid you not. Why? Well, I've been shopping for some new underwear for my husband, so every underwear company under the sun thinks I want to be sold men's underwear. It gives me the creeps and makes me feel like I'm being spied on and manipulated. I know I shouldn't allow this to get to me. It's just a part of life today, and I ought to get over it.



Lisa Fontana, Atlanta, U.S.

B ACTIVATE LANGUAGE FROM A TEXT | Complete each statement with something *other than an ad*.

1 ..... turns my stomach.
2 ..... really irritates me.
3 ..... gives me the creeps.
4 ..... gets me all worked up.

C GRAMMAR | Passive forms of gerunds and infinitives

Use the passive form of a gerund (being + a past participle) or an infinitive (to be + a past participle) to focus on an action instead of on who or what performed the action.

Statements

Gerunds: affirmative and negative

I dislike **being forced** to listen to stupid jingles.
Most people hate **not being told** the original price of a sale item.

Infinitives: affirmative and negative

I'd like **to be informed** when the shoes are back in stock.
He was angry **not to be offered** the sale price.

Questions

Don't you resent **being spied on** online?
Didn't your son complain about **being bombarded** by pop-ups?
When do you object to **being chosen** for a survey?
Do you like **to be shown** ads for prescription medications?
Who wants their dinner **to be interrupted** by scammers?

Remember:

- Some verbs are followed by gerunds, some by infinitives, and some by either.
- Most adjectives are followed by infinitives.
- Some expressions are followed by gerunds.

See pages 113-114 for a complete list.

GRAMMAR EXPANDER p. 126
The passive voice: review and expansion

D PAIR WORK | Complete the conversations with passive gerunds or infinitives.

1 **A:** When I see a political ad on TV, I'd like (tell) ..... who's paying for it.
B: I know how you feel. I want (treat) ..... with respect.

2 **A:** I think people prefer (inform) ..... when a product is defective.
B: True. And they need (tell) ..... right away. It's a matter of safety.

3 **A:** The all-night sale has some fabulous deals. Don't you think it's great (offer) ..... an opportunity to get all those expensive things at a bargain?
B: Actually, (require) ..... to get in line hours before the sale starts really gets to me. I mean, why can't they have the sale during regular business hours?

4 **A:** Companies want their products (advertise) .....on TV during prime time, when most people are watching.
B: Well, they can't have it both ways. They complain about (charge) ..... an arm and a leg for the advertising time. And on the other hand, they like their ads (see) ..... by tons of people.

5 **A:** It's terrible (force) .....to look at pictures of injured and abandoned animals—just because animal charities know you'll feel guilty.
B: I agree. I'm happy (ask) ..... to contribute to a charity without (show) ..... those pathetic photos.

E **PAIR WORK** | **With a partner, practice the conversations in Exercise D.**

PRONUNCIATION LESSON p. 136
Vowel sounds /i/ and /ɪ/

F **GRAMMAR PRACTICE** | **Rewrite each sentence, using a passive gerund or infinitive to replace the underlined words. (Don't use a by phrase.)**

Example: I can't stand advertisers' forcing me to watch the same ad every 15 minutes during prime time.

I can't stand being forced to watch the same ad every 15 minutes during prime time.

1 I don't mind when advertisers show me a pop-up ad about a product I've been searching for.
2 Lots of people object to telemarketers' calling them during the dinner hour.
3 I expect stores to tell me when a product will be going on sale.

COMMUNICATION ACTIVATOR

Now let's describe reactions to advertisements.

A **TALKING POINTS** | **Complete the chart with specific ads you are familiar with.**

	Name or type of product	Type of ad
An ad that irritates you		
An ad that turns your stomach		
An ad that works you up		
An ad that gives you the creeps		
An ad that drives you crazy		
An ad you don't mind		
An ad you actually like		

Types of ads
- TV commercials
- online pop-up ads
- social media ads
- magazine and newspaper ads
- billboards on highways and buildings
- jingles and slogans

B **DISCUSSION** | **Using your Talking Points, describe and compare your reactions to ads you're familiar with. Use passive forms of gerunds and infinitives.**

"There's a TV commercial for cough medicine that really ticks me off. I hate being forced to watch it over and over!"

KEEP TALKING!
- **Expand your description of one or more ads.**
- **Ask questions.**
- **Make suggestions about how to avoid annoying ads.**
- **Say as much as you can.**

Watch the video for ideas!

Describing how you feel

I like . . .	I don't like . . .
I appreciate . . .	I don't appreciate . . .
I love . . .	I can't stand . . .
I don't mind . . .	I dislike . . .
I enjoy . . .	I resent . . .
I hate . . .	I miss . . .
I prefer . . .	I want . . .
I need . . .	

RECYCLE THIS LANGUAGE

It ticks me off.	It blows me away.
It bugs me.	It annoys me.
It gets on my nerves.	It drives me crazy.

A READING | Read the article. In what ways is compulsive shopping a problem?

COMPULSIVE SHOPPING

An addiction or just something to get under control?



For some, shopping is a pleasant pastime as long as they have enough money to pay for their purchases. For others, unfortunately, shopping can spiral out of control and become as serious and destructive as other addictions like alcoholism, drug abuse, and compulsive gambling.

Research has shown that compulsive shopping, like other addictions, causes the physical effect of a "high" when brain chemicals such as endorphins and dopamine are released, causing pleasurable sensations. These sensations make shopping hard to resist, and thus the habit hard to kick. What are the warning signs of a shopping addiction, or as it is sometimes called, "shopaholism"?

First, just as alcoholics tend to hide their bottles, shopaholics commonly hide their purchases. Shopaholics often lie to people in their families about how much money they've spent.

Second, the problem is long lived, or "chronic," meaning that the behavior doesn't occur just once or twice a year. Rather, it's a continuous problem that repeats itself over and over.

Third, shopaholics, like many people, purchase items on impulse. But unlike other people, who sometimes splurge and pick up an impulse item like a sweater they don't need, shopaholics might buy ten sweaters at once.

Fourth, as with any addiction, a problem exists when the behavior has obvious consequences: going into debt, going shopping instead of taking care of family or work responsibilities, or uncontrollable spending that may deprive others in the family of money needed for other things.

What Can Shopaholics Do to Get Help?

For some, simple self-help and group programs can be effective. For others, whose addiction results from underlying depression, seeing a psychotherapist or a physician can help them reduce the need to shop compulsively.

Thankfully, most people are able to splurge or buy things on impulse from time to time without being addicts. However, if you are concerned you may be a compulsive shopper, here are some tips that can help.

- ✔ Shop with a list. It keeps you focused on the things you really need and want. And it can prevent you from getting distracted by impulse items and going overboard, buying a lot of unneeded things.
- ✔ Avoid sales and special offers. Spending any money on something you don't need is overspending, even if it's a bargain. Remember: Special offers are a way for shop owners to get you into the store or onto their website.
- ✔ Follow the "thinking time" rule. Don't buy things on the spot. Force yourself to wait a day or two before making an expensive purchase. Or do some comparison shopping. You may find you don't want the item after all, or you may find it at a much better price.
- ✔ Try to be aware of your motivations when you shop. Don't go shopping when you're angry or upset. In the long run, the problems that upset you in the first place will still be there.

B UNDERSTAND FROM CONTEXT | Find each of these words and phrases in the article. With a partner, discuss what they mean and write a sentence using each one.

1 a high .....
2 hard to kick .....
3 a shopaholic .....
4 chronic .....
5 splurge .....
6 on the spot .....

C IDENTIFY SUPPORTING DETAILS | **Answer the questions, providing details from the article to support your answers.**

1 In what ways is compulsive shopping like other addictions? Be specific.
2 Why are addictions so hard to overcome?
3 What are some consequences of shopaholism?
4 What is one possible cause of shopaholism in some people?
5 In what way is occasionally going overboard different from a true shopping addiction?

COMMUNICATION ACTIVATOR

Now let's talk about problem shopping behavior.

A TALKING POINTS | Take the self-test.

SHOPPING SELF-TEST

Everyone splurges on impulse items from time to time. Find out if your shopping is truly out of control.

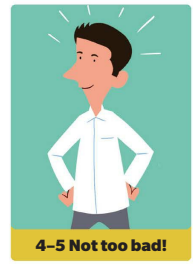
- I could sometimes kick myself for how I spend money.
- When I go shopping, I can't resist the temptation to buy something—I just can't come home empty-handed.
- I feel uncomfortable if I haven't bought anything new in a week.
- I go shopping for an item I need but lose control and come home with a lot of things I don't need.
- I spend more than I should in order to get more expensive designer names and labels.
- I can't pass up a good sale. Even if I don't need anything, I just have to indulge myself and buy something.
- I sometimes lie to people about what my purchases cost.
- I get more pleasure out of spending money than saving money.
- I don't have the patience to wait a day before buying something. If I want it, I buy it on the spot.

How many shopping bags did you check?



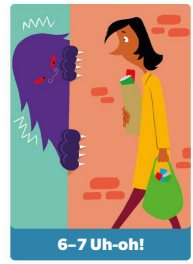
0–3 Great!

Keep up the good habits!



4–5 Not too bad!

Congratulations for admitting you're not perfect!



6–7 Uh-oh!

Sounds like trouble may be around the corner!



8–9 Red alert!

It's time to take the bull by the horns and change the way you shop!

B GROUP WORK | Choose one or more statements from the Talking Points self-test that you checked. Discuss how the behavior affects you and others and brainstorm how you can change your shopping behavior.

C DISCUSSION | Do you think most people tend to go overboard when they shop? Should people only spend money on necessities and never on impulse items? Explain. (Option: Use the Unit 7 Soft Skills Booster, p. 157.)

4 COMMUNICATION GOAL Persuade someone to buy a product

A VOCABULARY | Verbs to persuade | Read and listen. Then listen again and repeat.



B ACTIVATE VOCABULARY | With a partner, identify an ad you know for each of the words in Exercise A.

"Soccer player Max Schmitz says the only car he'll own is a Cabrini. He totally **endorses** that brand."

C LISTEN TO APPLY IDEAS | Listen to a panel discussion about advertising techniques. Then match each of these five ads to the techniques described in the panel discussion.

..... **1** An ad suggests a company's tailor-made suits make wearers look successful and rich.

..... **2** An ad for a wildlife fund shows baby seals being beaten to death so their fur can be used for fur coats.

..... **3** An ad for a weight-loss program shows the average weight loss in kilograms achieved by people enrolled in the program.

..... **4** An ad for a hotel booking service shows several people being interviewed at or in hotels. They make statements praising the booking service, such as "We got the best room for the best price at Inns4ME" and "I wouldn't use any other service. Inns4Me is the best."

..... **5** An ad for men's shoes with heels that make a man taller says, "Women prefer tall men. Wear Tall Man Shoes and add centimeters to your height."

a provides facts and figures
b plays on hidden fears
c provides testimonials
d manipulates emotions
e offers snob appeal

D LISTEN TO INFER | Listen to four short ads. With a partner, identify one or more techniques each ad uses to persuade people to buy the product. Identify the details in the ad that support your choice of techniques.

Ad 1



Technique(s)

Supporting details

Ad 2



Technique(s)

Supporting details

Ad 3



Technique(s)

Supporting details

Ad 4



Technique(s)

Supporting details

COMMUNICATION ACTIVATOR

Now let's persuade someone to buy a product.

A TALKING POINTS | In a group, choose a product and create a TV, newspaper, highway billboard, Internet pop-up, or radio advertisement for it. Use one or more advertising techniques to persuade your classmates to buy the product.

Ideas
- a car
- an airline
- a sports drink
- a phone
- a language school
- a brand of toothpaste
- your own idea:





Plan your ad

Type of product:
Name of product:
Type of ad:
Description of the ad:

Techniques we used:



B PRESENTATION | Present the ad you planned in Talking Points to the class. Show it, read it, or act it out. Analyze your classmates' ads and discuss which techniques were used. As a class, assign awards for these categories:

- the most persuasive ad
- the most annoying ad
- the most interesting ad
- the funniest ad
- the most touching ad

WRITING HANDBOOK p. 147
- **Skill** Summarize and paraphrase information from an article or a report
- **Task** Write a summary of an article

PROGRESS SELF-CHECK

NOW I CAN

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

- ☐ Compare different ways to shop.
- ☐ Describe reactions to advertisements.
- ☐ Talk about problem shopping behavior.
- ☐ Persuade someone to buy a product.

UNIT 8

Family Trends

PREVIEW

A FAMILY TRENDS | **Listen to the report. What family trend is being described: the relationship between education and family size OR the cultural prohibition of women's education in some places?**

B ZOOM-IN | **Read and listen to two colleagues discuss a relationship. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Lakshmi = South Asian English
Bryant = American English (standard)



Lakshmi: Bryant, Leo told me the good news. He said you and Robin have patched things up.

Bryant: We have!

Lakshmi: You know, I didn't even know you'd split up until last week! Shows you how out of touch I am. How long were you guys* apart?

Bryant: Actually, about a year, but I kind of kept it under wraps. I tend to be pretty private about my personal life with people at the office.

Lakshmi: Well, I hope I'm not out of line bringing it up.

Bryant: No. Not at all. As a matter of fact, I feel sort of bad I kept it to myself since you and I have known each other for so long. To make a long story short, . . .

Lakshmi: Bryant, please don't feel obligated.

Bryant: It's OK. So the relationship started going downhill after Robin lost her job and took on all the responsibilities at home. It was tiring and difficult, and we started bickering over nothing. Thank goodness she's working again, though.

Lakshmi: What a relief . . . You know, I've heard when couples start arguing like that, it's probably *not* over nothing. They say there's usually some larger underlying issue.

Bryant: Well, you've hit the nail on the head. In our case, that issue turned out to be quite big and got worse and worse. We'd been earning good salaries, but with no income Robin felt very dependent on me, and it made her angry. It took a while for us to figure that out.

Lakshmi: I understand . . .

Bryant: But we decided to sit down and start talking. And we haven't stopped. We realize how close we came to losing each other, and we're determined to make another go. And so far so good.

Lakshmi: Well, all's well that ends well, as they say. I'm so happy for you both.

*"You guys" is informal for plural "you."



C UNDERSTAND FROM CONTEXT | **Circle the word or phrase with a similar meaning.**

1 Robin and Bryant have patched things up. (gotten divorced / gotten back together)
2 They had split up for a year. (separated / stopped talking)
3 Lakshmi was completely out of touch. (unaware of a situation / aware of a situation)
4 Bryant kept the split-up under wraps. (happy / secret)
5 Lakshmi is afraid she might be out of line asking about the relationship. (feeling disappointed / acting inappropriately)
6 Bryant kept the whole thing to himself. (public / private)
7 Lakshmi told Bryant not to feel obligated. (he owed her the information / he didn't want her to know)
8 Their relationship went downhill. (improved / got worse)

D ACTIVATE VOCABULARY | **Use one of these three featured phrases from Zoom-In to complete the conversations. Then read the conversations aloud with your partner.**

- To make a long story short
- You've hit the nail on the head
- So far so good

1 **A:** I think money was the cause of the problem between Bryant and Robin.
B: ..... . That's exactly what it was about.

2 **A:** I had absolutely no clue they'd split up. What happened?
B: ....., they started bickering and things just went downhill from there.

3 **A:** So, it looks like they've got their marriage back on track.
B: Well, you can never be absolutely sure. ....., though.

E LOOK IT UP AND SHARE | **Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.**

Lesson 1 Describe family trends
Lesson 2 Talk about parent and teen relationships
Lesson 3 Compare the generations within a family
Lesson 4 Discuss multi-generational households

F TALKING POINTS | Take the self-test about parent and teen perspectives.

Whose side are you on?

Parents and teens are sometimes on opposite sides of the fence, but not always.
Rate each statement from 0 to 3, with 0 for "I don't agree at all" to 3 for "I strongly agree."

1 Curfews

TEEN'S SIDE 0 1 2 3

Once you're 16, you should be able to stay out as late as you want on the weekend.

PARENT'S SIDE 0 1 2 3

Sixteen-year-olds are way too young to be out unsupervised at night. They make bad decisions.



2 Money



TEEN'S SIDE 0 1 2 3

Parents should automatically give kids an allowance every week. It helps them learn to manage money and lets them buy things without having to ask their parents.

PARENT'S SIDE 0 1 2 3

If teens want money to buy things, they should earn it. They can get an afterschool job like babysitting, or they can ask their parents to pay them for household chores.

3 Privacy

TEEN'S SIDE 0 1 2 3

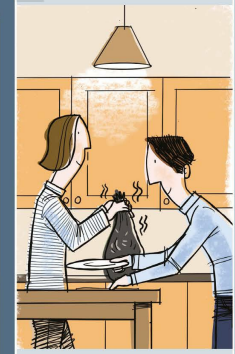
Teenagers have a right to privacy regarding their Internet activities. Their parents should trust them instead of looking over their shoulder all the time.

PARENT'S SIDE 0 1 2 3

Parents should be aware of what their teenage children are doing on the Internet. There are dangers out there, and it's the parents' job to protect their children.



4 Household chores



TEEN'S SIDE 0 1 2 3

Teenagers don't have much time for household chores. Their primary responsibility is their schoolwork.

PARENT'S SIDE 0 1 2 3

Teenagers should help around the house. It helps them develop useful skills and a sense of responsibility.

5 Discipline

TEEN'S SIDE 0 1 2 3

By the time a person is a teenager, he or she knows the difference between right and wrong. If teens make mistakes, they will learn from them with no need for parental discipline.

PARENT'S SIDE 0 1 2 3

Parents should make rules for teens' behavior, to keep them safe and teach them the difference between right and wrong. If teens break the rules, parents should ground them.



TOTAL YOUR POINTS

TEEN'S SIDE _____

PARENT'S SIDE _____

Whose side are you on? Or do you think you can see both sides of the issues?

START TALKING

GROUP WORK Tell your classmates about a time you or someone you know . . .

- had a different opinion from a parent or a teen regarding behavior and responsibilities.
- patched things up with a friend, romantic partner, spouse, or colleague after a serious disagreement.

Provide specific examples and use words and phrases from Zoom-In and Talking Points.

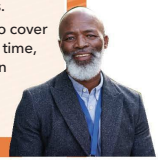
1 COMMUNICATION GOAL Describe family trends

A **GRAMMAR CLOSE-UP** | **Read about the growing trend of adult children in the U.S. living with their parents. Notice the featured grammar.**

"I don't know the statistics, but it just seems to me that a ton of adult children are living with their parents today–many more than when I was in my twenties. Personally, I've always thought that when kids finish school it's time for them to get a job and move out of their parents' house. I mean, the older they get without being financially independent, the harder it is for them to move on. But times are changing, right?

I have three adult children living at home right now, and I have a lot of sympathy for what they're going through. None of them wants to be financially dependent on me and my wife, but lately it's been getting more and more difficult for young adults–even those with a good education–to earn a living wage. I've even heard that in some cases, incredibly, the more education a person gets, the more difficult it can be to find a good paying job! And with rents rising higher and higher and single-family homes getting more and more expensive, fewer and fewer young people can afford a house until they're well into their thirties.

When I was in my twenties, I earned enough to cover my living expenses, take a vacation from time to time, and even put some money away towards a down payment on a house. Every day it seems that's getting less and less possible. What's the world coming to?"



Errol Walker, 58 Houston, U.S.

B **PAIR WORK** | **Discuss the questions.**

1 What had Mr. Walker always believed was the time for young adults to become financially independent?
2 Would you describe Mr. Walker's attitude about young adults as empathetic or critical? Explain.
3 How is life for Mr. Walker's children different from what his life was when like he was in his twenties?

C **GRAMMAR** | **Repeated comparatives and double comparatives**

Repeated comparatives

Use repeated comparatives to describe continuing increases and decreases.
Salaries are getting **lower and lower**.
People are becoming financially independent **later and later**.

Use repeated comparatives with more or less to modify adjectives or adverbs that don't use an -er comparative form. When the adjective or adverb is "understood," it may be omitted.
It's getting **less and less likely** for young adults to be financially independent at 21.
It's **more and more convenient** to live with parents than to try to rent an apartment on one's own.
This is happening **more and more** frequently. (OR This is happening **more and more**.)

Use repeated comparatives with more, less, and fewer to compare nouns. When the noun is "understood," it may be omitted.
More and more young adults are staying in their parents' home because **fewer and fewer** are able to afford a house before they're thirty.

GRAMMAR EXPANDER p. 127
- Making comparisons: review and expansion
- Other uses of comparatives, superlatives, and comparisons with as . . . as

Double comparatives

Use double comparatives and the to describe a cause-and-effect process.
The more money one earns, **the easier** it is to buy a house. (Earning more money makes it easier to buy a house.)
The less people earn, **the later** they become financially independent. (Earning less money causes people to become financially independent at a later age.)
The older one gets, **the harder** it can be to leave home. (Getting older makes it harder to leave home.)

Note: When be is used in double comparatives, it is sometimes omitted.
The better quality the education (is), **the higher** one's achievement level (is).

Be careful!
Don't use the present or past continuous in a double comparative statement. Use the simple present or past.
The longer young adults **live** with their parents, the more dependent they **feel**.
NOT The longer young adults ~~are living~~ with their parents, the more dependent they ~~are feeling~~.

D **NOTICE THE GRAMMAR** | **Find an example of a repeated comparative in Zoom-In on page 78.**

E **GRAMMAR PRACTICE** | **On a separate sheet of paper, rewrite the sentences, using repeated comparative forms.**

1 (A decreasing number of) young adults are financially independent before the age of thirty.
2 These days home purchases by people in their thirties are taking place (with decreasing frequency).
3 They say that people tend to live with their parents for (an increasing length of time) these days.

F **PAIR WORK** | **Complete the statements logically, using the cues and double comparatives. Then discuss whether you agree or disagree with each statement. Support your opinion.**

1 The ..... (hard) ..... students study, the ..... (good) ..... their grades are likely to be.
2 The ..... (long) ..... people continue their studies, the ..... (late) ..... they marry.
3 The ..... (high) ..... the quality of health care, the ..... (healthy) ..... people usually are.
4 The ..... (young) ..... people are when they have children, the ..... (low) ..... their lifetime earnings.
5 The ..... (old) ..... people are when they leave their parents' home, the ..... (financially dependent) ..... they tend to be.

G **LISTEN TO ACTIVATE GRAMMAR** | **Listen to three people talking about trends in marriage and family life. Then listen again and complete each statement, according to what the speaker implies, using double comparatives.**

1 ..... education mothers get, ... medical care they receive.
2 ..... couples date, ... they marry.
3 ..... children stay in school, ... they live.

H **ERROR CORRECTION** | **Correct the errors in the sentences.**

1 The more I'm practicing my grammar, the more correctly I'm speaking.
2 The more ice cream I'm eating, the more I'm weighing.

COMMUNICATION ACTIVATOR

Now let's describe family trends.

A **TALKING POINTS** | **On the notepad, write statements with repeated and double comparatives about changing trends in your country. Compare statements and ideas with a partner.**

Families have been getting smaller and smaller.

Ideas
- the size of families
- the age people marry
- the number of children born in each family
- the amount of education the average person gets
- your own idea: ____

B **GROUP WORK** | **Use your Talking Points to discuss trends and how they will impact the families of the future. Include information about the following topics: education, income, housing, health, and family size.**

RECYCLE THIS LANGUAGE
It seems like . . . The way I see it . . .
I would think that . . .

"The way I see it, if more and more people have fewer and fewer children, our population will decline. There are upsides and downsides to a declining population. On the one hand, . . ."

KEEP TALKING!
- **Provide examples from your own life or the lives of people you know.**
- **Include information from the news or current events.**
- **Say as much as you can.**

Watch the video for ideas!



Talk about parent and teen relationships

A VOCABULARY | Parent and teen behavior | Read and listen. Then listen again and repeat.

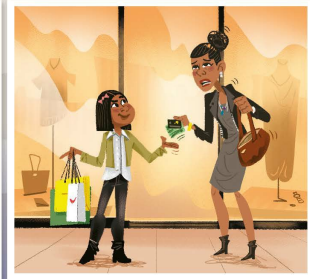
People criticize teens for being . . .



disrespectful / inconsiderate



rebellious



spoiled

People criticize parents for being . . .



(too) strict



(too) lenient



overprotective

B ACTIVATE VOCABULARY | First complete each statement with one of the adjectives. Use too with the adjective if that represents your opinion. Then, with a partner, discuss another example using the same adjective. The example can be invented or something that happened in your life.

My friend Carly has an 11:00 curfew. Last Saturday, she was at her friend Julie's house, and when she wasn't home at midnight, her parents got really worried, and they actually called the police!

Wow. That was pretty inconsiderate. Didn't she realize her parents would get worried?

1 Teens who refuse to obey their curfew are ..... .
2 Parents who only let their teens use their phones when their homework is completed are ..... .
3 Teens who wear messy, dirty clothes to dinner at their grandparents' house are ..... .
4 Kids who expect their parents to give them everything they ask for are ..... .
5 Parents who don't let their teens go to the mall with their friends because they're afraid the mall is unsafe are ..... .
6 Parents who let their teens go to the mall on school nights are ..... .

C **LISTEN TO ACTIVATE VOCABULARY** | **Listen to the conversations about parent and teen behavior. Then listen again and complete the statements with adjectives from the Vocabulary, using each adjective only once.**

1 He thinks she's too ..... .
2 Lizzie's friend criticizes Lizzie for being ..... .
3 He thinks she's ..... .
4 She's angry because he's ..... .
5 He thinks she's really ..... .
6 She thinks he's too ..... .

D **MAKE PERSONAL COMPARISONS** | **Are you or anyone you know like any of the speakers in the conversations in Exercise C? Explain.**

COMMUNICATION ACTIVATOR

Now let's talk about parent and teen relationships.



A **CONVERSATION MODEL** | **Read and listen.**

A: So, here's a question. What do you think I should do about Abby?
B: Why? Is something wrong?
A: Well, her teacher said she hasn't been paying attention in class lately. And her behavior is getting worse and worse.
B: That's so hard to believe. Abby's always been so respectful.
A: Well, I'm at my wits' end, and I don't know what to do.
B: Well, I hate to say it, but there's not much you *can* do.
A: Why's that?
B: Well, the older they get, the harder it is to control them. By the time they're teens, they just have to start taking responsibility for their own behavior.

Social language
Preface a hard truth with:
Well, I hate to say it, but . . .
I'm sorry to say . . .
To tell you the truth, . . .
Unfortunately, . . .
The sad fact is . . .

B **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C **IN YOUR OWN WORDS** | **Create your own conversation about parent and teen relationships. Start like this: *So, here's a question.* Be sure to change roles and then partners. (Option: Use the Unit 8 Energizer Worksheet.)**

KEEP TALKING!

- **Give examples of your own experiences.**
- **Discuss other parent / teen issues.**
- **Say as much as you can.**

Watch the video for ideas!

Ideas
- behaving badly at school
- staying out late without permission
- being rude or disrespectful
- being a troublemaker
- hanging out with inappropriate people

D **DISCUSSION** | **If you could give parents advice, what would it be? If you could give teenagers advice, what would it be? Provide reasons.**

3 COMMUNICATION GOAL Compare the generations within a family


New York's Lower East Side, 1930s

A LISTEN TO CONFIRM CONTENT | **Listen to Arthur Brody, founder and CEO of Joan and Arthur's Artisan Pickles, talk about the generations of his family. Write T (true), F (false), or NI (no information) for each of the statements, according to Arthur Brody's story.**

..... 1 Arthur Brody is an immigrant from Russia.
..... 2 Ben was born on the Lower East Side of New York City.
..... 3 The family had Italian friends.
..... 4 Sam and Eva made pickles in their home.
..... 5 Ben went to law school, but he hated the law.
..... 6 Both Arthur's parents were doctors.
..... 7 Arthur and Joan bought a farm and began growing vegetables for food.
..... 8 Joan and Arthur earn more money than Ben and Stella.


Italian *giardiniera*


Vietnamese *do chua*

B LISTEN TO INFER | **With a partner, answer the questions, based on Arthur's story. Listen again for the information that supports your inferences.**

1 What was life like for Arthur's grandparents when they first arrived?
2 How did Sam and Eva's lifestyle differ from Ben and Stella's?
3 What does Arthur mean at the beginning and end of his story by, "The more things change, the more they stay the same"?

C MAKE PERSONAL CONNECTIONS | **Which (if any) generation of Arthur Brody's family do you identify most with in terms of values, expectations, and achievements? Explain your reasons.**

a Eva and Sam's (the first generation)
b Stella and Ben's (the second generation)
c Joan and Arthur's (the third generation)

D WORD STUDY | **Using suffixes to transform verbs and adjectives into nouns | Note that some of the words undergo spelling changes when the suffix is added. Listen and repeat.**

Noun suffixes	Nouns
-ness	competitive → competitive**ness** rebellious → rebellious**ness** selfish → selfish**ness** strict → strict**ness** unhappy → unhappi**ness**
-ity	generous → generos**ity** mature → matur**ity** necessary → necess**ity** secure → secur**ity**
-ance **-ence**	important → import**ance** independent → independ**ence** obedient → obedi**ence** lenient → leni**ence**

Noun suffixes	Nouns
-ation **-tion** **-ssion**	expect → expect**ation** immigrate → immigr**ation** prepare → prepar**ation** select → selec**tion** discuss → discu**ssion** permit → permi**ssion**
-ment	develop → develop**ment** encourage → encourage**ment**
-y	difficult → difficult**y** discover → discover**y**
-ility	reliable → reliab**ility** responsible → responsib**ility**

E **WORD STUDY PRACTICE** | **Circle all the words in each row that are nouns. Check a dictionary if you are not sure about the meaning of a word.**

1	dependency	depend	dependence	dependent
2	confidence	confident	confide	confidently
3	consider	consideration	considerate	considerately
4	different	difference	differentiate	differentiation
5	attraction	attract	attractive	attractiveness
6	important	importance	importantly	
7	unfair	unfairness	unfairly	
8	closeness	close	closely	
9	identify	identity	identification	

PRONUNCIATION LESSON p. 137
Stress placement: prefixes and suffixes

F **ACTIVATE VOCABULARY** | **With a partner, create statements and questions about Arthur Brody's life, using as many of these words as you can.**

competitive / competitiveness	immigrant / immigration
encourage / encouragement	independent / independence
expect / expectation	prepare / preparation
important / importance	unhappy / unhappiness

COMMUNICATION ACTIVATOR

Now let's compare the generations within a family.

A **TALKING POINTS** | **Write notes on the chart about three generations of your family: your grandparents' generation, your parents', and your own. Note: If there is no relevant information, write N/A (not applicable). If you don't know, write Unknown.**

	Grandmother / Grandfather	Mother / Father	Myself / Siblings / Spouse
place of birth			
education			
age at marriage			
place lived most of life			
occupation(s)			
lifestyle			
habits and tastes			



European immigrants arriving in New York, early 20th century

B **DISCUSSION** | **Discuss the questions with your classmates. Use information from Talking Points for ideas.**

1. In what ways is your generation different from earlier generations in your family? What do you respect most about your parents' generation?
2. How do you imagine the next generation in your family will differ from or be similar to a prior generation?

A **READING** | Read an article about multi-generational households in the United States. Which generation in those households benefits the most?

Today's Multi-generational Household



Tae and Monnica Kim moved into Tae's parents' home in Southern California several years ago for a variety of reasons, not the least of which was financial. Tae and Monnica made the mortgage payments on the house and covered other expenses as well while Tae's mother took care of their two children. Tae and Monnica have grown to feel that the benefits of having their parents there have far outweighed any possible inconveniences. One benefit is the daily contact their children have with their grandparents—increasing quality time and building a lifetime of happy memories.

In the U.S. today, multi-generational households are more common now than ever before, with some 64 million Americans—about 20% of the U.S. population—living with people of two or more generations, and the number of such households continues to grow.

According to the Pew Research Center, a multi-generational household includes at least two adult generations or grandparents with grandchildren younger than 25. The trend toward such households has profound consequences on both family culture and the well-being of all.

A multi-generational household confers benefits on each generation. Taking a three-generation household, with grandparents, parents, and school-age children living together as an example, here are some.



Most parents in the developed world work outside the home and need skilled childcare, especially when children are of preschool age, but also when they are in school. When parents don't have to transport children to and from daycare or school—or hire and pay unknown people to care for their children at home in a live-in or part-time capacity—they have peace of mind about the safety of the children, are able to focus on their careers, and save money. After all, who is better at caring for children than a trustworthy and loving grandparent? And when parents arrive home from work in the evening, grandparents might have already made sure homework has been done, baths have been taken, and dinner has been prepared.

For young grandchildren, the loving care grandparents contribute is priceless: It can nurture children's self-confidence day by day. Grandparents recount stories about the history of the family and provide "eyewitness" accounts of mom or dad's childhood, delighting grandchildren about what life was like "in the olden days." They hand down the family's traditional favorite recipes. And grandparents are famously less strict than parents, so much so that some say their lenience "spoils" grandchildren!

For grandparents, especially those who are divorced or widowed, living with children and / or grandchildren can prevent loneliness and depression and provide a sense of purpose. If they cook dinner for the children, or even for the whole family, they will be assured of good nutrition for themselves, so important for maintaining health and increasing lifespan. And realizing the contribution they are making to the other generations of the family will increase their satisfaction with their own lives as a whole.

It's hard not to see the benefits to all generations in this growing trend.

B **SUMMARIZE** | In your own words, summarize the benefits a grandparent can bring to a household with younger generations.

C **UNDERSTAND FROM CONTEXT** | **Paraphrase the following statements from the article.**

1. "In the U.S. today, multi-generational households are more common now than ever before, with some 64 million Americans — about 20% of the U.S. population — living with people of two or more generations, and the number of such households continues to grow."
2. Regarding multi-generational households, "The trend toward such households has profound consequences on both family culture and the well-being of all."
3. "For young grandchildren, the loving care grandparents contribute is priceless: it can nurture children's self-confidence day by day."
4. "And grandparents are famously less strict than parents, so much so that some say lenience 'spoils' grandchildren!"

D **MAKE PERSONAL CONNECTIONS** | **Based on the information in the article, what do you imagine the future of your family will be as its older generations age?**

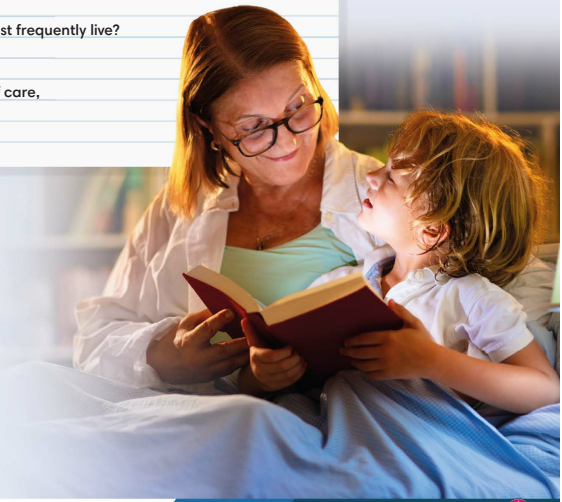
> "In this country, trends are also beginning to change. Multi-generational households have been typical here. I think in the future, they will become less common."

COMMUNICATION ACTIVATOR

Now let's discuss multi-generational households.

A **TALKING POINTS** | **With a partner, discuss and write notes on the notepad to describe the most common parenting practices in your country.**

- Who usually cares for preschool children on weekdays when both parents work outside the home?
- Who usually cares for preschool children when one parent stays home during the day?
- Who usually cares for school-age children after school?
- Who makes an evening meal most often during the week?
- Who supervises homework in most families?
- Where does the oldest generation in the family most frequently live?
- If the people of the oldest generation need a lot of care, who usually takes care of them?



B **DISCUSSION** | **Compare and discuss responses from Talking Points. Discuss agreements and disagreements, supporting your ideas with details. Discuss how you would change the most common practices if you could. (Option: Use the Unit 8 Soft Skills Booster, p. 158.)**

WRITING HANDBOOK p. 148
- **Skill** Avoiding run-on-sentences and comma splices
- **Task** Write a blog post with advice for parents and teens

PROGRESS SELF-CHECK

NOW I CAN

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

- ☐ Describe family trends.
- ☐ Talk about parent and teen relationships.
- ☐ Compare the generations within a family.
- ☐ Discuss multi-generational households.

Extend-It 4

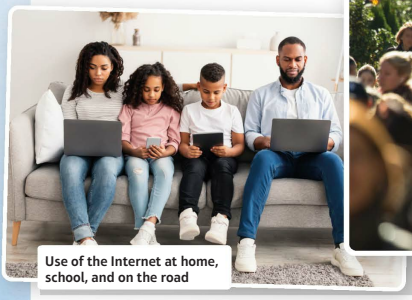
1 Research RECENT trends

Form small groups. Choose a topic to research for a presentation. Assign each person in the group one aspect of the topic to research. Make notes on a notepad.


Tourism in your country


Use of alternative energy sources in transportation and homes


Changes in the population


Use of the Internet at home, school, and on the road


Birth rates

2 Plan and make a presentation

Using notes from Activity 1, plan a digital or poster presentation with your group. Use a presentation app or the rectangles to the right to prepare each part of your presentation. Divide up the presentation among group members and present the topic to the class.

3 Play the "KEEP TALKING!" Game

- Look at the numbered questions in the game at the bottom of the page. Prepare your responses in notes on the notepad.
- Play with a partner. Put your coins on START and decide who goes first. Flip another coin to move. When you land on a space, answer the question and KEEP TALKING. If you can KEEP TALKING for 30 seconds, move forward one space. Your partner then flips the coin and moves. The first partner to reach FINISH is the winner.

1 curfews	6 appropriate clothing for the office or class
2 pocket money	7 dating
3 screen time	8 truth in advertising
4 voting age	9 community service
5 driving age	10 punctuality



UNIT 9

Getting at the Truth



Stone figures of Rapa Nui

PREVIEW

A **A PLAUSIBLE EXPLANATION?** | **Listen to the description of an unexplained mystery. What is still unknown about the stone figures? What are two theories that might explain the mystery?**

B **ZOOM-IN** | **Read and listen to two friends discuss the believability of news stories. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
David = Japanese
Marco = Spanish



David: Say, do you listen to Mike Mone on talk radio?
Marco: Sometimes. Why do you ask?
David: Well, he had this guy on the show the other day talking about UFOs . . . You know, unidentified flying objects.
Marco: Oh . . . like flying saucers?
David: Right. It seems that there have been around 120 sightings by U.S. military pilots. A few were captured on video.
Marco: So does that confirm we were being visited by aliens from another planet?
David: I take it you don't think that's possible. Do you think it might be a hoax?
Marco: I couldn't really say, since I haven't seen the evidence. All we know is those pilots saw something they couldn't identify.
David: Well, the videos were released to the public a few years back. So you can go online and see them for yourself.
Marco: Maybe I will.
David: But get this: Mone's guest claimed that the U.S. military wanted to keep the whole thing hushed up so no one would know about it.
Marco: You don't buy that, do you?
David: Me? Not really. Even *I* have to admit it sounds pretty far-fetched.
Marco: Totally. If it were true, why would the videos have been released for everyone to see?
David: I know. It just doesn't add up, does it?
Marco: You have to take these things with a grain of salt. People make all kinds of fishy statements on that show. If they can't provide any evidence, I'd rather play the skeptic and ask questions.
David: Speaking of which, I was listening to a podcast yesterday about how easy it's always been to fool people into believing pretty much *anything*. It's true. People can be so gullible.



C **UNDERSTAND FROM CONTEXT** | **With a partner, paraphrase each featured sentence or phrase.**

1 I take it [you don't think that's possible].
2 I couldn't really say.
3 But get this:
4 [They wanted] to keep the whole thing hushed up.
5 You don't buy that, do you?
6 That sounds pretty far-fetched.
7 It just doesn't add up.
8 [You have to] take these things with a grain of salt.

D **LOOK IT UP AND SHARE** | **Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.**

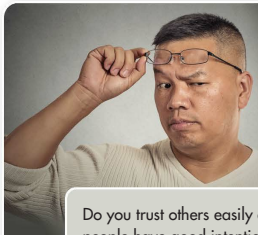
E **THINK AND EXPLAIN** | **With a parter, discuss the questions and explain your reasons.**

1 Would it make sense for the U.S. military to want to keep the events under wraps yet at the same time release the videos for the public to see?
2 What do you think Marco means when he calls some statements "fishy"?

F **GROUP WORK** | **Discuss the topics.**

1 How can people avoid being fooled into believing fishy statements and falling for hoaxes?
2 Why do you think far-fetched stories are so appealing?

G TALKING POINTS | Take the self-test.



How gullible are you?

Circle the number on the continuum that most closely describes you. Then total your points.

	Yes, that's me!				No, that's not me at all.
Do you trust others easily and assume people have good intentions?	1	2	3	4	5
Do you feel embarrassed because you easily fall for hoaxes?	1	2	3	4	5
Do you rely on your feelings and instincts to evaluate unlikely claims?	1	2	3	4	5
Do you jump to conclusions without knowing all the facts?	1	2	3	4	5

	Yes, that's me!				No, that's not me at all.
Do you tend to question the things people say?	5	4	3	2	1
Do you turn down offers because you think they sound too good to be true?	5	4	3	2	1
Do you learn from your mistakes so you won't repeat them?	5	4	3	2	1
Before you believe an unlikely claim, do you ask for explanations and facts?	5	4	3	2	1

Total points

8–12: You appear to be pretty gullible! Time to start taking things with a grain of salt.

13–23: You're not likely to fall for a hoax anytime soon.

24–40: Nothing can make it past you ... You've got a good head on your shoulders.

START TALKING

DISCUSSION With a partner, use the featured words and phrases from Zoom-In to discuss the self-test you just took.

I don't think the self-test really adds up. Just because I said I usually trust people, doesn't mean I'm gullible.

So I take it you think the ratings on the self-test are pretty far-fetched?

1 COMMUNICATION GOAL Speculate about what happened

A VOCABULARY | Degrees of certainty | **Read and listen. Then listen again and repeat.**



VERY CERTAIN	
Clearly, It's obvious (that) There's no question (that)	someone's holding the door.
ALMOST CERTAIN	
Most likely Probably I'll bet I suppose	someone's holding the door.
UNCERTAIN	
Maybe It's possible (that) I wonder if	someone's holding the door.

B LISTEN TO ACTIVATE VOCABULARY | **Listen to each conversation and circle the phrase that best completes the statement. Then explain your choices.**

1 She's (very certain / almost certain / uncertain)
He's (very certain / almost certain / uncertain)
about the reason Jade got grounded.

2 She's (very certain / almost certain / uncertain)
He's (very certain / almost certain / uncertain)
about the reason Jack is in debt.

3 She's (very certain / almost certain / uncertain)
He's (very certain / almost certain / uncertain)
why Linda got her kids a puppy.

C PAIR WORK | **With a partner, take turns speculating about what's happening in the photo. Answer each question, using the degree of certainty provided.**

1



"I think it's obvious that he's afraid of something."

A Why do you think the man is running? (It's obvious that . . .)
B What do you think happened earlier? (I'll bet . . .)
C What do you think is going to happen next? (Maybe . . .)

2



A What do you think the child did? (Clearly, . . .)
B What do you think he's thinking right now? (Most likely . . .)
C What do you think his parents are thinking? (It's possible that . . .)

3



A Who do you think she's talking to? (There's no question that . . .)
B What do you think happened? (I'll bet . . .)
C What do you think is going to happen next? (I wonder if . . .)

4



A What do you think the cat is doing? (It's obvious that . . .)
B What do you think the cat was doing earlier? (I suppose . . .)
C What do you think will happen next? (Maybe . . .)

COMMUNICATION ACTIVATOR

Now let's speculate about what happened.



A CONVERSATION MODEL | Read and listen.

A: I wonder what's taking Nick so long. He said he'd be here by nine.
B: Do you think something happened?
A: Probably nothing. I'll bet he got stuck in traffic.
B: I suppose. But it's not like him not to call.
A: That's true. Maybe his phone died.
B: Could be. I always forget to charge mine.

Social language
Responses to speculation
- **uncertain:** Could be. / Maybe.
- **almost certain:** I suppose. / Most likely.
- **very certain:** Clearly. / Definitely.

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C IN YOUR OWN WORDS | Create a similar conversation, using the ideas. Start like this: *I wonder . . .* Be sure to change roles and then partners. (Option: Use the Unit 9 Energizer Worksheet.)

Ideas
- Your teacher hasn't arrived yet.
- Your friend's flight hasn't landed yet.
- Your computer screen is frozen.
- Your favorite restaurant looks open, but the door is locked.
- The package you're expecting still hasn't been delivered.
- You haven't seen your neighbor for a week.
- When you call your parents, no one answers the phone.
- Your own idea:

RECYCLE THIS LANGUAGE
I wonder [why / where / when / how / who / what] . . .
I'm not sure [if / whether] . . .
It doesn't really add up.
I don't really buy that.
That seems a little fishy.
I guess I'm just a worrywart.
[He's] usually very [considerate / trustworthy].
Well, I'm [an optimist].
What a pain in the neck!

KEEP TALKING!
- **Continue to speculate, using varying degrees of certainty.**
- **Say as much as you can.**

Watch the video for ideas!

2 COMMUNICATION GOAL Suggest a plausible explanation

A GRAMMAR CLOSE-UP | Read about some well-known mysteries and the way some people explain them. Notice the featured grammar.

SOME OF THE WORLD'S GREAT MYSTERIES . . .



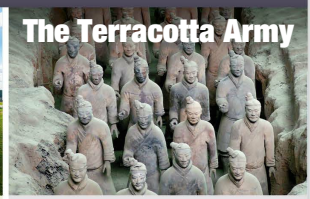
The Nazca Lines

In southern Peru, huge lines and shapes were carved into the earth more than 1,500 years ago. They can only be seen from an airplane. No one knows what they were used for or how they were designed or made.



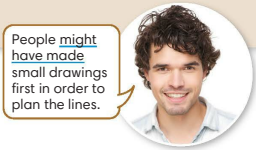
Stonehenge

Experts say these huge stones in England came from mountains 257 kilometers away over 3,000 years ago. No one knows for sure how the stones were carried or put into place. The purpose of the stones is unknown.

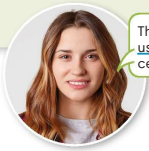


The Terracotta Army

An army of more than 8,000 clay figures was placed in the tomb of China's first emperor, to protect and serve him. Most of the central tomb has not been opened, and archaeologists speculate that doing so may be very dangerous.



People might have made small drawings first in order to plan the lines.



They must have been used for religious ceremonies.



The tomb could have been designed to kill anyone who tried to steal anything from it.

B PAIR WORK | Which mysteries seem the most interesting to you? Explain why.

C GRAMMAR | Perfect modals: active and passive voice

Remember: Perfect modals in the active voice are formed with a modal (or a modal-like expression) + have and a past participle.
No one **could have moved** the stones without help.

Form a perfect modal in the passive voice with a modal + have been and a past participle. Place not before have for the negative.
The stones **could** only **have been moved** with the help of a lot of people.
The tomb **might not have been discovered** if a farmer hadn't been digging for water.

GRAMMAR EXPANDER p. 128
Perfect modals: short responses (active and passive voice)

Perfect modals are often used in the active and passive voice to speculate about the past with different degrees of certainty.

Active voice	Passive voice
very certain	
Planning the shapes **had to have been** confusing.	They **had to have been drawn** first.
It **couldn't** (or **can't**) **have been** easy to carry the stones.	Moving them **couldn't** (or **can't**) **have been done** alone.
almost certain	
The Terracotta Army **must have taken** a long time to make.	They **must have been made** by a lot of people.
The Nazca Lines **must not have been** visible from the ground.	They **must not have been seen** by anyone for centuries.
uncertain	
Stonehenge **might** (or **may**) **have been** an important place.	It **might** (or **may**) **have been used** for religious purposes.
They **could have moved** the stones using logs.	The stones also **could have been moved** using ropes.

D UNDERSTAND THE GRAMMAR | Look at Grammar Close-Up again. Which featured statements are in the active voice? Which are in the passive voice?

PRONUNCIATION LESSON p. 139
Reduction and linking in perfect modals in the passive voice

E **GRAMMAR PRACTICE** | **On a separate sheet of paper, rewrite the sentences with perfect modals in the active voice.**

Hunting had to have been the cause of the carrier pigeon's extinction.

1 There's no question that hunting was the cause of the carrier pigeon's extinction.
2 Scientists believe that it's possible some form of life existed on the planet Mars billions of years ago.
3 It's possible the people of Rapa Nui cut down all the trees on the island to help move the stone figures.
4 Historians think that the Rapa Nui islanders probably didn't move the stone figures using tree logs.
5 It's possible that the U.S. military pilots saw something other than spacecraft from another planet.
6 The Terracotta Army's purpose was most likely to protect the emperor after his death.

F **GRAMMAR PRACTICE** | **Complete the conversations, using perfect modals in the passive voice.**

1 

A: I suppose the Nazca Lines ..... (could / design) by aliens from another planet, right?
B: Come on! You don't really buy that, do you?

2 

A: I read that some people believe Stonehenge ..... (may / build) by the same people who carved the figures on the island of Rapa Nui.
B: That sounds pretty far-fetched to me!

3 

A: Do you think the emperor ..... (might / bury) in a different location from where the Terracotta Army was found?
B: Of course not. He ..... (had to / bury) with the soldiers who were supposed to protect him.

4 

A: I don't see how the videos could be real. It doesn't seem plausible that they ..... (could / record) while the pilots were busy flying their planes.
B: Why not? The planes ..... (might / build) to record video automatically.

COMMUNICATION ACTIVATOR

Now let's suggest a plausible explanation.

A **TALKING POINTS** | **Suggest plausible or far-fetched explanations for at least two of the mysteries. Write notes to speculate with different degrees of certainty, using perfect modals.**

The Nazca Lines	Stonehenge	The Terracotta Army	Another mystery you know

B **DISCUSSION** | **Using your Talking Points and the Vocabulary from page 92, discuss your explanations.**

> "I believe Stonehenge **had to have been used** for religious purposes. **Clearly**, that's what makes the most sense."

KEEP TALKING!
- **Ask your partner questions.**
- **Challenge your partner's ideas.**
- **Say as much as you can.**

Watch the video for ideas!

C **PRESENTATION** | **Choose one of the mysteries and present your explanations to the class. Answer questions and support your ideas.**

3 COMMUNICATION GOAL Discuss why people fall for pranks

A **WORD STUDY** | **Adjectives with the suffix –able** | **Many adjectives are formed by combining a verb + the suffix –able, meaning "able to be." Notice that some adjectives undergo spelling changes. You can use a dictionary to check spelling. Listen and repeat.**

(accept)	acceptable	Their explanation is not **acceptable** to most people.
(afford)	affordable	I'm not sure your research would be **affordable** for the university.
(believe)	believable	I don't find her explanation **believable** at all.
(debate)	debatable	The claim that UFOs are actually alien spacecraft is **debatable**.
(desire)	desirable	They live in a highly **desirable** part of the city.
(do)	doable	Your suggestions should be very **doable.**
(predict)	predictable	They tend to ask the same **predictable** questions at every meeting.
(prove)	provable	In fact, his theories are neither **provable** nor **unprovable**.
(question)	questionable	Their **questionable** claims seem pretty fishy to me.
(rely)	reliable	The information came from a very **reliable** source.

Antonyms of some adjectives with –able are formed by adding the negative prefix un-.
unacceptable
unaffordable
unbelievable
unpredictable
unreliable

B **WORD STUDY PRACTICE** | **Use adjectives from Exercise A to complete each statement. (More than one answer may make sense.)**

1 His story just isn't very ..... . So many of the details sound far-fetched.
2 These jeans cost way too much. I'm not sure why street market jeans would be so ..... .
3 Just because the U.S. military says it has some unclear videos of UFOs doesn't mean that the existence of alien visitors is ..... . There needs to be better evidence than that.
4 How the people of Rapa Nui moved the huge stone figures to their final locations is ..... . There are a number of different theories about that.
5 The details about the epidemic come from very ..... sources. Some of the world's top doctors provided the information.

C **UNDERSTAND FROM CONTEXT** | **Listen to the interview about a journalist who is famous for his pranks. With a partner, define what a "prank" is.**



D **LISTEN FOR SUPPORTING DETAILS** | **Read the statements. Then listen to the interview again. Write T (true) or F (false). Listen again if necessary to confirm your answers.**

Paris Fashion Week

..... 1 The designer of the fake jeans created the fake website.
..... 2 Oobah Butler used fashion designer Giorgio Armani's name to get in to the event.
..... 3 Oobah Butler's participation in the event resulted in more interest in the fake brand.
..... 4 The person who created the fake brand name was happy about the prank.

The Shed at Dulwich

..... 5 The website included the restaurant's address.
..... 6 The website included photos of real dishes.
..... 7 The restaurant was completely booked for six months.
..... 8 Butler served customers only one dinner in six months.



E LISTEN TO SUMMARIZE | **Write two short summaries describing Oobah Butler's two pranks.**

Paris Fashion Week



The Shed at Dulwich



F CRITICAL THINKING | **Why do you think Oobah Butler created the pranks described in the program? What did he want to prove?**

COMMUNICATION ACTIVATOR

Now let's discuss why people fall for pranks.

A TALKING POINTS | **With a partner, create your own prank. Discuss and write notes on the notepad.**

What's the prank? *We're going to create a fake social media account with a famous singer's name.*

What's the prank?

How will you introduce your idea? (e.g., a website, business cards, a social media ad, etc.)

How will you convince people to believe that your idea is something real?

When, if ever, will you publicly announce that your idea is just a prank?

What do you hope will be the result of your prank? Could it have a dangerous outcome?

Ideas
- a fake restaurant
- a fake company
- a fake brand name
- a fake celebrity
- a fake sports team
- Your own idea:

B PRESENTATION | **With your partner, use your notes from Talking Points to present your idea for a prank to the class. The class then decides which pranks people would most likely fall for.**

C DISCUSSION | **Discuss the questions with your classmates. Provide reasons.**

1 What details made your classmates' pranks the most believable? What details made others too questionable?
2 Do you think people in general are too gullible? Or do you think they are generally too skeptical to fall for your classmates' pranks?



4 COMMUNICATION GOAL

Evaluate the trustworthiness of information sources

A READING | Read about a radio program that had an impact on broadcasting rules in the U.S. Why did some people criticize its creators?

THE HOAX THAT WASN'T

On October 30, 1938, between 8:00 and 9:00 p.m., people across the U.S. were glued to their radios, as they were every evening, to catch the latest news and listen to their favorite programs. One program, *The Mercury Theater on the Air*, began with a weather report. Partway through, an announcer cut in with a short statement that scientists had just observed strange unexplained explosions on the planet Mars. The weather report continued and was followed by a piano concert. Suddenly, the concert was interrupted by an announcement that something had been seen falling from the sky and had crashed on a farm near New York City. As the concert continued, an announcer broke in again, introducing "live" coverage by a news reporter at the scene of the crash. Suddenly the reporter called out, "Wait! Something's happening!" and he described a horrifying scene as aliens from Mars attacked people with poison gas and fire. Additional reports confirmed thousands of deaths across the country as major cities were evacuated. And at 9:00, the show ended.

The next morning, newspapers reported scenes of mass hysteria from the night before, including enormous traffic jams across the country as people fled their homes in terror. According to the reports, hospitals received numerous patients requiring treatment for shock, and the police were swamped with thousands of panicked phone calls from people asking what to do. The newspapers criticized the show, and its creator, for what many considered to be the greatest hoax of its time, terrifying more than one million listeners and causing widespread panic.

The show's creator was Orson Welles, a 23-year-old actor and rising star at the beginning of his career. *The Mercury Theater on the Air* was known for its dramatic depictions of fictional works. And this time, the actor wanted to thrill the audience with a show based on the classic H.G. Wells science-fiction novel *The War of the Worlds*, bringing the novel to life as a radio play that would make the audience feel as if they were right there as the "attack" unfolded. Welles claimed he had never intended to fool anyone. But the show became an infamous example of the power of radio broadcasting to do just that.

As a result, the experience persuaded the broadcasting industry to create tougher rules for radio, and subsequently TV, to prevent such an event from happening again. The show's reputation for causing mass hysteria lasted for decades. However, in the twenty-first century, further investigation has revealed that the stories of mass panic were greatly exaggerated.

It turns out that the number of listeners was much smaller than many had believed—most people had been listening to other shows. The program's radio scripts clearly indicated that, in addition to telling listeners what they were about to hear, Welles interrupted the play four times to remind them that it was just a piece of fiction. Furthermore, there was little evidence that anyone had been admitted to a hospital because of the broadcast.



So where did the story of widespread terror and panic originate? Some claim that it was an attempt by print media to convince people of the dangers of radio. In fact, a CBS audience survey showed that most listeners understood that it was a prank and enjoyed the fun. And Welles went on to become one of the most celebrated movie directors of all time.

B INFER INFORMATION | With a partner, discuss each statement and argue whether it's probably true or unlikely to be true. Support your argument with information from the article. Your arguments may differ.

1 Despite new evidence about the 1938 events, some people did panic when they heard the news reports about an alien invasion from Mars.
2 The only way someone could have believed the radio play's news report is if he or she had turned it on after it had already started.
3 In the 1930s, companies that published newspapers and those that broadcast radio programs competed against each other for the public's attention.
4 Welles's actions before and during the radio play prove that he never intended to fool anyone.
5 Welles's career benefited from the notoriety of the *War of the Worlds* radio play.

> "I think that's probably true. According to the article, researchers in this century claimed that the reports of mass panic were exaggerated, not false."

C **DRAW CONCLUSIONS** | Complete the statements with the choices, according to the article. Then, with a partner, evaluate each one's likelihood of being true, using degrees of certainty when possible.

.....	1	The creators of the radio play . . .	**a** have discovered that reports of mass panic were questionable.
.....	2	Newspaper writers of the time . . .	**b** didn't accurately report what happened the night of the broadcast.
.....	3	Most listeners of *War of the Worlds* . . .	**c** didn't think listeners would be so gullible.
.....	4	More recent investigators . . .	**d** were aware it was fiction.

COMMUNICATION ACTIVATOR

Now let's evaluate the trustworthiness of information sources.

A **TALKING POINTS** | Complete the survey and calculate your score. Then compare results with a partner. Which one of you is generally more skeptical?

ARE YOU A SKEPTIC?

What percentage of the following information do you think is true?

the news you read in print	100%	90%	70%	50%	30%	10%	0%
the news you get from TV or radio	100%	90%	70%	50%	30%	10%	0%
the news you read online	100%	90%	70%	50%	30%	10%	0%
what people claim on social media	100%	90%	70%	50%	30%	10%	0%
what you hear politicians say	100%	90%	70%	50%	30%	10%	0%
what you see and hear in ads	100%	90%	70%	50%	30%	10%	0%
what your family tells you	100%	90%	70%	50%	30%	10%	0%
what your friends tell you	100%	90%	70%	50%	30%	10%	0%

HOW SKEPTICAL ARE YOU?

First add up all the percentage numbers you circled to get your total. Then calculate your average score by dividing your total by 8.

TOTAL

AVERAGE SCORE

NOT SKEPTICAL — VERY SKEPTICAL

100% 90% 70% 50% 30% 10% 0%

B **DISCUSSION** | Using your survey from Talking Points, complete the charts and tell your classmates about the information sources you trust the most and the least. Talk about the best ways to determine if information you read or hear is true. (Option: Use the Unit 9 Soft Skills Booster, p. 159.)

The information source I trust the most	The information source I trust the least
Why?	**Why?**

RECYCLE THIS LANGUAGE

I happened to read an article about . . .
In that case, . . .
The story really took off.
What I don't like is . . .
Their reporting is [upbeat / lively / unique].
I fell for it.

WRITING HANDBOOK p. 149

- **Skill** Avoiding sentence fragments
- **Task** Write a short imaginary news report



PROGRESS SELF-CHECK

NOW I CAN

- ☐ Speculate about what happened.
- ☐ Suggest a plausible explanation.
- ☐ Discuss why people fall for pranks.
- ☐ Evaluate the trustworthiness of information sources.

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

UNIT 10

The Kind of People We Are

PREVIEW

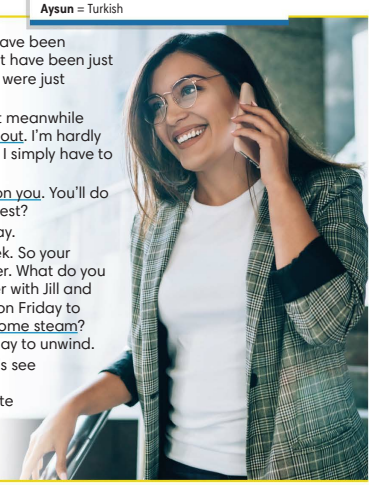
A **STRESSES OF WORK** | **Listen to a man and woman discuss a phone call. Why doesn't the woman answer the phone? Do you think it's a good reason?**

B **ZOOM-IN** | **Read and listen to two friends discuss stress. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Jin = Korean
Aysun = Turkish



Jin: Hello, Aysun?
Aysun: Jin! I was just thinking about you. How are you?
Jin: I'm fine! Aysun, where on earth have you been? No one's seen you in ages. Is everything all right?
Aysun: Yes, everything's fine. It's just that I've been studying for my Boards.
Jin: You mean the medical specialty thing?
Aysun: Yup. And I'm really sweating it.
Jin: Oh, don't be a defeatist. You're the smartest person I know.
Aysun: Aw, thanks. But these exams are no joke. Someone I know failed three times. She finally just gave up.
Jin: Wow. That's a bummer.
Aysun: And—I don't advertise this—I've already failed once. I just couldn't bear it if it happened again.
Jin: Oh . . . that must have been terrible, but it might have been just a fluke. Maybe you were just having a bad day.
Aysun: Who knows. But meanwhile I'm totally stressed out. I'm hardly eating or sleeping. I simply have to pass this time.
Jin: Well, my money's on you. You'll do great. When's this test?
Aysun: Next Wednesday.
Jin: Just one more week. So your misery's almost over. What do you say we get together with Jill and Lea for a long run on Friday to help you blow off some steam? That'd give you a day to unwind.
Aysun: Thanks, Jin. Let's see how the test goes first! But I appreciate the invitation.



C **UNDERSTAND FROM CONTEXT** | **Complete each statement with featured words or phrases from Zoom-In.**

1 If you haven't done something in a long time, you can say you haven't done it "..... ."
2 When you're really nervous, you can say "....." or "....."
3 If you say "....," you mean it would be terrible for you.
4 If you want to express empathy about someone's bad experience, you can say "....."
5 If you want to suggest that something is unlikely to happen again, you can say it was "....."
6 Another way to say "unwind after a stressful experience" is to "....."
7 If you want to let someone know you'd bet they'll succeed, you can tell him or her "....."

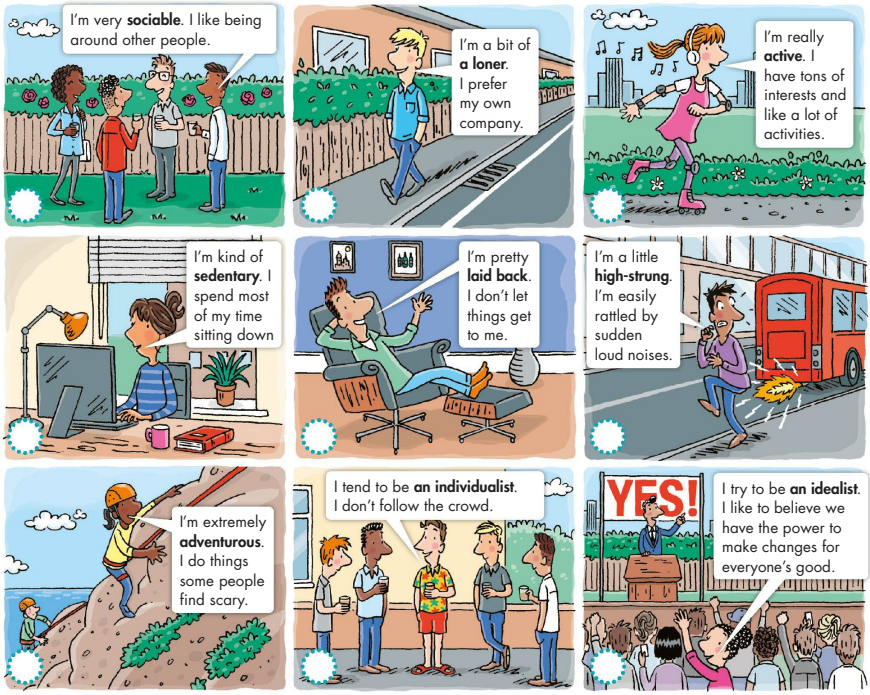
D **LOOK IT UP AND SHARE** | **Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.**

.....

E **THINK AND EXPLAIN** | **With a partner, answer each question.**

1 What does Aysun mean when she says the Board exams are "no joke"?
2 Why is Aysun so worried about the Board exams?
3 Why does Jin say that Aysun's "misery's almost over"?
4 Why does Jin tell Aysun not to be a "defeatist"?

F TALKING POINTS | Take the self-test to identify some of your personal qualities. Check all the words and phrases that describe you.



G VOCABULARY | Personal qualities | Listen and repeat. Tell your partner which of the personal qualities most closely describe you.

START TALKING

PAIR WORK Complete the chart with the names of people you know. Include yourself if you'd like. Write notes to support your opinion. Then discuss examples with your partner.

Someone I know who . . .	Who is it?	Examples
is totally stressed out	*my dad*	*He works 7 days a week!*

Someone I know who . . .	Who is it?	Examples
is totally stressed out		
is high-strung		
is laid back		
is sociable		
is a loner		
is adventurous		
needs to blow off some steam		

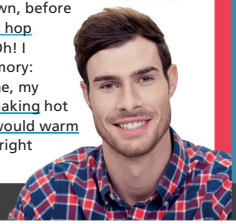
Describe enjoyable activities of the past

A GRAMMAR CLOSE-UP | Read how these people remember their school vacations from long ago. Notice the featured grammar.

Q: What did you do on school vacations when you were a kid?



A: Where I grew up, winters were cold and snowy and lasted from December through March. On our December school vacation, there was only one thing I wanted to do: go snowmobiling! I'm a bit of a loner, so as soon as I was old enough to go snowmobiling without an adult, I'd wake up at the crack of dawn, before the sun came up, and hop on my snowmobile. Oh! I just had a happy memory: When I got back home, my mother was always making hot chocolate for me. It would warm me up enough to go right out again.



ERIC BECKER, 28



A: My parents were both teachers, so when we had those long summer vacations, they did too. We would rent an RV and hit the road. We were always looking for new places to go. This was back in the days before everyone had smart phones and GPS so we learned to read a traditional road map. Our parents would make us map out the routes and estimate driving times. They would encourage my sister and me to choose the daily activities. I used to choose national parks so we could go hiking. My sister was less adventurous, and she was always choosing something like a museum visit. All in all, though, we would always have a good time.



JOY WEAVER, 30

B PAIR WORK | Compare favorite school vacations with a partner.

> "One time our family went to the Pantanal in Brazil. We took pictures of animals. We used to take great vacations."

C GRAMMAR | Describing past repeated or habitual actions

GRAMMAR EXPANDER p. 129
Would: review

You can use would + a base form to describe past repeated or habitual actions.

When I was a kid, my dad **would take** me to the amusement park as soon as it opened.
We**'d go** on the rides again and again all day long.

You can also use the past continuous with the frequency adverb always to describe past habitual actions.

Our family **was always looking** for a good place to go hiking.
We **were always taking** music lessons of some kind.

Remember: Use to / used to + a base form also describes past repeated or habitual actions, but it almost always describes something that is no longer true. When would + a base form describes a past action, it has the same meaning as use to / used to. However, it may or may not still be true.

When I was twenty, I **would play** tennis every day. (I still do. OR I don't anymore.)
I **used to play** tennis every day. (But I don't anymore.)

Be careful!
With non-action verbs that don't describe repeated actions, use use to / used to, not would.

I **used to have** a snowmobile.
NOT I ~~would have~~ a snowmobile.
She **didn't use to be** a teacher.
NOT She ~~wouldn't be~~ a teacher.
We **used to live** on the other side of town.
NOT We ~~would live~~ on the other side of town.

D **GRAMMAR PRACTICE** | **Write an X next to the statements that cannot be rewritten using would for past repeated or habitual actions. Explain your decision for each item.**

- ☐ **1** I used to like every kind of winter sport.
- ☐ **2** My father used to work at home on Fridays when we were little.
- ☐ **3** They used to look for historic sites to visit on summer vacations.
- ☐ **4** The price of a new snowmobile used to be reasonable.
- ☐ **5** Our next-door neighbors used to have an RV that they used on weekends.
- ☐ **6** When Aysun was studying for the Boards the last time around, she used to study only in the morning.
- ☐ **7** When I was a teenager, I used to be a loner.

> In item 1, like is a non-action verb. You can't use would with non-action verbs that don't describe repeated actions.

E **GRAMMAR PRACTICE** | **On a separate sheet of paper, rewrite each statement from Exercise D that can be rewritten with would.**

> My mother would work at home on Fridays when we were little.

F **PAIR WORK** | **With a partner, take turns changing each statement from Exercise E, using the past continuous with always.**

G **PERSONALIZE THE GRAMMAR** | **Complete each statement with real information about your childhood, using would for past repeated or habitual actions.**

1 When I was five years old, ...
2 When it was time for dinner, ...
3 When I got up in the morning, ...
4 On weekdays, when I got home from school, ...
5 On most school vacations, ...

COMMUNICATION ACTIVATOR

Now let's describe enjoyable activities of the past.

A **TALKING POINTS** | **Interview a relative or friend about his or her favorite childhood leisure or vacation activities. Write notes about what you learned.**

Did you and your family use to leave home on vacations?
If so, what are some of the places you traveled to?
Did your family ever take a staycation?
If you did, what are some of the activities you habitually did at or near home?
What were some of your usual activities after school and on weekends?
What activities do you wish you had been able to do more of?
How have your free-time activity tastes changed over time?

B **DISCUSSION** | **Tell your partner about the relative or friend you interviewed. Use your notes from Talking Points to guide your discussion.**

KEEP TALKING! ●●●

- **Expand your discussion to compare yourself with the relative or friend.**
- **Say how you're similar and how you're different.**
- **Ask your partner questions.**
- **Say as much as you can.**

Watch the video for ideas!

2 COMMUNICATION GOAL — Suggest ways to cope with stress

A VOCABULARY | Ways to cope with stress | Read and listen. Then listen again and repeat.

1. **TAKE A BREATHER.** Stop what you're doing from time to time. Take a rest or get some exercise.
2. **SLOW DOWN.** Don't do everything so fast. Take time to think about what you're doing and do it right.
3. **LAUGH THINGS OFF.** Stop taking things so seriously. Remember to see the humor in everything.
4. **SET ASIDE SOME DOWN TIME.** Schedule time that's just for you so you can focus on relaxing.
5. **SET LIMITS.** Learn to draw the line and say no to others' demands on your private time.
6. **TAKE UP A HOBBY.** Start doing something you'd enjoy doing in your free time, such as making, collecting, fixing, or taking care of things.

B LISTEN TO ACTIVATE VOCABULARY | Read the suggestions. Then listen to six people's complaints. Write the number of the speaker next to the suggestion you could give her or him.

- ☐ "If I were you, I'd take a breather every few hours."
- ☐ "You should set aside some down time each week."
- ☐ "Slow down a bit so you can do the job right."
- ☐ "If I were you, I'd try to set some limits."
- ☐ "Why don't you try to laugh things off at work?"
- ☐ "I think you should take up a hobby."

C GRAMMAR | Expressing an expectation or mild obligation with be supposed to

Use be supposed to + a base form to express an expected, but not a required, action. The degree of obligation is weaker than with have to or must.

We're supposed to stay at the office until the boss goes home. (= mild obligation)
Students are supposed to walk, not run, in the hallways of the school. (= mild obligation)

Use be supposed to to report that something is planned or expected to occur.

Class is supposed to end early today. (= a plan)
Tomorrow it's supposed to rain. (= an expectation)

Use a present form of be for present or future obligations and expectations. Use a past form of be for past obligations or expectations.

Everyone is supposed to wear appropriate clothes to the office. [present]
The weather is supposed to get more extreme with global warming. [future]
John was supposed to take a professional exam last month, but he postponed it. [past]

Negative statements

They aren't supposed to know about the new policy.
They weren't supposed to arrive so early.

Yes / no questions

Is Debbie supposed to make the opening remarks at the meeting tomorrow? (Yes, she is. / No, she isn't.)
Wasn't the school supposed to refund your tuition when they cancelled the class? (Yes, they were. / No, they weren't.)

Be careful!
Don't use auxiliary verbs or modals with be supposed to.
Don't say: The weather ~~will be~~ supposed to get more extreme.
Don't confuse be supposed to with the verb suppose.
I **suppose** I should call her. (= I assume I should.)
What **do** you **suppose** is wrong? (= What do you guess is wrong?)

Information questions

When were we supposed to finish that report?
Who's supposed to get the promotion?

GRAMMAR EXPANDER p. 130
Be supposed to: expansion

D UNDERSTAND THE GRAMMAR | Speculate about who might have an expectation.

1. Ken is supposed to bring home some take-out food for dinner.
2. The school is supposed to post exam grades tomorrow.
3. People are supposed to wait in line to board the bus.

"His kids might expect it."

E **ERROR CORRECTION** | **On a separate sheet of paper, rewrite these sentences correctly.**

1 When will she be supposed to let her manager know she's taking some vacation time?
2 Wasn't he suppose to turn off his phone after the presentation began?
3 What we suppose to wear at the company meeting next week?
4 Matt and Laura didn't supposed to park in the company garage yesterday.
5 We don't suppose to ask our manager for instructions for every little thing.

PRONUNCIATION LESSON p. 140
Vowel sounds /eɪ/, /ɛ/, /æ/, and /ʌ/

F **GRAMMAR PRACTICE** | **Rewrite each instruction, expressing it as a statement with be supposed to. Make any necessary changes for logic.**

1 "Please complete your sales reports by the end of the week."
(we / complete) .....

2 "Please ask Emmet to return the book he borrowed from the company library by tomorrow morning."
(Emmet / return) .....

3 "Please tell the managers they need to reserve the conference room a day in advance."
(the managers / reserve) .....

4 "Don't tip people for their service when you're traveling in Japan."
(you / tip) .....

5 "Our tour guides should speak English when they're conducting a tour."
(our tour guides / speak) .....

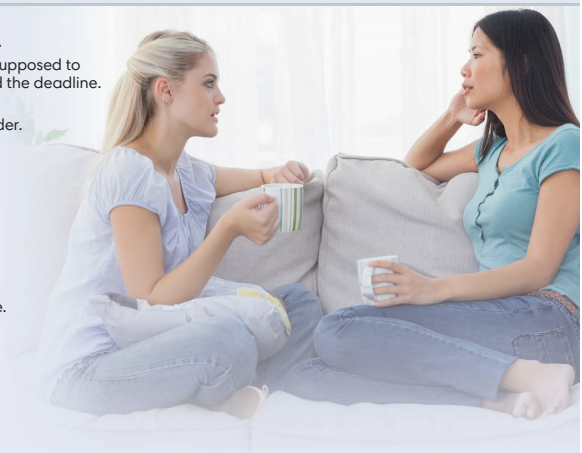
6 "Don't tell Paula about the award she's going to get at the dinner tomorrow."
(I / tell) .....

COMMUNICATION ACTIVATOR

Now let's suggest ways to cope with stress.

A **CONVERSATION MODEL** | **Read and listen.**

A: Uh-oh. I really messed up. I just realized I was supposed to sign up for the oral exam by yesterday. I missed the deadline.
B: Ooh. I'm sorry. How did that happen?
A: It just completely slipped my mind. But no wonder.
B: What do you mean?
A: I've been totally stressed out. Between my job and my studies, it just fell through the cracks.
B: Would you like some friendly advice?
A: Sure.
B: It's time for you to slow down. Maybe you could work fewer hours.
A: Well, I don't know . . .
B: Frankly, I don't think you have much of a choice.



Social language
Introduce an inconvenient truth
Frankly, . . .
I hate to tell you this, but . . .
The painful fact is . . .
There are no two ways about it: . . .
To tell you the truth, . . .

B **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C **IN YOUR OWN WORDS** | **Create your own conversation about coping with stress. Start like this: *Uh-oh. I really messed up.* Be sure to change roles and then partners. (Option: Use the Unit 10 Energizer Worksheet.)**

KEEP TALKING!
- **Suggest and discuss other ways to reduce stress.**
- **Say as much as you can.**

Watch the video for ideas!

Some ideas
You were supposed to . . .
- call someone
- pick someone up
- do an errand for someone
- finish a report or homework
- be at a meeting
- your own idea:

A READING | Read the article. What are the negative effects of a sedentary lifestyle?

Get off that sofa and get

MOVING!



Did you know that one in four people in the world today put their physical health in danger from sitting all day? It's true. Most medical professionals agree that doing nothing at all is just as bad for our health as maintaining an unhealthy weight. We're on our computers at home and at work. We're commuting by car, bus, or train. And we're on the sofa watching TV or playing video games. In other words, many of us may be too laid back for our own good.

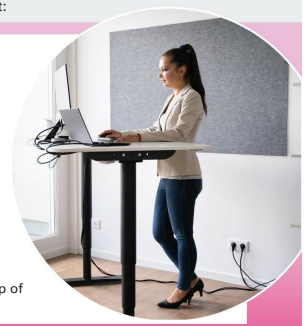
Unfortunately, being sedentary for long periods can result in unwanted (and unhealthy) weight gain. Spending hours on the sofa can actually cause anxiety. And anxiety often causes us to eat more. Moreover, a sedentary lifestyle can result in a lot more than simply causing one to gain weight. Being sedentary can also lead to increased stress and even disease. Research has found that sitting at work for six hours or more can cause fatigue and even depression. Other studies have shown an increased risk for several types of cancer.

In contrast, people with active lifestyles generally feel happier and experience better moods. Even including something as simple as a daily walk can boost your mood. And active people do better during the night too—they fall asleep more easily and stay asleep longer, which, surprisingly, helps control weight. Furthermore, being active is good for the brain. At any age, short walks, dancing, or even yoga can improve memory and enhance critical thinking skills. When we push our bodies to do more physically, we also exercise our brains.

OK. We all know we're supposed to make sure we're getting enough exercise. But how much is enough? Doctors recommend 150 minutes of a mixture of moderate cardiovascular exercise, such as walking or running, and resistance training, such as lifting weights (even light ones!) every week. It's tough to change bad habits, but here are some simple ideas to help you make a start:



- If you drive to work, park your car farther away from your destination. You'll have to walk a bit more, but it's worth it.
- If you usually take an elevator, take the stairs instead. Try to squeeze out every minute of extra exercise that you can.
- Instead of sitting, chatting, and maybe snacking with a friend, take a walk together and talk.
- Try to take 10,000 steps every day. That may sound like a lot, but it's easier than you think. A fitness tracker or smart watch and many smart phones can count your steps for you.
- If you need to work or study at a desk, get a standing desk. Alternate between sitting and standing every thirty or sixty minutes.
- Watch TV or movies on a tablet or smart phone—standing up of course. Take short breaks to walk around too.



So here's to the new you! Remember how you would spend every evening sitting in front of the TV? Not anymore, right?

B IDENTIFY SUPPORTING DETAILS | Complete the statements, supporting your choices with details from the article.

1 ..... of the people in today's world lead a sedentary lifestyle.
a Most **b** Forty percent **c** A quarter

2 Being overweight is ..... being sedentary.
a worse than **b** as bad for you as **c** better for you than

3 Anxiety can lead to ..... .
   a increased eating b a sedentary lifestyle c better sleep

4 People who stay active ..... .
   a have trouble sleeping b have less fatigue c have an increased risk of disease

5 The article suggests ..... in order to improve one's well-being.
   a being more active b being more laid back c losing weight

C **RECOGNIZE CAUSE AND EFFECT | Match the activities with the results, according to the article. Explain your choices.**

..... 1	It improves memory.	a Sleeping longer
..... 2	It helps prevent weight gain.	b Watching TV
..... 3	It's a simple way to get more exercise.	c Taking the stairs
..... 4	It ensures that you're active enough.	d Dancing regularly
..... 5	It can lead to depression.	e Getting 150 minutes of exercise per week
..... 6	It can contribute to weight gain.	f Sitting at a computer at work

D **RELATE TO PERSONAL EXPERIENCE | Discuss the questions with a partner.**

1 Does the description of a sedentary lifestyle in the article describe how you live? In what ways?
2 Do you already follow any of the suggestions in the article? If not, why not? If so, how do they make you feel?

COMMUNICATION ACTIVATOR

Now let's discuss how to be more active.

A **TALKING POINTS | Complete the survey. Then, in a small group, compare and discuss your responses.**

Do you think some people are naturally active or sedentary, or are those lifestyle habits learned?

Why do you think being sedentary is appealing to so many people?

Why do you think it can be so difficult for people to change their sedentary habits?

Do you think all sedentary people should change, or is a sedentary lifestyle a good choice for some? Explain.

Do you think it's important for people to become more active? Why or why not?



B **PRESENTATION | With your same small group, use your Talking Points to prepare and deliver a presentation that includes these topics:**

a why so many people prefer being sedentary
b the upsides and / or downsides of a sedentary lifestyle
c tips for how to make changes to one's habitual behavior

4 COMMUNICATION GOAL Compare attitudes about taking risks

A WORD STUDY | Adverbs of manner

Use an adverb of manner to modify a verb or adjective.

Activities that are **physically** dangerous can seem very exciting.
[The adverb modifies an adjective: describes the way they are dangerous.]

Risky activities often challenge you both **physically** and **mentally**.
[The adverbs modify a verb: describe the way they challenge you.]

Some adverbs such as luckily, fortunately, unfortunately, and sadly are generally placed at the beginning or end of a sentence to express the speaker's attitude.

Luckily, no one was hurt.
I wasn't really frightened, **fortunately**.

Most adverbs of manner are formed by adding -ly to an adjective. Listen and repeat.

adjective		adverb
actual	→	actually
confident	→	confidently
emotional	→	emotionally
nervous	→	nervously
physical	→	physically
quick	→	quickly
quiet	→	quietly
safe	→	safely

Exceptions: If an adjective ends in . . .
-y, change to -ily. (noisy → noisily)
-ble, change to -bly. (comfortable → comfortably)

GRAMMAR EXPANDER p. 130
Placement of adverbs of manner

B IDENTIFY ADVERBS OF MANNER | Look at the article on page 106. How many adverbs of manner can you find?

C WORD STUDY PRACTICE | Complete each statement, using an adverb of manner.

1 (dangerous) People who seek excitement in their lives like to live ..... .
2 (fortunate) One of the most exciting things I ever did was to climb a live volcano. ..... , nothing bad happened!
3 (bad) Mike was ..... injured when he went rock climbing last year.
4 (easy) I don't like taking risks when I'm driving. Someone could ..... get hurt.
5 (extreme) The hike we took through the desert was ..... challenging.
6 (accidental) I ..... walked into a car door.

D LISTEN FOR MAIN IDEAS | Listen to the interview. Then listen again and write a description for each of the two personality types the psychologist describes.

What is a "big T" personality?	What is a "small t" personality?



There's no real danger in riding a roller coaster.

E LISTEN FOR SUPPORTING DETAILS | Read each summary of some of the psychologist's main points. Listen again, and complete each explanation by providing details from the interview.

	Details from the interview
1 She explains that one cannot simply classify people's personalities as either 100% "big T" or "small t."	
2 She explains that a "big T" personality isn't always a positive trait.	
3 She explains that even if you're willing to ride on a roller coaster, you don't necessarily have a "big T" personality.	

F UNDERSTAND FROM CONTEXT | Listen to each of the following comments from the interview and complete the statements.

1 If you are "faint of heart," you are more of a risk-(taker / avoider).
2 A person who chooses to "live on the edge" is more of a risk-(taker / avoider).
3 If you feel an "adrenaline rush" from doing something dangerous, you are more of a risk-(taker / avoider).

G RELATE TO PERSONAL EXPERIENCE | Where do you fit in on the risk-taking continuum? Explain your reasons.



COMMUNICATION ACTIVATOR

Now let's compare attitudes about taking risks.

A TALKING POINTS | Interview a partner about the riskiest thing he or she has ever done. Take notes. Use adverbs of manner if you can.

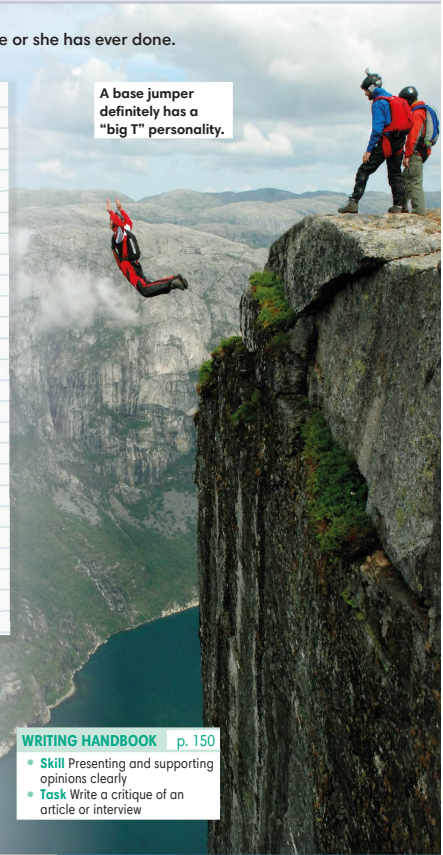
Name

What happened?

When did your partner do this?

Where did your partner take this risk?

Is this person a risk-taker or risk-avoider? Explain your reasons.



B DISCUSSION | In small groups, tell your classmates what you found out about your partner in Talking Points. You and your classmates then decide who the biggest risk-taker in the class is. (Option: Use the Unit 10 Soft Skills Booster, p 160.)

WRITING HANDBOOK p. 150
- **Skill** Presenting and supporting opinions clearly
- **Task** Write a critique of an article or interview

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Describe enjoyable activities of the past.
- ☐ Suggest ways to cope with stress.
- ☐ Discuss how to be more active.
- ☐ Compare attitudes about taking risks.

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

1 Choose a catastrophic event

Form small groups and choose one of the events, or another event. Together, find information about it and complete the chart. Provide as many details as you can.

1

MIRACLE ON THE HUDSON

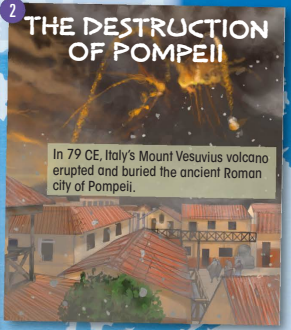
In 2009, a commerical airplane with 150 passengers aboard was forced to land in New York's Hudson River in the middle of winter.



2

THE DESTRUCTION OF POMPEII

In 79 CE, Italy's Mount Vesuvius volcano erupted and buried the ancient Roman city of Pompeii.



3



THE SINKING OF THE TITANIC

In 1912, the world's largest ship, the *Titanic*, hit an iceberg near the coast of Canada and sank to the bottom of the Atlantic Ocean.

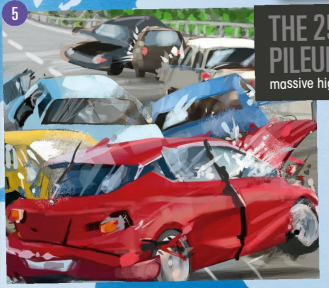
4

THE GREAT CHICAGO FIRE

In 1871, a huge fire destroyed much of the fast-growing city of Chicago.



5



THE 259-CAR AUTOBAHN PILEUP

In 2009, poor weather and bad driving contributed to a massive highway pileup in Germany.

ANOTHER EVENT

- an epidemic or pandemic
- a forest fire
- a building collapse
- a hurricane or typhoon
- other:

Event: Location: Date or date range:

Damage, injuries, or casualties caused by the event:

Challenges people faced before, during, or after the event:

Other details:

Group by group, tell the class about your event. Answer questions and say as much as you can.

2 Be a script writer!

Work with your group from Activity 1. Using notes about your catastrophe, imagine you've traveled back in time to the day of the event or the day after. Script an informative and entertaining ten-minute video skit, TV newscast, or podcast about it.

A VIDEO SKIT: A narrator tells the story. Other group members play the roles of characters who "were there" and act out the scenes.



A TV NEWSCAST: A news anchor describes the event and asks reporters on the scene for more details as the event happens.



A PODCAST: A discussion right after the event in which people who had been there share their experiences and answer a host's questions.



Perform your script. Then vote which group to award each trophy to and explain your reasons.

- Best script
- Best acting
- Funniest performance
- Clearest pronunciation

3 PRESENT AND EXPLAIN AN INNOVATION

With a partner, choose a topic. Find information to use in a short digital or poster presentation. Use the three cards below to plan your presentation with notes and simple drawings. Then present your topic to the class.

Topics

1



How Nils Bohlin helped reduce injuries and deaths in road accidents

2



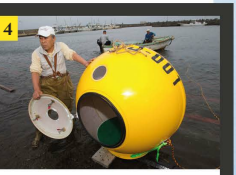
How Maria Beasley improved survival rates in shipwrecks

3



Inventions that have improved the way we fight and survive fires

4



Inventions that have improved survival rates during natural disasters

What was the problem the invention addressed?	How did it contribute to disaster survival?	Has it improved over time? How?

REFERENCE CHARTS

PRONUNCIATION TABLE

Vowels

Symbol	Key Words	Symbol	Key Words
i	beat, feed	ə	banana, among
ɪ	bit, did	ɚ	shirt, murder
eɪ	date, paid	aɪ	bite, cry, buy, eye
ɛ	bet, bed	aʊ	about, how
æ	bat, bad	ɔɪ	voice, boy
ɑ	box, odd, father	ɪr	beer
ɔ	bought, dog	ɛr	bare
oʊ	boat, road	ɑr	bar
ʊ	book, good	ɔr	door
u	boot, food, student	ʊr	tour
ʌ	but, mud, mother		

Consonants

Symbol	Key Word	Symbol	Key Word
p	pack, happy	z	zip, please, goes
b	back, rubber	ʃ	ship, machine, station, special, discussion
t	tie	ʒ	measure, vision
d	die	h	hot, who
k	came, key, quick	m	men, some
g	game, guest	n	sun, know, pneumonia
ʧ	church, nature, watch	ŋ	sung, ringing
ʤ	judge, general, major	w	wet, white
f	fan, photograph	l	light, long
v	van	r	right, wrong
θ	thing, breath	y	yes, use, music
ð	then, breathe	t	butter, bottle
s	sip, city, psychology	ˀ	button

IRREGULAR VERBS

base form	simple past	past participle
be	was / were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
build	built	built
burn	burned / burnt	burned / burnt
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed / dreamt	dreamed / dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit	fit
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen

base form	simple past	past participle
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leap	leaped / leapt	leaped / leapt
learn	learned / learnt	learned / learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
pay	paid	paid
put	put	put
quit	quit	quit
read /rid/	read /rɛd/	read /rɛd/
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken

IRREGULAR VERBS

base form	simple past	past participle
shed	shed	shed
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelled / smelt	smelled / smelt
speak	spoke	spoken
speed	sped / speeded	sped / speeded
spell	spelled / spelt	spelled / spelt
spend	spent	spent
spill	spilled / spilt	spilled / spilt
spin	spun	spun
spit	spit / spat	spit / spat
spoil	spoiled / spoilt	spoiled / spoilt
spread	spread	spread
spring	sprang / sprung	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank / stunk	stunk
strike	struck	struck / stricken
string	strung	strung
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
upset	upset	upset
wake	woke / waked	woken / waked
wear	wore	worn
weave	wove	woven
weep	wept	wept
win	won	won
wind	wound	wound
write	wrote	written

STATIVE VERBS

amaze	desire	hear	need	seem
appear*	dislike	imagine	owe	smell*
appreciate	doubt	include*	own	sound
astonish	envy	know	please	suppose
be*	equal	like	possess	surprise
believe	exist	look like	prefer	taste*
belong	fear	look*	realize	think*
care	feel*	love	recognize	understand
consist of	forget	matter	remember*	want*
contain	hate	mean	resemble	weigh*
cost	have*	mind	see*	

*These verbs also have action meanings. Example: *I see a tree.* (non-action) *I'm seeing her tomorrow.* (action)

VERBS FOLLOWED BY A GERUND

acknowledge	consider	endure	imagine	prevent	resent
admit	delay	enjoy	justify	prohibit	resist
advise	deny	escape	keep	propose	risk
appreciate	detest	explain	mention	quit	suggest
avoid	discontinue	feel like	mind	recall	support
can't help	discuss	finish	miss	recommend	tolerate
celebrate	dislike	forgive	postpone	report	understand
complete	don't mind	give up	practice		

EXPRESSIONS THAT CAN BE FOLLOWED BY A GERUND

be excited about	be opposed to	believe in	blame [someone or something] for
be worried about	be used to	participate in	forgive [someone or something] for
be responsible for	complain about	succeed in	thank [someone or something] for
be interested in	dream about / of	take advantage of	keep [someone or something] from
be accused of	talk about / of	take care of	prevent [someone or something] from
be capable of	think about / of	insist on	stop [someone or something] from
be tired of	apologize for	look forward to	
be accustomed to	make an excuse for		
be committed to	have a reason for		

VERBS FOLLOWED DIRECTLY BY AN INFINITIVE

afford	choose	grow	mean	pretend	threaten
agree	claim	hesitate	need	promise	volunteer
appear	consent	hope	neglect	refuse	wait
arrange	decide	hurry	offer	request	want
ask	demand	intend	pay	seem	wish
attempt	deserve	learn	plan	struggle	would like
can't wait	expect	manage	prepare	swear	yearn
care	fail				

VERBS FOLLOWED BY AN OBJECT BEFORE AN INFINITIVE

advise	choose*	force	need*	remind	urge
allow	convince	get*	order	request	want*
ask*	enable	help*	pay	require	warn
beg	encourage	hire	permit	teach	wish*
cause	expect*	instruct	persuade	tell	would like*
challenge	forbid	invite	promise*		

*In the active voice, these verbs can be followed by the infinitive without an object (example: *want to speak* or *want someone to speak*).

ADJECTIVES FOLLOWED BY AN INFINITIVE*

afraid	content	disturbed	glad	proud	sorry
alarmed	curious	eager	happy	ready	surprised
amazed	delighted	easy	hesitant	relieved	touched
angry	depressed	embarrassed	likely	reluctant	upset
anxious	determined	encouraged	lucky	sad	willing
ashamed	disappointed	excited	pleased	shocked	
certain	distressed	fortunate	prepared		

*Example: *I'm willing **to accept** that.*

VERBS THAT CAN BE FOLLOWED BY A GERUND OR AN INFINITIVE

with a change in meaning

forget	(+ gerund)	=	forget something that happened
	(+ infinitive)	=	forget something that needs to be done
regret	(+ gerund)	=	regret a past action
	(+ infinitive)	=	regret having to inform someone about an action
remember	(+ gerund)	=	remember something that happened
	(+ infinitive)	=	remember something that needs to be done
stop	(+ gerund)	=	stop a continuous action
	(+ infinitive)	=	stop in order to do something

without a change in meaning

begin	love
can't stand	prefer
continue	start
hate	try
like	

PARTICIPIAL ADJECTIVES

alarming	–	alarmed	disturbing	–	disturbed	paralyzing	–	paralyzed
amazing	–	amazed	embarrassing	–	embarrassed	pleasing	–	pleased
amusing	–	amused	entertaining	–	entertained	relaxing	–	relaxed
annoying	–	annoyed	exciting	–	excited	satisfying	–	satisfied
astonishing	–	astonished	exhausting	–	exhausted	shocking	–	shocked
boring	–	bored	fascinating	–	fascinated	soothing	–	soothed
comforting	–	comforted	frightening	–	frightened	startling	–	startled
confusing	–	confused	horrifying	–	horrified	stimulating	–	stimulated
depressing	–	depressed	inspiring	–	inspired	surprising	–	surprised
disappointing	–	disappointed	interesting	–	interested	terrifying	–	terrified
disgusting	–	disgusted	irritating	–	irritated	tiring	–	tired
distressing	–	distressed	moving	–	moved	touching	–	touched

GRAMMAR EXPANDER (Optional)

The Grammar Expander is a source of additional instruction and practice. It offers learners a variety of information related to the unit's grammar, including more detailed explanations, descriptions of common errors, as well as new, related grammar topics. On occasion, students are given the chance to review previously taught grammar to support what they are learning in the unit. The Grammar Expander in *Connectivity* 4 and 5 includes Grammar for Writing sections, which help students learn conventions of written English related to the unit's grammar. The optional Workbook includes exercises aligned to the Grammar Expander. (Note: The Grammar Expander content is not tested on any *Connectivity* tests.)

UNIT 1

Infinitives: review, expansion, and common errors

Statements

Using an infinitive as the subject of a sentence sounds extremely formal in speaking. There are two ways to express the same idea: (1) Make the infinitive a subject complement, or (2) use an impersonal it.

To be a mother is my greatest wish. → **1** My greatest wish is **to be** a mother.
2 **It's** my greatest wish **to be** a mother.

When making a statement with an impersonal it and an infinitive about a specific person or people, use a phrase with for + a noun or an object pronoun to name that person or people.

It isn't hard **for me** to learn new languages.
It usually takes time **for new students** to get to know each other.
It's too late **for Ella and Paul** to go out for dinner now.

With causative get

Use an infinitive, not a base form, with causative get.

We **got** everyone **to fill out** the survey.
The teacher **got** me **to compare** my personality with my mother's personality.

In indirect speech

Use an infinitive to replace an imperative in indirect speech.

The manager said, "Be at the meeting at 2:15 sharp." → The manager said **to be** at the meeting at 2:15 sharp.
She told us, "Don't call before dinner." → She told us **not to call** before dinner.

A **On a separate sheet of paper, rewrite each sentence, changing the subject infinitive to a subject complement.**

1 To be successful is every new graduate's wish.
2 To cook dinner is my chore for the evening.
3 To win the game is every player's dream.
4 To rescue hikers lost in the woods is the responsibility of the park police.
5 To win the election is every candidate's task.

B **Rewrite each sentence, beginning with an impersonal it.**

1 To be disciplined about an exercise program is difficult for an easygoing person.
2 To get to work on time is a good idea.
3 To be outgoing in new situations is helpful.
4 To act friendly is always worthwhile.
5 To be too talkative can sometimes be a problem.
6 To pass the examination is not the easiest thing in the world.
7 To live in an English-speaking country might be an exciting experience.
8 To know when to use an infinitive and when to use a gerund is pretty confusing.

C **Insert a phrase with for in each of the following sentences.**

1 It's hard for new drivers to drive in a lot of traffic.
2 It's important to remember that some difficult things are just a part of life.
3 It's smart to realize that it's better to be safe than sorry.
4 It's too late to make the early show.
5 It's essential to use insect repellent when you camp in the woods.
6 It's good to avoid being too outgoing when you're starting a new job.

D **On a separate sheet of paper, rewrite each statement in indirect speech.**

1 Celine said, "Don't be late for the meeting."
2 Last night they told me, "Always take care when you go out in the evening."
3 My sister said, "Don't call me before 7:00 A.M."
4 The tour guide told them, "Just roll with the punches."

GRAMMAR FOR WRITING: parallelism with gerunds and infinitives

A common error in formal written English is mixing gerunds and infinitives when listing items in a series. A list of items should be either all gerunds or all infinitives.

When I take time off from work, I prefer **relaxing** at home, **spending** time with my family, and **getting** things done around the house.
NOT I prefer relaxing at home, spending time with my family, and to get things done around the house.

I can't stand **getting up** late and **missing** the bus.
NOT I can't stand getting up late and ~~to miss~~ the bus.

In a series, either use to with all the infinitives or use it only with the first one.

When I take time off from work, I prefer **to relax** at home, **spend** time with my family, and **get** things done around the house.
NOT When I take time off from work, I prefer to relax at home, spend time with my family, and to get things done around the house.

E **On a separate sheet of paper, correct the errors in parallelism in the following sentences.**

1 After she arrived in London, she began to write long letters home and calling her parents at all hours of the night.
2 There are two things I really can't stand doing: speaking in front of large audiences and chat with people I don't know at parties.
3 Right before midnight, everyone began to sing, dance, and to welcome in the new year.
4 There's no question I prefer using all my vacation time and take a long vacation.

F **Complete the following sentences, using appropriate gerund or infinitive forms. Refer to pages 112–114 in the Reference Charts if necessary.**

1 I would suggest ..... (fill) out the form immediately and ..... (make) a copy for your records.
2 Did you remember ..... (turn) off the stove, ... (close) the windows, and ..... (lock) the door before you left?
3 It's obvious from her e-mails that she really loves ..... (experience) the culture, ... (meet) new people, and just ..... (be) there.
4 They prohibit ..... (take) photographs or ..... (use) a recorder.
5 I really wouldn't mind ..... (take) them out to dinner or ..... (show) them around if you'd like me to.
6 He promised ..... (take) the report home, ... (read) it carefully, and ..... (respond) to any questions by the next day.

UNIT 2

Finished and unfinished actions: summary

Finished actions

Use the simple past tense or the past of be for an action finished at a specified time in the past.
They **watched** some movies yesterday.

Use the present perfect for an action finished at an unspecified time in the past.
They**'ve watched** that movie three times.

Use the past perfect for an action that was finished before another action in the past.
When I arrived, they **had** already **watched** the movie.

Note: Although the continuous aspect is used for actions in progress, the present perfect continuous is sometimes used for very recently completed actions, especially to emphasize duration.
They**'ve been watching** movies all afternoon, but they're done now.

Unfinished actions

Use the past continuous for unfinished actions that continued for a period of time or during a specific time in the past.
I **was relaxing** at home all morning.
At noon, I **was watching** a movie.

Use the present perfect OR the present perfect continuous for unfinished actions that began in the past and may continue into the future. Use the present perfect continuous to further emphasize that the action is continuous.
She**'s listened** to R&B for years. [And she may continue.] OR She**'s been listening** to R&B for years. [And she may continue.]

A **Complete the article, using the simple past tense, the past of be, or the present perfect.**

World Music is not really a true genre—it is a combination of musical genres from around the world. Recently recording companies ..... (1 use) the term to describe the music of artists who they felt could appeal to new audiences across cultures. The concept of World Music ..... (2 be) first created after U.S. singer / songwriter Paul Simon ..... (3 record) his hugely successful *Graceland* album in 1986. At that time, he ..... (4 invite) South Africa's male choir Ladysmith Black Mambazo and rock group Savuka to accompany him on the recording. Both groups later ..... (5 tour) with him around the world. This exciting collaboration immediately ..... (6 appeal) to European and North American audiences, who were attracted to this different sound.

Since that time, as more artists ..... (7 try) to reach new audiences, there ..... (8 be) an increased amount of "crossover"—that is, musicians influencing each other across cultures. Enthusiasm for music from other cultures ..... (9 rise) steadily. Artists such as Angélique Kidjo and Carlos Vives, who were well-known within specific regions such as Africa and Latin America, ... (10 become) international stars, and mainstream music ..... (11 incorporate) many of the features of these artists.

B **Read each statement. Then decide which description is closer in meaning.**

1 By the time I heard about it, the concert had sold out.
   - **a** First I heard about the concert. Then it sold out.
   - **b** First the concert sold out. Then I heard about it.

2 After he'd won the award, he got a big recording contract.
   - **a** First he got the recording contract. Then he won the award.
   - **b** First he won the award. Then he got the recording contract.

3 We wanted to go to his performance because we'd heard his new album.
   - **a** First we heard his album. Then we wanted to go to his performance.
   - **b** First we wanted to go to his performance. Then we heard his album.

4 He'd played at a lot of different halls before he performed at Carnegie Hall.
   - **a** First he performed at Carnegie Hall. Then he played at a lot of different halls.
   - **b** First he played at a lot of different halls. Then he performed at Carnegie Hall.

Noun clauses: review and expansion

Remember: A noun clause functions as a noun and is often introduced with that. When a noun clause is a direct object, use of that is optional.
I didn't realize (**that**) **art therapy could be so helpful**.

Introduce a noun clause with if or whether when it is an embedded yes / no question. Use a question word when it is an embedded information question.
(Does she come from the U.S.?) Do you know **if she comes from the U.S.**?
(When does the concert begin?) I'm not sure **when the concert begins**.

A noun clause can function as the subject of a sentence. A noun clause introduced with a question word can function as a subject complement.
What he said was very interesting. (subject)
That she's a therapist surprises me. (subject)
Teaching children is **what I love**. (subject complement)

Be careful! Don't use question word order in noun clauses that are embedded questions.
I don't know **where the band is performing**.
NOT I don't know ~~where is the band~~ performing.
Does he understand **what the lyrics mean**?
NOT Does he understand ~~what do the lyrics~~ mean?

Use a period with an embedded question within a statement. Use a question mark with an embedded question within a question.
I don't know who is singing.
Do you know who is singing?

C **Complete each noun clause with that, if (or whether), or a question word. (Some have more than one possible answer.)**

1 She thinks ..... classical music is boring.
2 Catching up with friends on social media is ..... I spend Saturday mornings.
3 I don't remember ..... bands we saw in concert last year.
4 ..... I like most is electronic pop.
5 Did anyone tell you ..... I'm showing my paintings at the Henderson gallery?
6 Robert asked me ..... I had bought tickets for the ballet yet.
7 I can't imagine ..... life would be like without the arts.
8 New York is ..... the Empire State Building is located.
9 I wonder ..... the concert begins.

D **Complete each statement, using a noun clause based on the question in parentheses.**

1 (Where did Mozart live?) I don't know ..... .
2 (What type of music does our teacher like?) I have no idea ..... .
3 (When did Ed Sheeran recently perform in Chicago?) She asked me ..... .
4 (Are ballet tickets really expensive?) I don't know ..... .
5 (How long is the musical *Annie*?) I'm not sure ..... .
6 (Will the movie end before 6:00?) He's asking ..... .

GRAMMAR FOR WRITING: noun clauses as adjective and noun complements

As an adjective complement

To more formally make a point, use It + be (or another linking verb) + an adjective with a noun clause beginning with that. That is optional.

It is clear (that) Hensley has done a lot of research.
It seems obvious (that) the band needs a new lead singer.
It was surprising (that) they never performed together again.

As a noun complement

To more formally focus on an issue or topic, use a noun phrase to introduce a noun clause with that.

The fact **that her songs were extremely popular** made her very wealthy.
The mistaken belief **that vaccines might be harmful** has led some people to refuse them.

Some adjectives used in expressions with It + be or another linking verb:

It	is was will be could be seems	obvious important essential unacceptable surprising interesting	(that)

Some noun phrases used to introduce noun clauses:

The announcement **that**	The idea **that**
The argument **that**	The news **that**
The belief **that**	The possibility **that**
The chance **that**	The proposal **that**
The claim **that**	The recommendation **that**
The demand **that**	The report **that**
The fact **that**	The suggestion **that**

E **On a separate sheet of paper, rewrite each sentence with a noun clause as an adjective complement.**

1 That developing countries address the problems caused by global warming is extremely important.
2 That the president plans on resigning appears obvious to everyone.
3 That not providing disaster relief will only worsen the situation seems quite clear.
4 That a cure for cancer will be discovered in the next twenty years is certainly possible.
5 That the governments of Argentina and Chile will reach an agreement looks very likely.
6 That Max Bianchi won't be participating in the Olympics next year is not important.

F **Read each quote from a radio news program. Then, on a separate sheet of paper, complete each statement, using the noun clause as a noun complement.**

Example: "Volkswagen announced **that they would unveil a new electric car early next year**. This is causing a lot of excitement in the auto industry." [The announcement . . .]

The announcement that Volkswagen would unveil a new electric car early next year is causing a lot of excitement in the auto industry.

1 "The Health Ministry announced **that they will begin vaccinating all infants for measles**. This was greeted with criticism from the opposition party." [The announcement . . .]
2 "The president said it was possible **that he would resign by the end of this year**. This has taken everyone by surprise, including the news media." [The possibility . . .]
3 "*The London Sun* reports **that Dr. Regina Blair of the Glasgow Medical Center has discovered a new protein**. This is attracting much interest in the world of science." [The report . . .]
4 "*The Auckland Times* claimed **that a ninety-five-year-old New Zealand man had broken the world record for growing the longest beard**. This has triggered similar claims across three continents." [The claim . . .]

UNIT 3

The past unreal conditional: inverted form

The conditional clause of past unreal conditional sentences can be stated without <u>if</u> by simply inverting <u>had</u> and the subject of the clause. Clauses using inverted word order are more formal than those using usual (non-inverted) word order.

Usual word order		Inverted word order
If I'd known it would take up so much room, I wouldn't have bought it.	→	**Had I known** it would take up so much room, I wouldn't have bought it.
I might have gotten another brand **if I'd realized** it would be so hard to operate.	→	I might have gotten another brand **had I realized** it would be so hard to operate.
If we hadn't been so busy, we could have shopped around.	→	**Had we not been** so busy, we could have shopped around.
If she'd told me this thing wouldn't operate without batteries, I would never have considered getting it.	→	**Had she told** me this thing wouldn't operate without batteries, I would never have considered getting it.

Be careful! Don't contract <u>not</u> with <u>had</u> in inverted negative clauses.
Had they not been there, they wouldn't have known the truth.
NOT ~~Hadn't~~ they been there, they wouldn't have known the truth.

A **On a separate sheet of paper, rewrite the following past unreal conditional sentences, using the inverted form.**

1 They would have lent her their car if she had asked.
2 If I hadn't spent so much money on my vacation, I would have considered buying a stationary bicycle.
3 If the Carsons hadn't moved into such a small apartment, they would have bought a treadmill.
4 Could you have gotten the car if they hadn't raised the price?

B **On a separate sheet of paper, complete the statements of buyer's remorse, using one of the reasons from the box.**

1 . . . I would never have gotten that espresso maker.
2 . . . we never would have bought such a large sofa.
3 . . . I could have gotten an entertainment center with fewer pieces.
4 . . . we probably would have bought a more economical car.
5 . . . I would have gotten a smart TV with simpler directions.

It costs so much to maintain.
It takes up so much room.
It's so hard to operate.
It's so hard to put together.
It just sits around collecting dust.

The future continuous

Use the future continuous for actions that will be in progress at a specific time or over a period of time in the future. To form the future continuous, use will + be + a present participle OR be going to + be + a present participle.

At this time next week, I { 'll be lying / 'm going to be lying } on a beach in Hawaii. [specific time]

I { 'll be studying / 'm going to be studying } English in the United States for about two years. [period of time]

Sometimes sentences in the simple future and the future continuous have almost the same meaning. Choose the future continuous to emphasize a continuous or uninterrupted activity.

Next year, I'll study English in the United States.
Next year, I'll be studying English in the United States.
Will you be working at home? Yes, I will. / No, I won't.
Are you going to be working at home? Yes, I am. / No, I'm not.

Use the future continuous and a time clause with while or when to describe a continuous activity that will occur at the same time as another activity. Do not use a future form in the time clause.

I'll be looking for a job while my wife continues her studies.
NOT I'll be looking for a job while my wife ~~will be continuing~~ her studies.
When the teacher is speaking, we'll be listening carefully.
NOT When the teacher ~~will be speaking~~, we'll be listening carefully.

Remember: Don't use a continuous form with a stative verb. Stative verbs are "non-action" verbs such as be, have, know, remember, like, seem, appreciate, etc.
DON'T SAY By next month, ~~I'll be having~~ a new car.

For a complete list of stative verbs, see page 113 in the Reference Charts.

C On a separate sheet of paper, correct the errors in the following sentences.

1 She'll be staying at the Newton Hotel when she's going to be attending the meeting.
2 We won't be spending much time sightseeing while we'll be visiting London.
3 When he's going to stay in town, he's going to be meeting with some friends.
4 She'll be correcting homework while the students will take the test.
5 While Michelle will be serving dessert, Randy will already be washing the dishes.
6 Won't they be going to sleep in New York when you'll be getting up in Taipei?

D Complete the following sentences, using the future continuous with will when possible. If the future continuous is not possible, use the simple future with will.

1 After I've completed my studies, I ..... (look) for a job.
2 She ..... (photograph) historic sites while she's in Turkey.
3 In a few years, they ..... (not / remember) all the problems they had.
4 ..... he ..... (wait) very long between flights?
5 I'm sure she ..... (not / sleep) when you call tonight.

The future perfect continuous

Use the future perfect continuous to emphasize the continuous quality of an action that began before a specific time in the future. To form the future perfect continuous, use will (or won't) + have been and a present participle.

By next year, I'll have been studying English for five years. [Describes an action that began before "next year" and may still continue.]

Combine a statement using the future perfect continuous with a time clause to show the relationship between two future actions. Use the simple present tense in the time clause.

By the time I arrive in New York, I'll have been sitting on a plane for over ten hours.
NOT By the time ~~I'll arrive~~ in New York, I'll have been sitting on a plane for over ten hours.

E Complete the postcard, using the future continuous or the future perfect continuous.

Dear Ida,

Venice was great, but finally on to Paris! By tomorrow afternoon, I ..... (1 stroll) down the Champs Elysées and ..... (2 take) in the beautiful sights of that great city. In the evening, I ..... (3 enjoy) an opera by Bizet in the city where he was born. Just think, by Saturday, I ..... (4 eat) delicious French food for a whole week! Plus, I ..... (5 practice) my French with real native speakers. Then, after Paris, it's off to the Riviera, where I ..... (6 lounge) around on the beaches of Nice and Saint-Tropez for a week. By that time, I ..... (7 travel) for three weeks, and it will almost be time to come home—a long trip for a homebody like me!

See you soon!

Pavel

UNIT 4

Quantifiers: a few and few, a little and little

Use a few with plural count nouns and a little with non-count nouns to mean "some."
Use few with plural count nouns and little with non-count nouns to mean "not many" or "not much."

A few / few

A few companies are allowing their employees to dress casually on Fridays. [= some companies]
Few companies are allowing their employees to dress casually on Fridays. [= not many companies]

A little / little

Employees are showing **a little interest** in this new dress code. [= some interest]
Employees are showing **little interest** in this new dress code. [= not much interest]

Quantifiers used without referents

Quantifiers can be used without the noun they describe, as long as the context has been made clear earlier.

Most people don't think we'll find life on other planets in our lifetime, but **a few** do.

Several workers in our office think people should dress down every day, but **most** don't.

A Change the underlined quantifiers to a few, few, a little, or little.

1 Would you like to listen to some (a little) music?
2 We actually eat almost no meat.
3 There were several new students in my class today.
4 I've seen hardly any movies in the last month.
5 I enjoy visiting Ames, but there's not much to do there.
6 If you look in the fridge, there should be some eggs.

Quantifiers: using of for specific reference

Use of when a noun is preceded by a possessive adjective, a possessive noun, a demonstrative adjective, or the article the.

More general	More specific
any friends	any of her friends
some students	some of his students
one cat	one of my cats
all employees	all of our employees
most co-workers	most of Jack's co-workers
several companies	several of these companies
many books	many of those books
a few choices	a few of the choices
a little cake	a little of the cake

possessive adjectives = my, her, their, etc.
possessive nouns = John's, the doctor's
demonstrative adjectives = this, that, these, those

Be careful! In the superlative, do not use of after most.
DON'T SAY Tokyo is the city with the most ~~of~~ people in Japan.

Of must be included when using an object pronoun.
both of them NOT ~~both them~~

Using of after all or both is optional, with no change in meaning.

all of our employees	OR	all our employees
both of those choices	OR	both those choices

One and each are used with singular nouns only. One of and each of are used with plural nouns only. However, the meaning of both expressions is still singular.

One student	—	One of the students
Each class	—	Each of the classes

Some quantifiers must include of when they modify a noun or noun phrase.

a lot of	a majority of	a couple of	a bit of
lots of	plenty of	a number of	a great deal of

B **Only one of each pair of sentences is correct. Check the correct sentence and correct the mistake in the other one.**

1 a ☑ She went with several of her classmates.
b ☐ Several ~~of~~ classmates went out for coffee.

2 a ☐ Most of companies in the world are fairly formal.
b ☐ Most of the companies in the United States have an informal dress code.

3 a ☐ All of hot appetizers were delicious.
b ☐ Everyone tried all of the cold appetizers.

4 a ☐ A lot of my friends have traveled to exotic places.
b ☐ There are a lot places I'd like to see.

5 a ☐ I read a few of Steinbeck's novels last year.
b ☐ A few of novels by Steinbeck take place in Mexico.

6 a ☐ Several managers were interviewed, and many them liked the new policy.
b ☐ Many of the employees we spoke with liked the new policy.

GRAMMAR FOR WRITING: subject-verb agreement of quantifiers followed by of

In quantifiers with of, the verb must agree with the noun that comes after of.

Some of the movie is in English.	—	Some of the movies are in English.
A lot of the music was jazz.	—	A lot of the musicians were young.

In formal written English, none of is traditionally followed by a singular verb. However, in spoken English it is almost always used with a plural verb. The plural verb is acceptable and correct.

Formal: None of the students was late for class.
Informal: None of the students were late for class.

Be careful! The quantifiers one of, each of, and every one of are always followed by a plural noun, but they always take a singular verb.
One of the students **likes** rap music.

C Choose the verb that agrees with each subject.

1 Every one of these choices (sound / sounds) terrific!
2 One of the teachers (was / were) going to stay after class.
3 A lot of the problem (is / are) that no one wants to work so hard.
4 Each of the employees (want / wants) to work overtime.
5 Half of the city (was / were) flooded in the storm.
6 Only 8 percent of their workers prefer shorter work weeks, while at least 90 percent (don't / doesn't).
7 None of the players (is coming / are coming) to the game.

UNIT 5

Conjunctions with so, too, neither, or not either

Use and so or and . . . too to join affirmative statements that are similar.

Spitting on the street is offensive, **and so** is littering. OR . . . , **and** littering is, **too**.
Playing loud music bothers me, **and so** does smoking. OR . . . , **and** smoking does, **too**.

Use and neither or and . . . not either to join negative statements that are similar.

Playing loud music isn't polite, **and neither** is smoking. OR . . . **and** smoking is**n't either**.
Spitting on the street doesn't bother me, **and neither** does littering. OR . . . **and** littering does**n't either**.

If the first clause uses the verb be, an auxiliary verb, or a modal, use the same structure in the second clause.

Tokyo **is** a huge city, and so **is** São Paulo.
New York **doesn't** have a lot of industry, and neither **does** London.
Mexico City **has** grown a lot, and so **has** Los Angeles.
Nancy **can't** tolerate loud music, and neither **can** Tom.
I **haven't** been to Tokyo, and neither **have** you.

If the first clause is an affirmative statement in the simple present or simple past tense, use do, does, or did in the second clause.

John **thinks** graffiti is a big problem, and so **does** Helen.
My wife **enjoyed** visiting Paris, and so **did** I.

Notice the subject-verb order.
. . . and so **is littering**.
. . . and **littering is**, too.

. . . and neither **does littering**.
. . . and **littering doesn't** either.

Be careful!
Use a negative verb, auxiliary verb, or modal with either and an affirmative with neither.
. . . and littering **doesn't either**.
NOT . . . and littering ~~does either~~.
. . . and **neither does** littering.
NOT . . . and ~~neither doesn't~~ littering.

With so and neither, the verb (or auxiliary verb or modal) goes before the subject.
Tokyo is a huge city, and so **is São Paulo.**
NOT . . . and so ~~São Paulo is~~.
Nancy can't stand loud music, and neither **can Tom.**
NOT . . . neither ~~Tom can~~.

A Find and underline the nine errors. On a separate sheet of paper, write each sentence correctly.

New York is one of the most famous cities in the world, and so does London. While these two cities differ in many ways, they also share a number of characteristics. Here's a quick comparison:

- If you're looking for peace and quiet, New York is not the place to be, and neither London is. They are both exciting and noisy places. If you're not used to it, New York's traffic can be deafening at times, and so does London's.
- The best way to get around in both cities is the subway (or the Tube in London). New York's subway system is quite old and elaborate, and is London's, too.
- If you're looking for first-rate entertainment, New York is filled with theaters, and so London does.
- Hungry? London's restaurants feature exciting dishes from around the world, and New York's are, too.
- Both cities offer a huge choice of museums to visit. The museums in New York can't possibly be seen in a day, and either London's can't.
- New York offers some of the world's most famous tourist sites—for example, the Statue of Liberty and the Empire State Building—and so is London, with Buckingham Palace and the Millennium Wheel.

It's clear that New York shouldn't be missed, and neither London shouldn't!

B **On a separate sheet of paper, rewrite each statement, using the word in parentheses. Make any necessary changes in verbs or possessive adjectives.**

Quito has a large historic section, and so does Cuenca.

Example: Both Quito and Cuenca have large historic sections. (so)

1 Both Bangkok and São Paulo face many problems caused by too much traffic. (so)
2 Both Beijing and London have hosted the Olympic Games in the past. (too)
3 Vancouver and Taipei don't ever get very cold. (neither)
4 Seoul and Jakarta won't experience a decrease in their populations any time soon. (not either)
5 Both Hong Kong and Rio de Janeiro are famous for their physical beauty. (so)
6 Prague and Krakow attract people who like old historic architecture. (too)
7 The Prado Museum in Madrid and the Louvre in Paris shouldn't be missed. (neither)
8 Tokyo and Mexico City haven't lost their place among the world's largest cities yet. (not either)

So, too, not either, or neither: short responses

Use so, too, not either, or neither in short responses to express agreement.

A: I hate littering.
B: So do I. OR I do, too.
NOT So do I ~~hate~~. / I do ~~hate~~, too.

A: I can't stand smoking.
B: I can't either. OR Neither can I.
NOT I can't ~~stand~~ either. / Neither can I ~~stand~~.

It is common to express agreement with Me, too or Me neither.

A: I hate littering.
B: Me, too.

A: I can't stand smoking.
B: Me neither.

C Agree with each statement three ways, using short responses with so, too, neither, or (not) either.

1 "I've never been to Ulan Bator."
You: .....

2 "I can't figure this out."
You: .....

3 "I loved going there!"
You: .....

4 "I have to get some cash."
You: .....

5 "I'm getting really tired."
You: .....

6 "I used to travel more."
You: .....

7 "I'll call her tomorrow."
You: .....

8 "I'm not going to tell her she's late."
You: .....

UNIT 6

Modals and modal-like expressions: summary

Make polite requests
Could I get your phone number?
Can my son take just one more cookie?
Would you please hold this for a second? (with you only)
May I have a cup of coffee? (formal, with I or we only)

Express preferences
I would like to see that movie.
Would you like to go running?
I'd rather not watch a movie.
I'd rather have left earlier.

Give or ask for permission
You can open the window if you want.
Can I leave this here?
You may leave early if you need to. (formal)
May I leave my coat here? (formal, with I or we only)

Express ability or lack of ability
He can complete the job for you in an hour.
Can you write well in English?
We couldn't finish the report yesterday.
Couldn't you find the restaurant?
My grandmother isn't able to walk any more.
Is she able to take care of herself?
She was able to do a lot more when she was younger.

Give a warning
Your mother had better see a doctor right away.
You'd better not forget about your appointment.
He'd better have called this morning.
They'd better not have hurt any animals when they made that movie.

Note: In spoken English, the contraction 'd better is almost always used. Had better is generally not used in questions.

Modals and modal-like expressions: summary (continued)

Express possibility

It **may rain** this afternoon.
He **may not be able to come** this morning.
She **may have forgotten** to lock the door.
She **may not have remembered**.
It **might be** noisy at that restaurant.
She **might not want** to eat anything.
He **might have gone** home already.
He **might not have paid** yet.
It **could rain** tomorrow.
We **could have spent** less.

Draw conclusions

Your father **must be** very smart.
She **must not think** it's important.
They **must have been** exhausted when they got home.
He **must not have sent** it.

Suggest alternatives

You **could take** the next train.

Make suggestions

They really **should think** about staying longer. / They really **ought to think** about staying longer.
They **should have called** first. / They **ought to have called** first.
You **shouldn't stay** at that hotel.
He **shouldn't have waited** to make a reservation.
Should we **have called** first?

Note: Ought to is not usually used in negative statements or questions. Use shouldn't or should instead.

Express necessity

We **have to take** the test tomorrow.
We**'ve got to arrive** on time. [informal, spoken]
All students **must take** the test. [formal]

Express lack of necessity

You **don't have to bring** a passport.
She **didn't have to pay** a late fee.

Express prohibition or deny permission

New employees **cannot** (OR **shouldn't**) **park** their cars in the garage.
New employees **may not park** their cars in the garage. [formal]
New employees **must not park** their cars in the garage. [formal]

Note: Must not (OR mustn't) and may not are rarely used to express prohibition or deny permission, except by someone in a position of authority such as a parent, teacher, or employer.

Questions with must are very formal and not very common. Past necessity is expressed with had to.
Does everyone **have to take** the test? / **Must** everyone **take** the test?
All students **had to take** the test.

A **Cross out the one modal that *cannot* be used in each sentence or question.**

1 (May / Can / Could) your mother please call me tonight?
2 I (wasn't able to / couldn't / shouldn't) get there on time because the traffic was so bad.
3 She (may / had better / can) be able to complete the job by tomorrow.
4 (Can / Should / Ought to) my students listen in while you practice?
5 Shoppers (may / have to / must) not park their cars in front of the main entrance.
6 Thank goodness she (doesn't have to / must not / was able to) renew her passport for another five years.
7 You (could / had better / should) let them know you won't be able to make it on time, or you may not get the job.
8 This restaurant is so good we (ought to / might / don't have to) come here more often.

B **Circle the one modal that best completes each conversation.**

1 **A:** Why didn't you come to the party last night?
B: I (had to / have to / must / have got to) study for a test.
2 **A:** You really (can't / should / mustn't / are able to) call more often.
B: You're right. I'm sorry.
3 **A:** She ('d better not have / should have / had to have / must have) forgotten the tickets!
B: Uh-oh. I hate to tell you this, but I think she did.
4 **A:** Do you think I ('m able to / must / would / could) get your phone number?
B: Sure.
5 **A:** Did you get to go to the movies?
B: Yeah. But I (must have / 'd rather have / should not have / would have) stayed at home.
6 **A:** Unfortunately, the doctor (shouldn't / has to / won't be able to / had better) see you until tomorrow.
B: That's OK. No problem.
7 **A:** What do you think happened to Judy?
B: She (must not have / shouldn't have / ought not have / could have) known we were starting so early.

UNIT 7

The passive voice: review and expansion

Verbs can be transitive or intransitive. A transitive verb can have a direct object. An intransitive verb cannot have a direct object. Only transitive verbs can be used in the passive voice.

transitive: The bus **hit** a tree. (a tree = a direct object)
intransitive: The bus **stopped**. (The verb stop has no object.)

Common intransitive verbs

arrive	rain
come	seem
die	sit
fall	sleep
go	stand
happen	stay
laugh	walk
live	

Remember: Form the passive voice with a form of be and a past participle, or with a modal + a form of be and a past participle. In the active voice, the subject of a sentence performs the action of the verb. In the passive voice, the subject of the sentence is the receiver of the action.

The passive voice: statements

The simple present tense
The ad **is seen** by at least a million people a day.

The simple past tense
At the meeting, people **were called** by their first names.

The present continuous
Every house **is being painted** white.

The future with be going to
Maurizio's new fashions **are going to be shown** on TV tonight.

The future perfect
If I wear this dress before the event, it **will have been seen** by everyone and it won't seem new.

The past continuous
Before we had regulations, dangerous products **were being tested** on small animals.

The present perfect
We**'ve been helped** a lot by our friends.

The past perfect
"Business casual" clothes **had been worn** only on Fridays for a couple of years before people started wearing them to our office every day.

Modals
Sometimes the truth **can't be** easily **seen**.
My teacher said my essay **should be rewritten** to make it clearer.

Note: The passive voice of the future continuous and the present perfect continuous are rarely used, so they aren't included in this list.

The passive voice: questions

Invert the subject and the auxiliary verb (the form of be or have) or the modal.

Is Russian **spoken** by many people in Chicago?
Has your uncle **been hired** by an advertising company?
When **will** she **be given** a new office?
Who **have** you **been called** by?
Where **should** we **be married**?
How **can** this house **be painted** in only two days?

A Write a checkmark next to the three sentences that have an intransitive verb.

- ☐ 1 Valentino's new line of women's purses arrives in stores next week.
- ☐ 2 Models are wearing very short dresses this season.
- ☐ 3 My parents are opening a new restaurant downtown.
- ☐ 4 The owner of the boutique lived in an apartment above the shop.
- ☐ 5 People speak French in Quebec.
- ☐ 6 It rained really hard last night.
- ☐ 7 Advertisers never tell the complete story about defective products.

B On a separate sheet of paper, rewrite in the passive voice the four sentences from Exercise A that have transitive verbs.

C On a separate sheet of paper, rewrite each statement in the passive voice.

1 Joan Saslow and Allen Ascher wrote this book.
2 Students practice English online in most language schools today.
3 Ads can persuade people to buy products.
4 Some ads have manipulated people's emotions.
5 My friend was driving the car when the accident occurred.

D On a separate sheet of paper, rewrite the sentences you wrote for Exercise C as yes / no questions.

E On a separate sheet of paper, write information questions, using the question words and phrases in parentheses.

1 That new shampoo was endorsed by Larissa La Rue. (when)
2 Those beauty products are being manufactured. (where)
3 The car can be bought at the sale price. (for how long)
4 The winner of the election will be known. (what time)
5 The new school was being built. (in what year)

UNIT 8

Making comparisons: review and expansion

Comparative forms of adjectives and adverbs show how two things are different.

John is **taller than** Rob (is).
This movie was **less interesting than** the last one (was).
My sister types **a lot faster than** I (do).

Superlative forms of adjectives and adverbs show how one thing is different from everything else.

She was **the nicest** person I ever met!
That was **the least entertaining** movie I ever saw.
Of all the actors, she sang **the most beautifully**.
Among my friends, Ned and Stacey definitely have **the most** money.
Of all the cars we looked at, the Linkus costs **the most**.

Be careful! Use the with a superlative form. However, you can omit the if the superlative is not followed by a noun.

Which student is **the tallest** OR **tallest**?
NOT ~~Which is tallest student?~~

Use the determiners more, the most, less, least, the least, fewer, and the fewest with nouns to compare quantities and amounts.

There is **less** corruption in the government than there used to be.
I want to be healthy, so I eat **fewer** sweets than most people.
Few people went to see *Horror City*, but last night had **the fewest** people in the audience.

Comparisons with as . . . as show how two things are alike.

Tom is just **as tall as** George (is).
She still sings **as beautifully as** she did when she was young.
My nephew now weighs **as much as** I do.
I have **as much money** in the bank **as** I did last year.

Use as . . . as with almost, about, and not quite to show how two things are similar, but not equal.

My nephew weighs **almost as** much **as** I do. [I weigh a bit more.]
The movie is **about as** long **as** his last one. [But it's a bit shorter.]
This coat is**n't quite as** expensive **as** it looks. [It's actually cheaper.]

Use as . . . as with twice, three times, etc., to show that things are not equal at all.

A Linkus sedan is about **twice as** expensive **as** a Matsu.
My new computer is **ten times as** fast **as** my old one.

Note: In informal spoken English, it is more common to say ". . . as tall as me" instead of the more formal ". . . as tall as I (am)."

Irregular forms

adjective	adverb	comparative	superlative
good	well	better	the best
bad	badly	worse	the worst
far	far	farther / further	the farthest / furthest

A **Read each quoted statement. Then complete each sentence using a comparative, superlative, or comparison with as . . . as.**

1 "The textbook we are using now is very good. The textbook we were using last year was also very good."
The textbook we're using now is ..... the one we were using last year.

2 "Star shampoo costs about $6.00. Ravel shampoo costs about $7.00. Sanabel shampoo costs about $5.00."
Among the three shampoos, Sanabel is ..... .

3 "We paid four hundred euros each for our tickets. They paid three hundred euros."
We paid ..... they did.

4 "Matt has only a little experience working with children. Nancy has a lot of experience."
Matt has ..... Nancy.

5 "John's laptop weighs 2 kilos. Gerry's laptop weighs 2.1 kilos."
John's laptop isn't ..... Gerry's is.

6 "Mark knows only a little Japanese. Jonah knows a lot."
Mark knows ..... Jonah does.

7 "Bart ate a lot for lunch. Susan ate a lot for lunch, too."
Susan ate ..... Bart did for lunch.

Other uses of comparatives, superlatives, and comparisons with as . . . as

For emphasis

The Nile River is **more than** 5,500 kilometers long. [emphasizes that the river is very long]
The Dickens School now has **fewer than** 900 students. [emphasizes that this is a relatively small number]
That was **the worst** movie **ever**. [emphasizes that this was a bad movie]
This meal was **the best of all time**! [emphasizes that this was a great meal]
A newborn Asian elephant can weigh **as much as** 150 kilos. [emphasizes that this is fairly heavy]
As many as 200 of these animals are killed every year. [emphasizes that this is a high number]
Milton Academy is **one of the best** schools in the city.
Preet Gupta is **among the most intelligent** commentators on any TV news program today.
The lions in the Central Zoo are **some of the finest** examples of African wildlife you can see without going to Africa.

To show progression

My son is getting **taller** every day. [He's growing.]
The economy is **stronger** now. [It's improving.]

To show tendencies or preferences

We eat out **more than** in. [We tend to eat out.]
Sara likes being alone **more than** socializing. [She prefers to spend time alone.]

To clarify

He's a lot **friendlier than** you would think. [You may think he's not friendly, but in fact he is.]
She's **more of a singer than** a dancer. [You may think she's mainly a dancer, but in fact she's mainly a singer.]
The movie's **more annoying than** scary. [You may think this movie will be scary, but in fact it's just annoying.]
It looks **more like** snow **than** rain. [You may think it's going to rain, but in fact it looks like it's going to snow.]

B **Use a comparative, a superlative, or a comparison with as . . . as to complete each statement so it has a meaning similar to the information in quotes.**

1 "Our meal last night was really inexpensive. It only cost 48 euros for the two of us."
Our meal last night cost ..... 50 euros.
2 "Our reading club meetings are getting pretty big. On some nights there are thirty students."
Our reading club meetings sometimes have ..... students.
3 "I think our teacher is really great!"
Our teacher is ..... ever!
4 "The garden you planted last month has become so beautiful!"
Your garden is getting ..... every day!
5 "You might think snails would taste strange, but they actually taste quite good."
Snails taste ..... you may think.
6 "You may think Kate is shy, but she's actually very talkative."
Kate is ..... than you might think.
7 "There were a lot of great new movies this year. *Cool Water* was one of them."
Cool Water was ..... new movies this year.

UNIT 9

Perfect modals: short responses (active and passive voice)

Be careful! In a short response to a question (or statement) with a past form of the verb be, always include been.
A: Was the story of the yeti just a joke?
B: It **must have been**. NOT It ~~must have~~.

Compare short responses with perfect modals in the active voice and passive voice.

Active voice



Passive voice



A Respond to each statement or question with a short response, using a perfect modal.

1 **A:** Is it most likely the Nazca Lines were created by humans?
B: ..... (must)

2 **A:** I wonder if the dinosaurs were killed by a meteor, too.
B: ..... (may)

3 **A:** Did Europeans eat potatoes before the discovery of America?
B: ..... (couldn't)

4 **A:** I guess people didn't realize that the carrier pigeon would become extinct.
B: ..... (must not)

5 **A:** The settlers in the western part of the U.S. must have known the buffalo was in danger.
B: ..... (had to)

6 **A:** It must not have been easy to move those huge stones.
B: ..... (can't)

UNIT 10

Would: review

Remember: The modal would can be used to talk about the present or future.

For polite requests in the present or future:
Would you please **close** the door?
Would you **pick up** some milk on your way home?

To express a present or future result of an unreal condition:
She **wouldn't be** so tired if she took a nap.
I **would go** see them in concert if the ticket prices weren't astronomical.

The modal would can also be used in the following ways to talk about the past.

To express past repeated or habitual actions:
As children, we **would play** in the park every Saturday.

As the past form of the future with will:
He said he **would get** here before noon. (He said, "I'll get there before noon.")
She promised she **wouldn't forget**. (She said, "I promise I won't forget.")

To express past intentions or plans that changed:
I thought I **would marry** Harry, but I changed my mind.
We didn't think we **would enjoy** eating alligator, but it was delicious.

A Write a checkmark next to each sentence that expresses a past repeated or habitual action.

- ☐ 1 I thought we would go skiing in Chile, but we didn't.
- ☐ 2 In the summer, they would sit outside and read books or just take naps.
- ☐ 3 I had agreed that I would make breakfast that morning.
- ☐ 4 Every night, he would lie awake for hours thinking about her.
- ☐ 5 She warned them that Jake would forget to bring the keys, and she was right.
- ☐ 6 When Kyle was still living with his parents, he would work on weekdays and study on weekends.
- ☐ 7 Leila didn't think English would be useful on her trip to Moscow, but she was wrong.
- ☐ 8 As a student, I would stay up late every night studying for exams.
- ☐ 9 She asked me if I would help her with her homework that afternoon.
- ☐ 10 She wouldn't have such a hard time doing her homework if she studied harder.
- ☐ 11 When I was younger, my dad would always help me with my homework.
- ☐ 12 I wouldn't go see that new Tom Cruise movie if I were you.
- ☐ 13 Would you buy an electric car if it were more affordable?
- ☐ 14 My brother thought he would be late.

Be supposed to: expansion

You can use be supposed to to express a broadly held opinion. It is similar to "Everyone says . . . "

Green tea ice cream **is supposed to taste** really good.
Their new album **wasn't supposed to be** very good, but I loved it.
John **was supposed to have been** rude during the dinner, but I just don't believe it.

B **On a separate sheet of paper, rewrite each statement, using be supposed to.**

Example: They say the new Fernando Meirelles movie is very violent.

The new Fernando Meirelles movie is supposed to be very violent.

1 Everyone thinks our new manager is really nice.
2 Many people believe acupuncture is an effective treatment for pain.
3 I haven't heard Ashley Morgan sing, but they say she has a beautiful voice.
4 I've never had Ethiopian food, but everyone says it's delicious.
5 They say Paulo Coelho's latest novel is his best yet.
6 Everyone says Cambodia is a fascinating place to visit.
7 It's said that corruption is one of the biggest problems in our city right now.

GRAMMAR FOR WRITING: placement of adverbs of manner

Adverbs of manner modify adjectives or verbs. When they modify adjectives, they go before the adjective.

The path can be **dangerously** slippery.
The architecture is **incredibly** beautiful.

When they modify transitive verbs, adverbs of manner ending in -ly often go before the main verb. They can also go after a verb and its direct object.

She **slowly** opened the door. OR She opened the door **slowly**.
She should **slowly** open the door. OR She should open the door **slowly**.

When they modify intransitive verbs, adverbs of manner ending in -ly often go after the main verb. They can also go after a verb and an indirect object.

He spoke **angrily** about corruption. OR He spoke about corruption **angrily**.

Be careful! Don't place adverbs of manner without -ly before a main verb.

He drives **fast**. NOT He ~~fast drives~~.
She can sing really **well**. NOT She can ~~really well sing~~.

Don't place an adverb of manner between a transitive verb and its direct object.

He drank his tea **quickly**. OR He **quickly** drank his tea.
NOT He drank ~~quickly~~ his tea.

Other adverbs of manner

angrily	poorly
badly	quietly
fast	sadly
happily	slowly
hard	softly
nicely	suddenly
noisily	well

C **Write a checkmark if the adverb is correctly placed. Then, on a separate sheet of paper, rewrite the sentences that you didn't check.**

☐ 1 When the game was over, he left quickly the court.
☐ 2 As she drove into town, she sang to herself softly.
☐ 3 The meeting was suddenly postponed after the CEO arrived.
☐ 4 They washed noisily the dishes after dinner.
☐ 5 Tom replied angrily to the text message.
☐ 6 They entered quietly the room and sat in the corner.

D **On a separate sheet of paper, rewrite each sentence with one or more adverbs of manner. Choose from the list above and on page 108.**

1 I watched the snake until it moved.
2 We chatted until the sun came up the next morning.
3 She speaks Italian, but she doesn't really understand it.
4 He wrote about his experiences living in Cambodia.
5 A cow walked onto the road, and the bus stopped.

PRONUNCIATION LESSONS (Optional)

These Pronunciation Lessons are optional. The goal is to improve students' awareness of the pronunciation rules of Standard American English and to improve comprehensibility and fluency in speaking. Each lesson presents a new pronunciation feature, accompanied by audio for repetition and additional speaking or listening exercises for practice.

UNIT 1

Content words and function words

In English, content words are generally stressed.
Function words are generally unstressed.

My **BOSS** is a **PAIN** in the **NECK**!
He's **REALLY** a **TERRIFIC BOSS**.
MARK is **SUCH** a **SMART GUY**.
I'm **SURE** she'll be a **GREAT MANAGER**.

Content words

nouns	boss, Julie, happiness
verbs	find, meet, call
adjectives	talkative, small, green
adverbs	quietly, again, very
possessive pronouns	mine, yours, his
demonstrative pronouns	this, those, that
reflexive pronouns	ourselves, herself
interrogative pronouns	what, who, where

Function words

prepositions	of, from, at
conjunctions	and, but, or
determiners	a, the, some
personal pronouns	he, she, they
possessive adjectives	my, her, their
auxiliary verbs	have + [past participle] be + [present participle]

Be careful! When an auxiliary verb is negative or used in short answers, it is generally stressed.

I **CAN'T GO**. He **WON'T LIKE** it.
No, they **DON'T**. Yes, I **HAVE**.

Stress in compound nouns

Many compound nouns are made up of two nouns, with the first one modifying the second one. In these compounds, stress usually falls on the first noun. However when a noun is modified by an adjective, stress is equal on both words.

noun + noun		adjective + noun
I drink **APPLE** juice.	BUT	I like **RED APPLES**.
She's a **PEOPLE** person.	BUT	She's a **NICE PERSON**.
It's an **APARTMENT** building.	BUT	It's a **TALL BUILDING**.
They're **EXERCISE** machines.	BUT	They're **NEW MACHINES**.

A Listen and practice.

1 My **BOSS** is a **PAIN** in the **NECK**.
2 He's **REALLY** a **TERRIFIC BOSS**.
3 **MARK** is **such** a **SMART GUY**.
4 I'm **SURE** she'll be a **GREAT MANAGER**.

B Circle the content words.

1 Learn to live in the present.
2 He reminded me to call my mother.
3 He asked me to work faster.
4 I prefer to stick closer to home.

Now practice reading each sentence aloud and listen to compare.*

C Listen and practice.

1 I drink **APPLE** juice. I like **RED APPLES**.
2 She's a **PEOPLE** person. She's a **NICE PERSON**.
3 It's an **APARTMENT** building. It's a **TALL BUILDING**.
4 They're **EXERCISE** machines. They're **NEW MACHINES**.

D Practice reading each compound noun aloud and then listen to check.*

1 global warming
2 tennis courts
3 a reliable person
4 a telephone directory
5 office managers
6 the bullet train

***Note:** Whenever you see a listening activity with an asterisk (*), say each word, phrase, or sentence in the pause after you hear each item number. Then listen for confirmation.

UNIT 2

Intonation patterns

In statements, commands, and information questions, pitch should be lowered after the stressed syllable in the last stressed word. If the last syllable in the sentence is stressed, lower the pitch on the vowel by lengthening it.

I haven't been going to many concerts lately.

Don't forget to watch them on YouTube tonight.

How long have you been listening to that song?

She's been practicing for several months.

Raise pitch after the stressed syllable in the last stressed word in yes / no questions and requests. If the last syllable in the sentence is stressed, raise pitch on the vowel by lengthening it.

Have you been listening to Christina Perri lately?

Could you pick up the tickets for me?

Do you think she has a nice voice?

Has he been checking online?

A **Listen and practice.**

1 I haven't been going to many concerts lately.
2 Don't forget to watch them on YouTube tonight.
3 How long have you been listening to that song?
4 She's been practicing for several months.
5 Have you been listening to Christina Perri lately?
6 Could you pick up the tickets for me?
7 Do you think she has a nice voice?
8 Has he been checking online?

B **Circle the last stressed content word in each of the following sentences. If that word has more than one syllable, underline the stressed syllable.**

1 That song has a great beat you can dance to.
2 Her catchy lyrics make you want to sing along.
3 Didn't you like that song's melody?
4 What time do you think the concert will be finished?
5 How long has she been dancing to that song?

Now practice reading each sentence aloud, using the intonation patterns you have learned. Listen to check.*

UNIT 3

Sentence rhythm: thought groups

Longer sentences are usually divided by rhythm into smaller "thought groups"—groups of words that naturally or logically go together. Exactly how statements may be divided into thought groups will vary among speakers.

My short-term goal / is to start living / within my means.
NOT ~~My short-term / goal is to / start living within my / means.~~
I don't plan / to be financially dependent / for the rest of my life.
By next year, / I hope to have gotten / a good job / as a financial consultant.

Examples of thought groups

subject + verb	I don't know
noun phrases	my short-term goal
prepositional phrases	by the end of the month
predicates	is drowning in debt
noun clauses	where the money goes
adjective clauses	that I paid off last year
adverbial clauses	when I've finished my report

Pitch in longer sentences

In longer sentences, pitch may fall—or rise—after the last stressed syllable in each thought group, with no change in meaning.

Once he tries keeping / a realistic budget, / he'll find it easy / to save money. **OR**

Once he tries keeping / a realistic budget, / he'll find it easy / to save money.

A **Listen and practice.**

1 My short-term goal is to start living within my means.
2 I don't plan to be financially dependent for the rest of my life.
3 By next year, I hope to have gotten a good job as a financial consultant.
4 **a** Once he tries keeping a realistic budget, he'll find it easy to save money.
4 **b** Once he tries keeping a realistic budget, he'll find it easy to save money.

B **Read the following sentences. Decide how you might break each sentence into thought groups.**

1 By the end of this month, I hope to have finished paying off my student loans.
2 In two months, when we've finally paid off our house, we're going to have a big party to celebrate.
3 To be perfectly honest, I couldn't tell you where the money goes.
4 By next year, I will have completed my studies, but I don't think I will have gotten married.

Now practice reading each sentence aloud, paying attention to pitch. Listen to compare.* (Note that your choices may differ from what you hear on the audio.)

UNIT 4

Linking sounds

Linking with vowels

When the final consonant sound of a word is followed by a vowel sound, link the sounds together.

It's‿in style now.
She bought him‿an‿elegant tie.
I've‿already bought‿a new suit.

Linking identical consonants

When the final consonant sound of a word is followed by the same sound, link the sounds together as one sound.

The blouse is‿striped.
They preferred‿dark suits.
What an attractive‿vest!

A Listen and practice.

1 It's in style now.
2 She bought him an elegant tie.
3 I've already bought a new suit.
4 The blouse is striped.
5 They preferred dark suits.
6 What an attractive vest!

B Underline all the places where you think the sounds should be linked.

1 She wants Susan to dress up next time.
2 It's fashionable and elegant.
3 It's out of style.
4 I wish she preferred dressing down.
5 That blouse isn't trendy enough for my taste.
6 I think Kyle has stylish taste.

Now practice reading each sentence aloud and listen to check.*

UNIT 5

Unstressed syllables: vowel reduction to /ə/

In conversation, the vowels in unstressed syllables are often reduced to the sound /ə/. The vowel sound /ə/ occurs more often in English than any other vowel sound and contributes to maintaining the rhythm of English.

ac cept a ble → /ək'sɛptəbəl/
con sid er ate → /kən'sɪdərət/
dis o be di ent → /ˌdɪsə'bidiənt/
in ex cus a ble → /ˌɪnək'skyuzəbəl/
ir re spon si ble → /ˌɪrə'spɑnsəbəl/
po lite → /pə'laɪt/
re spect ful → /rə'spɛktfəl/
ri dic u lous → /rɪ'dɪkyələs/

A Listen and practice.

1 acceptable
2 considerate
3 disobedient
4 inexcusable
5 irresponsible
6 polite
7 respectful
8 ridiculous

B Listen to each word and circle the unstressed syllables that have the sound /ə/.

1 un ac cept a ble
2 in con si de rate
3 im po lite
4 un pleas ant
5 ir ra tion al
6 im ma ture
7 un i mag i na ble
8 dis re spect ful
9 in ap pro pri ate

Now practice reading each word aloud and listen again to check.*

UNIT 6

Sound reduction

In everyday speech, sounds in unstressed words are often "reduced"; that is, vowels change to /ə/ or /ɚ/ or consonants are dropped.

The /u/ sound in the function word to is often reduced to /ə/.
I'll be going **to** the airport after dinner. /tə/
It's ten **to** two. /tə/

The /æ/ sound in many one-syllable function words is often reduced to /ə/.
Look **at** that. /ət/
I saw **an** eagle. /ən/
That's more **than** I need. /ðən/

The /ɑr/ and /ɔr/ sounds in function words are often reduced to /ɚ/.
Pets **are** no trouble. /ɚ/
Is it black **or** white? /ɚ/
Where's **your** parrot? /yɚ/
He's been gone **for** days. /fɚ/

The function word and is often reduced to /ən/ when it occurs between two subjects, objects, modifiers, verbs, or phrases.
They have long arms **and** legs. /ən/
She laughed **and** cried when she heard the news. /ən/
We stayed out late **and** went dancing. /ən/

The initial /h/ sound is usually dropped in function words.
What does he mean? /dʌzi/
It's in his bag. /ɪnɪz/

Be careful! Function words that occur at the end of a sentence are never reduced.
Who's she talking **to**? /tu/
What a beautiful bird you **are**! /ɑr/
What are you looking **at**? /æt/
What are you waiting **for**? /fɔr/

Be careful! The vowel sound /æ/ in and is generally not reduced when it occurs at the beginning of a clause, but the consonant sound /d/ may still be dropped.
He wore a black suit, **and** she wore a green dress. /æn/

A **Listen and practice.**

1 I'll be going to the airport after dinner.
2 It's ten to two.
3 Look at that.
4 I saw an eagle.
5 That's more than I need.
6 Pets are no trouble.
7 Is it black or white?
8 Where's your parrot?
9 He's been gone for days.
10 They have long arms and legs.
11 She laughed and cried when she heard the news.
12 We stayed out late and went dancing.
13 He wore a black suit, and she wore a green dress.
14 What does he mean?
15 It's in his bag.

B **In the following sentences, circle the words you think will be reduced.**

1 Alternatives can be found for medical research on animals.
2 A lot can be done to make conditions better on factory farms.
3 Some animals are raised to be used for medical research.
4 Do we have to ban hunting and bullfighting?

Now practice reading each sentence aloud and listen to check.*

UNIT 7

Vowel sounds /i/ and /ɪ/

The sound /i/ is longer and is formed by tensing the tongue.
The sound /ɪ/ is shorter and formed with the tongue relaxed.

/i/	/ɪ/
leave	live
team	Tim
feel	fill
steal	still
feet	fit

The vowel sound /ɪ/ also appears frequently in unstressed syllables.

— · — · — · — ·
pla ces mar ket mi nute wo men

The vowel sounds /i/ and /ɪ/ are represented in spelling in a number of ways.

/i/	/ɪ/
steal	blimp
steep	syllable
people	busy
handy	building
believe	women
receive	pretty
boutique	been
key	give

A Listen and practice.

1	leave	live	4	steal	still
2	team	Tim	5	feet	fit
3	feel	fill			

B Listen and practice.

1 places
2 market
3 minute
4 women

C Listen to each pair of words. Circle if they are the same or different.

1	same	different	5	same	different
2	same	different	6	same	different
3	same	different	7	same	different
4	same	different	8	same	different

D Listen and check which sound you hear in the stressed syllable.

	/i/	/ɪ/		/i/	/ɪ/
1	☐	☐	8	☐	☐
2	☐	☐	9	☐	☐
3	☐	☐	10	☐	☐
4	☐	☐	11	☐	☐
5	☐	☐	12	☐	☐
6	☐	☐	13	☐	☐
7	☐	☐	14	☐	☐

Now listen again and practice.

UNIT 8

Stress placement: prefixes and suffixes

Stress placement does not change when most prefixes and suffixes are added to a word.

. — .	. . — .	. — .	. — . .
important	unimportant	importance	importantly
.— . .	.— . .	. .— . .	.— . . .
obedient	obedience	disobedience	obediently
— .	. — .	— . .	— ..
happy	unhappy	happiness	happily

However, adding the suffixes -ion, -ic, -ity, -ical, and -ian generally shifts stress to the syllable before the suffix.

— . .	→	. . — .
educate		education
— . .	→	. . — .
photograph		photographic
. — ..	→	. . . —..
dependable		dependability
—. .	→	. —. .
politics		political
— .	→	. — .
music		musician

Some nouns and verbs have the same spelling. When the word is a noun, the stress is on the first syllable. When the word is a verb, the stress is on the second syllable.

nouns	verbs
— .	. —
rebel	rebel
— .	. —
protest	protest
— .	. —
present	present
— .	. —
object	object
— .	. —
progress	progress

Other words in this category

conduct	permit
conflict	record
contrast	survey
convert	suspect

A Listen and practice.

1	important	unimportant	importance	importantly
2	obedient	obedience	disobedience	obediently
3	happy	unhappy	happiness	happily

B Listen and practice.

1	educate	education
2	photograph	photographic
3	dependable	dependability
4	politics	political
5	music	musician

C **Look at the stressed syllable of each word in Column A. According to the rules given in the chart on page 137, mark the stressed syllable of each word in Column B.**

	A	B
1	fa mil iar	fa mil iar i ty
2	e mo tion al	e mo tion al ly
3	reg u late	reg u la tion
4	ap pre cia tive	ap pre cia tive ly
5	sym pa thy	sym pa thet ic
6	hy poth e size	hy po thet i cal
7	beau ty	beau ti fy
8	his to ry	his tor i cal
9	ma te ri al ist	ma te ri al is tic
10	pol i tics	pol i ti cian

Now practice reading each word aloud and listen to check.*

D **Listen and practice.**

	Nouns	Verbs		Nouns	Verbs
1	rebel	rebel	8	contrast	contrast
2	protest	protest	9	convert	convert
3	present	present	10	permit	permit
4	object	object	11	record	record
5	progress	progress	12	survey	survey
6	conduct	conduct	13	suspect	suspect
7	conflict	conflict			

E **Circle the syllable you think will be stressed in each blue word.**

1 A summer fishing **permit** **permits** you to fish all you want.
2 The **protest** was organized to **protest** government spending.
3 All the employees were **surveyed**, so the results of the **survey** would be useful.
4 The **contrast** between them now is not great compared to how much they **contrast** at other times of the year.
5 We strongly **object** to the decision to sell art **objects** outside the museum.

Now practice reading each sentence aloud, paying attention to words that are both nouns and verbs. Listen to check.*

UNIT 9

Reduction and linking in perfect modals in the passive voice

In perfect modals in the passive voice, the modal and the auxiliary verbs have been are said together as one unit. Note that stress falls on the modal and the main verb. In everyday speech, the /h/ sound in the auxilliary have is dropped and /æ/ is reduced to /ə/.

/ˈkʊdəvbɪn/
They **COULD have been KILLED**.

/ˈmaitəvbɪn/
They **MIGHT have been LOST**.

/ˈmʌstəvbɪn/
They **MUST have been MOVED**.

/ˈmeiyəvbɪn/
They **MAY have been disCOVered**.

With had to, stress had and the main verb. Say had to and have been as one unit.

/ˈhætuəvbɪn/
They **HAD to have been STOlen**.

In negative perfect modals, stress falls on the modal, the word not, and the main verb. In everyday speech, not and the auxiliary verbs have been are generally said as one unit.

/ˈnatəvbɪn/
They **MIGHT NOT have been LOST**.
They **MUST NOT have been MOVED**.

A Listen and practice.

1 They could have been killed.
2 They might have been lost.
3 They must have been moved.
4 They may have been discovered.
5 They had to have been stolen.
6 They might not have been lost.
7 They must not have been moved.

B Underline where you think the words should be linked and which sounds should be reduced.

1 The damage may have been caused by a storm.
2 The building could have been destroyed by a fire.
3 The gold figures couldn't have been stolen.
4 The stone statues must have been moved using animals.
5 The drawings must not have been discovered until later.
6 The islands had to have been inhabited by Polynesians.
7 The secrets of Rapa Nui might not have been lost.

Now practice reading each sentence aloud, paying attention to reductions. Listen to check.*

UNIT 10

Vowel sounds /eɪ/, /ɛ/, /æ/, and /ʌ/

The sound /eɪ/ is longer and is formed by tensing the tongue with the lips spread. The sounds /ɛ/, /æ/, and /ʌ/ are shorter and are formed with the tongue relaxed. Say /eɪ/ and /ɛ/ with the lips spread wide. Say /æ/ with the lips spread slightly and the mouth slightly open. Say /ʌ/ with the tongue and jaw completely relaxed.

/eɪ/	/ɛ/	/æ/	/ʌ/
pain	pen	back	pun
lane	den	map	done
mate	met	black	mutt
bait	bet	bat	but

Mouth positions for vowels

• tongue tensed (long)	/eɪ/
• tongue relaxed (short)	/ɛ/, /æ/, /ʌ/
• lips spread	/eɪ/, /ɛ/, /æ/
• jaw relaxed	/ʌ/

The vowel sounds /eɪ/, /ɛ/, /æ/, and /ʌ/ may also be represented by these spellings.

/eɪ/	/ɛ/	/æ/	/ʌ/
pay	rest	snacks	up
weigh	sweat	have	some
shape	says	laugh	touch
wait	said	half	does
taking	friend	guarantee	blood
great	guess	relax	what

A Listen and practice.

1	pain	pen	back	pun
2	lane	den	map	done
3	mate	met	black	mutt
4	bait	bet	bat	but

B Listen to each word and place it in the correct column.

age any just catch debt love edge face flat great health
jump chat some faint enough chance text nothing trait way

/eɪ/	/ɛ/	/æ/	/ʌ/

Now practice reading each word aloud and listen again to check.*

C Listen to each sentence and circle the word you hear.

1 Could you hand me that (bat / bait)?
2 I think the (tax / tux) is included.
3 What is that (cap / cup) made of?
4 Do you need a (pet / pat)?
5 He's a perfect (mutt / mate).
6 My (date / debt) is causing me trouble.
7 Could you take that (bug / bag) off the counter?
8 Please put a bandage on the (cut / cat).

Now practice reading the sentences both ways.

WRITING HANDBOOK (Optional)

For each unit in the *Connectivity* Student's Book, this Writing Handbook provides a succinct lesson focused on one key principle of good writing in English. In addition to the presentation of each principle, the Handbook includes clear examples and models. To ensure students put each principle into practice, the Handbook provides a Unit Writing Task and a Self-Check for students to evaluate their progress.

UNIT 1 Paragraph structure: review

A WRITING SKILL | Study the rules.

A paragraph consists of sentences about one topic. The most important sentence in a paragraph is the **topic sentence**. It is often (though not always) the first sentence, and it introduces, states, or summarizes the topic of a paragraph. For example: Workaholics lead unbalanced lives.

In formal or academic writing, all the **supporting sentences** that follow, surround, or precede a topic sentence—details, examples, and other facts—must be related to the topic presented in the topic sentence.

If the last sentence of a paragraph isn't its topic sentence, and especially if the paragraph is a long one, writers sometimes end it with a **concluding sentence** that restates the topic sentence or summarizes the paragraph. Concluding sentences commonly use phrases such as In conclusion or In summary.

WRITING MODEL

Workaholics lead unbalanced lives. They spend all their energy on work. They rarely take time to relax and let their minds rest. I know, because my father was a workaholic, and he worked every day of the week. We hardly ever saw him. Even when he was not at work, we knew he was thinking about work. He seemed never to think about anything else. **In summary, not knowing how to escape from work makes it difficult for workaholics to find balance in their lives.**

B PRACTICE | The sentences below form a paragraph, but they are out of order. Write T next to the topic sentence, S next to each of the four supporting sentences, and C next to the concluding sentence. Then, on a separate sheet of paper, put the sentences in order and rewrite the paragraph.

..... **1** She took a night-shift job so she didn't have to do much work.
..... **2** Since they're very intelligent, some figure out how to do less work.
..... **3** Very intelligent people, or "brains," are sometimes lazy people.
..... **4** I had a friend who was a member of Mensa, an organization for people who are really smart.
..... **5** To sum up, sometimes intelligent people use their intelligence to get out of doing work.
..... **6** She could read novels most of the night and still get a paycheck.

C PRACTICE | Read the two paragraphs. Find and underline the topic sentence and the concluding sentence in each paragraph.

Etiquette differs from country to country and even sometimes within regions throughout the world, but no matter where you go, etiquette is based on one common principle: being kind and making others feel comfortable. Many etiquette rules date back to our early history, when a person from another tribe or area might be a friend or a foe, and it was important for people to signal which they were when coming in contact with others from outside the tribe. Following another's cultural rules of etiquette was one way to signal that we weren't enemies. Being aware of differences in table manners or how people address older tribe members also helped maintain good relations. But etiquette isn't only about what we say to other people. It's often about what we *don't* say. If we think someone looks terrible, for example, it's just good manners to keep this to ourselves because expressing that thought would be hurtful.

But etiquette extends to non-verbal communication as well. Gestures, facial expressions, posture, gaze are the unspoken indicators of good manners. Whether or not we make eye contact when talking to someone can mean one thing in one place and another thing somewhere else. As with etiquette in general, non-verbal behavior can send powerful messages about our intent and friendliness. In conclusion, if we want to get along well with others by being kind and making them feel comfortable, we should observe the rules of verbal and non-verbal communication.

D UNIT 1 WRITING TASK | Write a short article for visitors to your country, pointing out some things they should know about non-verbal communication there. You can choose to direct your article to a tourist, a person doing business, or someone coming to study.

SELF-CHECK

- ☐ Does my paragraph have a topic sentence?
- ☐ Do the supporting sentences in my paragraph all relate to the topic?
- ☐ Do I have a concluding sentence?

UNIT 2 Parallel structure: writing words in a series

A **WRITING SKILL | Study the rules.**

When listing two or more items in a series, be sure to use parallel structure. All the words, phrases, or clauses should be in the same form. Study the examples.

Dancing, **painting**, and **singing** are the things that I like to do. (All are gerunds.)
I like **to dance**, **to paint**, and **to sing**. (All are infinitives.)
The picture was **painted**, **framed**, and **sold**. (All are past participles.)
She's a **friendly**, **helpful**, and **intelligent** human being. (All are adjectives.)
I write about **what I see**, **who I hear**, and **how I feel**. (All are noun clauses.)

If you are listing two or more infinitives, either use to with all of them or use it only with the first one.

I like **to dance**, **paint**, and **sing**.

With a pair or series of nouns, either use the article with all of them, or use it only with the first one.

I'm **a student**, **a musician**, and **a mother**. OR I'm **a student**, **musician**, and **mother**.

If another word, such as an adverb or a relative pronoun, refers to all of the words in the series, you can use it with all of them or only with the first.

I don't think I'm **very interesting** or **very smart**. OR I don't think I'm **very interesting** or **smart**.
I prefer people **who make me laugh** and **who like outdoor activities**.
OR I prefer people **who make me laugh** and **like outdoor activities**.

B **ERROR CORRECTION | Find and correct the errors.**

My personality

I have some great friends, but one thing surprises me. Some of them think I am moody, a pessimistic person, and cautious because I sometimes worry about the future. What I think is that I have always been a passionate, a positive, and optimistic person. The fact that I love traveling, to meet new people, and learning about new places proves that I don't have a pessimistic outlook. One thing I'm sure of is this: My family sees me as being very energetic and an imaginative person. As a matter of fact, I have always been very comfortable with who I am and how to behave.

C **PRACTICE | On a separate sheet of paper, complete each statement with the words in parentheses, using parallel structure. Then write at least two similar sentences about your own personality and interests.**

1 I like (read, listen to music, go to movies).
2 I've been (teacher, stay-at-home mom, office manager).
3 I enjoy (hike, ski, swim in the ocean).
4 (see new places, have new experiences, make new friends) are all reasons I like to travel.
5 Last year I (join the volleyball team, play in ten games, win an award).
6 (paint portraits, cook great meals, play my guitar) are the things that energize and relax me.

D **UNIT 2 WRITING TASK | Write a paragraph describing the personal qualities of a creative person you know. It could be a celebrity, an artist, a friend, or even yourself. Try to include at least one sentence using the present perfect continuous and one using a cleft sentence with What.**

SELF-CHECK

- ☐ Does my paragraph have a topic sentence and supporting sentences?
- ☐ Does it have a concluding sentence?
- ☐ Did I use parallel structure?

UNIT 3 Organizing information by degrees of importance

A **WRITING SKILL | Study the rules.**

When writing a paragraph, organize your ideas and sentences logically. Use words and phrases to indicate to the reader the relative importance of the ideas. Write the ideas in order of importance, starting with the most important. Notice the commas.

First, in order of importance,
Most importantly,
To begin with,

Secondly, / Thirdly, etc.
Following that,
After that,

Finally,
Last but not least,
As a final point,

WRITING MODEL

I am proud to say that I am financially independent. My friends occasionally ask me how I did it and ask me to give them advice. I like to say, "You have to be financially intelligent." How? **First and most importantly**, spend less than you earn. One way to do that is to create a budget and stick to it. **Secondly**, don't charge things on credit cards that you can't pay for at the end of the month. **Last but not least**, put a little money into savings whenever you can.

B **PRACTICE | Complete the paragraph with words and phrases indicating order of importance.**

I try to be generous to those in need and always contribute a portion of my income to charities that I think are worthwhile. Since I don't have a lot of money, I have to consider where my money can do the most good. There are several issues I need to think about before sending money. ..... (1) , I want to know if the charity is financially sound; that is, does most of the money it receives actually go to the people in need? Or does it spend too much money on salaries for employees of the organization? I get this information from Charity Navigator on the Internet. ..... (2) , although nearly as important to me, is: does the charity address a crisis of some sort, such as an epidemic? There are so many worthy charities, but to me, the ones that provide immediate help that can prevent death are the most important. ..... (3) , I always ask if the charity provides help to all people, regardless of who they are. I don't care if the people I help are in my country or some other country, and I don't care about their religion, race, or nationality.

C **UNIT 3 WRITING TASK | Write a one-paragraph personal statement for a job or university application. Describe three ways you manage your financial responsibilities. Use vocabulary from Unit 3 and organize your ideas in order of importance. Provide examples to support your claims.**

SELF-CHECK

- ☐ Did I present my ideas in order of importance?
- ☐ Did I use the words and phrases to indicate their relative importance?
- ☐ Did I use correct punctuation?

UNIT 4 Compare and contrast: review

A **WRITING SKILL** | **Study the rules.**

Compare Connecting words that show similarities	Contrast Connecting words that show differences
like **Like** Sylvia, I wear jeans all the time. OR I wear jeans all the time, **like** Sylvia.	**unlike** **Unlike** her sister, Wendy wears great clothes. OR Wendy wears great clothes, **unlike** her sister.
similarly I grew up paying little attention to fashion. **Similarly,** my brother was not very interested in clothes. OR I grew up paying little attention to fashion; **similarly,** my brother was not very interested in clothes.	**in contrast** I've always liked to wear black to evening events. **In contrast,** my sister prefers white. OR I've always liked to wear black to evening events; **in contrast,** my sister prefers white.
likewise My mother always liked elegant clothes. **Likewise,** her two sisters did, too. OR My mother always liked elegant clothes; **likewise,** her two sisters did, too.	**however** Lily had to wear a uniform when she was in school. **However,** I was allowed to wear anything I wanted. OR Lily had to wear a uniform when she was in school; **however,** I was allowed to wear anything I wanted.
as well / not either Many people spend too much money on clothes. Some spend too much on shoes **as well**. Our parents' generation didn't worry so much about fashion. Their own parents **didn't either**.	**while / whereas** Sam spends a lot of money on clothes **while** (or **whereas**) Jeff rarely does. OR **While** (or **whereas**) Sam spends a lot of money on clothes, Jeff rarely does.

B **PRACTICE** | **Read the paragraph, inserting logical connecting words for comparing and contrasting.**

My husband, Jack, genuinely appreciates fashion, but we don't always agree on clothes and what to wear. I like to shop in small boutiques; ..... (1) , my husband also appreciates the attention a shopper gets in a small store. ..... (2) , I always buy funky, trendy clothes. ..... (3) , Jack is more conservative. And it won't be surprising for anyone to learn that ..... (4) my husband, I tend to like loud colors and bold prints, ... (5) he prefers a more subdued look. ..... (6) , I feel self-confident that whatever I wear will be OK ..... (7) Jack can be a little self-conscious and always tries to wear non-controversial clothes. But, as they say, "opposites attract," and we both like the way the other person dresses, even if our tastes for ourselves aren't the same.

C **UNIT 4 WRITING TASK** | **Choose one of the topics below. Write two paragraphs comparing and contrasting ideas. In your first paragraph, write about the differences. In your second paragraph, write about the similarities. Use connecting words and include a topic sentence for each paragraph.**

Topics

- Compare and contrast your fashion style and tastes with those of someone you know.
- Compare and contrast appropriate and inappropriate dress for one of the following events: a class picnic, a wedding reception, a sporting event, a company meeting, or a flight. Include details about being overdressed or underdressed.

SELF-CHECK

- ☐ Did I use connecting words for comparing?
- ☐ Did I use connecting words for contrasting?
- ☐ Does each paragraph have a topic sentence?

UNIT 5 Formal letters: review

A **WRITING SKILL** | **Study the rules.**

When writing to a friend or relative, it is acceptable to use an informal tone, casual language, and abbreviations. However, when writing to someone you don't know, to your teacher or manager, or to someone working in the office of a school, company, or organization, standard formal language should be used, and regular spelling and punctuation rules apply. Formal letters are usually typed, not handwritten. The following salutations and closings are appropriate for formal letters. (Note that when you know the person's name, you may use either a comma or a colon.)

Formal salutations	Formal closings
If you know the name . . . Dear Ms. Krum, [OR :] Dear Mr. Montoya, [OR :] Dear Professor Lee, [OR :] Dear Dr. Aziz, [OR :]	Sincerely, Respectfully, Best regards, Cordially,
If you don't know the name . . . Dear Sir or Madam: To whom it may concern:	

Letters of complaint

When writing a formal letter of complaint, first state the reason you are writing and describe the problem. Then inform whomever you are writing what you would like him or her (or the school, company, or organization) to do about it, or what you plan to do. The language and tone in your message should be formal and polite.

WRITING MODEL

your address — 516 Thorne Avenue
New Summit, NY 10549

date — October 31, 2023

The Pasta Palace
70-18 Haights Road
New Summit, NY 10549 — recipient's address

Dear Sir or Madam: — salutation

I live around the corner from your restaurant. For the past few months, I have noticed that, every evening, someone has been leaving a lot of garbage on the side of the building. Unfortunately, cats have been turning over the garbage cans, and the trash goes everywhere. This is not only unpleasant to look at, but it is also a health hazard.

Could you please make sure that the garbage cans are securely closed when the restaurant's trash is taken out? Your helping to keep our neighborhood clean and pleasant would be greatly appreciated.

Respectfully, — closing

Olivia Krum — signature

Olivia Krum

B **PRACTICE** | **Write a salutation appropriate for a formal letter to each of these people.**

1 a teacher at a university whose family name is Smith .....
2 a company manager whose name you don't know .....
3 a female company manager whose family name is Costa .....
4 a male bank manager whose family name is Takata .....
5 a doctor at a medical clinic and whose family name is Grimond .....

C **UNIT 5 WRITING TASK** | **Write a letter of complaint about one or more problems in your neighborhood, city, or town. Describe the problem(s) and suggest solutions. Remember to be polite and appropriately formal.**

OPTIONAL WRITING **Exchange letters with a partner. Write a formal letter of response to your partner, as if you were the person to whom your partner's letter was addressed. Express concern about the problem he or she wrote about and state what you will do about it.**

SELF-CHECK

- ☐ Did I use the appropriate salutation and closing?
- ☐ Are the tone and language in my letter formal and polite?
- ☐ Did I use regular spelling and punctuation and avoid abbreviations?
- ☐ Did I describe the problem and talk about a possible solution?

UNIT 6 Supporting a point of view

A **WRITING SKILL** | **Study the rules.**

To persuade readers to agree with your point of view in an essay:

- State your point of view in the introduction to your essay.
- Then provide examples, facts, or experts' opinions that support your point of view.
- Another effective technique is to demonstrate the weakness of opposing arguments.
- Summarize your main point in a concluding sentence.

Use expressions like these to support your point of view. Pay attention to correct punctuation when needed.

Support your point of view	Offer experts' opinions
For one thing, For example, For instance, Furthermore,	[Smith] states that . . . According to [Rivera], . . . Studies suggest that . . .

Refute opposing arguments		Conclude your argument
It can be argued that . . . [Some people] think . . . It [may be] true that . . .	However,	In conclusion, In summary, To sum up,

WRITING MODEL

Many people question whether it's humane to keep animals in zoos. However, **today's zoos can play an important role in animal conservation.** They can do this in a number of ways.

For one thing, studies suggest that animal conservation research and observation may be conducted more easily in zoos. In that way, new methods for ensuring the survival of endangered species might be discovered. **Furthermore,** in her report on conservation efforts at the Parkland Zoo, **biologist Ann Fisher states that** zoos can protect the young of endangered species until they are old enough to be released into the wild. **It can be argued that** all animals should be free and that it is unethical to keep any animals in zoos. **However,** the survival of these species in the wild may actually depend on the results of the scientific studies many zoos provide.

In conclusion, I believe endangered animals should be kept in zoos in order to support conservation efforts. It's one way we can help ensure their survival.

B **PRACTICE** | **Complete the arguments to support the point of view.**

Zoos play an increasingly important role in animal conservation. **1 (For one thing, / However,)** a zoo is a good environment for scientists to observe the behavior of endangered animals. Information from this research can be used to ensure their survival. **2 (Many people think / For example,)** animals are simply kept in small cages in zoos. **3 (Furthermore, / However,)** today's modern zoos try to imitate the animals' natural habitats by providing healthy food and lots of space for exercise and play. Without this intervention, many species would not survive in the wild. **4 (According to / To sum up,)** Dutch scientist Frans de Wall, zoos also serve an important educational purpose. **5 (Furthermore, / For example,)** by visiting zoos with their families or school classes, children learn about endangered animals and grow up appreciating the importance of protecting them. **6 (To sum up, / It may be true that)** there are good reasons for keeping endangered animals in zoos.

C **UNIT 6 WRITING TASK** | **Write a short essay in which you express your opinion on the treatment of animals on farms or in research. Use persuasion to convince the reader to agree with your point of view. State your point of view in the introduction. Support it with examples, facts, or experts' opinions. Refute opposing arguments. Conclude by restating your main point.**

OPTIONAL WRITING **Exchange essays with a partner. Write a short response, explaining why you agree or disagree with your partner's point of view.**

SELF-CHECK

- ☐ Did I state my point of view clearly in the introduction?
- ☐ Did I provide examples, facts, or experts' opinions to support my point of view?
- ☐ Did I discuss and refute any opposing arguments?
- ☐ Did I include a concluding sentence?

UNIT 7 Summarize and paraphrase information from an article or a report

A **WRITING SKILL | Study the rules.**

A summary is a shortened explanation of the main ideas of an article. When writing a summary, include only the author's main points, not your own reactions or opinions. In your summary, be sure to paraphrase what the author said, putting the main idea into your own words.

Use a variety of reporting verbs to paraphrase the writer's ideas:

The report **argues** that . . .	The writer **points out** that . . .
Doctors **believe** that . . .	The journalist **reports** that . . .
The article **states** that . . .	The author **concludes** that . . .

Some other common expressions for reporting another person's ideas:

According to [Smith], . . .	**As** [the article] **explains**, . . .
In [the writer's] **opinion**, . . .	**From** [García's] **point of view**, . . .

WRITING MODEL

The original text: "For some people, shopping is a favorite pastime and harmless, as long as they have the money to pay for their purchases. For others, unfortunately, shopping can spiral out of control and become as serious as other destructive addictions like alcoholism, drug abuse, and compulsive gambling."

Your summary and paraphrase: *The author points out that shopping can be harmless for some but a serious addiction for others.*

B **PRACTICE | Paraphrase these sentences from the article on page 74.**

1 "Research has shown that compulsive shopping, like other addictions, causes the physical effect of a 'high' when brain chemicals such as endorphins and dopamine are released."

.....

2 "Thankfully, many people are able to splurge or buy things on impulse from time to time without being addicts. However, if you are concerned you may be a compulsive shopper, here are some tips that can help."

.....

C **PRACTICE | Reread the paragraphs that begin with *First*, *Second*, *Third*, and *Fourth* in the article on page 74. Then, in your own words, state the main idea of each of those paragraphs, using the reporting verbs and expressions suggested in Exercise A.**

First

Second

Third

Fourth

D **UNIT 7 WRITING TASK | Write a summary of the article about compulsive shopping on page 74 by combining the main ideas from your notepad. Be sure to paraphrase what the author said, using your own words. You may include the suggestions for overcoming shopping addiction in your summary. Your summary should be no more than four to six sentences long.**

OPTIONAL WRITING **Write a short article in which you suggest how to avoid compulsive shopping.**

SELF-CHECK

- ☐ Does the summary include only the author's main ideas?
- ☐ Did I paraphrase the author's ideas?
- ☐ Was I careful not to include my opinion in the summary?

UNIT 8 Avoiding run-on sentences and comma splices

A **WRITING SKILL | Study the rules.**

Note two common errors that writers often make when joining two sentences:

Run-on sentences (connecting sentences or independent clauses without using punctuation)
INCORRECT: My grandmother was strict with my mom however, my mom isn't at all strict with me.

Comma splices (connecting two sentences or independent clauses with a comma and no conjunction)
INCORRECT: My dad and I used to have a lot of arguments, now we get along great.

To correct a run-on sentence or a comma splice, choose one of the following techniques:

- **Use a period, and capitalize the following word.**
  My grandmother was strict with my mom. However, my mom isn't at all strict with me.
  My dad and I used to have lots of arguments. Now we get along great.
- **Use a comma and a coordinating conjunction.**
  My grandmother was strict with my mom, so my mom isn't at all strict with me.
  My dad and I used to have lots of arguments, but now we get along great.
- **Use a semicolon. (But avoid using a semicolon more than once in a paragraph.)**
  My grandmother was strict with my mom; my mom isn't at all strict with me.
  My dad and I used to have lots of arguments; now we get along great.

Coordinating conjunctions
and for or yet
but nor so

B **PRACTICE | All the sentences have errors. Label each sentence R (for run-on) or C (for comma splice). Then, on a separate sheet of paper, correct each sentence, using one of the techniques.**

..... **1** Older people benefit from living with friends or relatives, they are less likely to experience loneliness or depression.
..... **2** It is projected that in the future more and more young adults will be forced to live with their parents, they will remain financially dependent into their thirties.
..... **3** I worry a lot about my grandfather he was widowed two years ago.
..... **4** It's very difficult for my sister and brother-in-law to stay home to care for their children, they both have jobs outside the home.

C **PRACTICE | On a separate sheet of paper, rewrite the paragraph, correcting any run-on sentences or comma splices.**

My husband and I don't know what to do with our teenage daughter, Beth. Beth has always been a bit rebellious however, lately her behavior has really been going downhill. Yesterday, Beth's teacher told us that she was disrespectful in class she hadn't done her homework. We're at our wits' end with her. At home, Beth has developed a spoiled attitude, she isn't willing to help at all. She used to make her bed and clean up her room, recently she has been leaving her things everywhere. My husband and I may have been too lenient with Beth as she was growing up, now that she's a teenager, we have to get her to shape up.

D **UNIT 8 WRITING TASK | Write a blog post with advice for parents and teens who either have a lot of conflicts or who don't have a good relationship. Use vocabulary and expressions from Unit 8 and other units. Write at least three paragraphs, each one with a topic sentence stating its main idea.**

SELF-CHECK
- ☐ Did I avoid run-on sentences and comma splices?
- ☐ Do all the sentences support the topic sentence?
- ☐ Did I use the vocabulary and expressions I learned in Unit 8?

UNIT 9 Avoiding sentence fragments

A WRITING SKILL | Study the rules.

A sentence fragment is a group of words that does not express a complete thought. Here are two common fragments:

Dependent clauses

A dependent clause is a group of words that contains both a subject and a verb but begins with a subordinating conjunction, making it an incomplete thought.

FRAGMENT: ~~Since the military released the UFO videos.~~
FRAGMENT: ~~Until I read about Orson Welles's radio play.~~

Remember:

An independent clause . . .
- contains a subject and a verb.
- expresses a complete thought.

A complete sentence . . .
- starts with a capital letter.
- ends with a period, question mark, or exclamation point.
- expresses a complete thought.
- needs to contain at least one independent clause.

Phrases

A phrase is a group of words that is not a complete sentence. Some common phrases that are fragments are prepositional phrases, verb phrases, embedded questions, infinitive phrases, relative clauses, etc.

FRAGMENT: ~~At the end of the year.~~
FRAGMENT: ~~Are very reliable.~~
FRAGMENT: ~~Where they said the UFO had crashed.~~
FRAGMENT: ~~To explain what happened.~~
FRAGMENT: ~~The people who were listening to the program.~~

Subordinating conjunctions that begin a dependent clause

after	since
as soon as	unless
because	until
before	when
even though	whenever
if	while

To correct a sentence fragment, do one of the following:

- Attach a dependent clause to an independent clause to complete the thought.
  Since the military released the UFO videos, **we believed they must have been real**.
  I knew nothing about *War of the Worlds* until I read about Orson Welles's radio play.
- Complete the thought by adding missing information to a phrase so it is a complete sentence.
  At the end of the year, **everyone celebrated together**.
  Most news sources are very reliable.
  That's where they said the UFO had crashed.
  We asked to be interviewed to explain what happened.
  The people who were listening to the program **called to get advice**.

B PRACTICE | Underline the sentence fragments in this paragraph. Then, on a separate sheet of paper, rewrite the paragraph correctly.

When John Tyler did not appear at his wedding. His bride and the wedding guests were worried. They called the police for help. The police used helicopters. To search for John's car. An hour later, John called his bride by phone. She was so surprised. Because John told her that he had been carjacked. According to his story. The carjackers had locked him in the trunk in the back of his car. Meanwhile, the police had found John's car. In the parking lot of a hotel. Furthermore, John was found in a hotel room. Speaking with his wife on the phone. Apparently, he had been having doubts about getting married and had made up the whole story about the carjacking. John had to repay the town the $3,000 spent trying to rescue him during his carjacking hoax. Two weeks later. He and his bride were finally married.

C UNIT 9 WRITING TASK | Write a short news report about one of these topics:

Topics
- An imaginary attack on your city or town by aliens from Mars
- An imaginary new discovery that finally explains one of the mysteries from Lesson 2 on page 94
- An imaginary update on the U.S. military's 2020 release of videos of UFOs

SELF-CHECK
- ☐ Do all my sentences express complete thoughts?
- ☐ Did I avoid sentence fragments?
- ☐ Did I avoid run-on sentences and comma splices?

UNIT 10 Presenting and supporting opinions clearly

A WRITING SKILL | Study the rules.

When you write to critique or comment on another person's ideas, it is important to present and support your own opinions clearly. Use connecting words and phrases to present your ideas logically and to support your ideas with reasons.

Present your ideas logically

First of all, I agree with the writer's main point.
In addition, the article makes some good points about the effects of not being active.
Furthermore, I think the writer offers some good ideas for changing bad habits.
Finally, I believe the writer is right not to ignore the problem.

Support your ideas with reasons

Since risk-takers like to live dangerously, they sometimes get hurt.
Because of the Internet, you can find places to practice extreme sports all over the world.
Actually, risk-avoiders can find safe ways to be adventurous. **That's why** I think being a risk-taker is overrated.
Due to the fact that everyone posts on social media, more and more people are attracted to extreme sports.

Citing the writer's words

Use direct speech to quote short statements. For example:
Cardiologist Ana Laghari says, "I recommend 150 minutes of moderate cardiovascular exercise every week." However, I think that's too much!

For longer statements, use indirect speech to paraphrase what the writer says in a shorter form. For example:
Dr. Laghari makes it clear that a sedentary lifestyle can be a danger to one's health.

B PRACTICE | On a separate sheet of paper, write statements that use the connecting words.

1 Simple changes to your lifestyle will have a big impact on your health. It's a good idea to start right away. (since)
2 The author makes some good points in the article. I agree with his opinions. (that is why)
3 The psychologist points out that not all people who ride on roller coasters are risk-takers. She says that most of us are a bit of both. (first of all / in addition)
4 I'm definitely not a risk-taker. I don't really understand why anyone would choose to be one. (furthermore)

C PRACTICE | Rewrite this paragraph by adding connecting words and phrases. Use a comma where necessary.

..... (1) I completely agree with the article on page 106 about the importance of being active. ..... (2) the author's point that there are a number of downsides to having a sedentary lifestyle really makes sense. ..... (3) I'm trying to change my own habits right now, I totally understand the points the author makes and appreciate the suggestions in the article. The author is so right when he or she says, "Many of us may be too laid back for our own good." ..... (4) I agree with the idea that one can make small changes that have a big impact on one's health. ..... (5) the dependence we all have on technology today, the problems the article describes are global in scale. ..... (6) I'm committed to changing my own bad habits.

D **UNIT 10 WRITING TASK | Write a critique of the article in Lesson 3 or the interview about risk-takers and risk-avoiders in Lesson 4. Begin by stating your opinion. To comment on the writer's or speaker's point of view and to support yours, use quotes or paraphrase what the person says. Write at least two paragraphs.**

SELF-CHECK

- ☐ Did I use connecting words and phrases to present and support my opinions?
- ☐ Did I use quotation marks correctly when citing the writer's own words?
- ☐ Did I paraphrase the writer's words when I didn't use direct speech?

SOFT SKILLS BOOSTER (Optional)

The Soft Skills Booster helps develop the soft skills increasingly valued and required by employers to ensure employees' effective interaction with colleagues, management, partners, and clients in work settings. The target skills in the *Connectivity 4* Soft Skills Booster also contribute to students' success in academic settings and in everyday life. Each Soft Skills Booster unit focuses on one soft skill which is then practiced with a partner. Finally, students are directed to apply the soft skill in a Communication Activator exercise from the unit in the Student's Book. As students become proficient with each soft skill, they should be encouraged to use it in all speaking activities in order to maximize the quality of their relationships with others.

UNIT 1 Soft skill: COMMUNICATION — Ask for clarification and repetition to avoid misunderstandings

(For Exercise B, page 9)

A **Use these expressions to ask for clarification or repetition. Listen and repeat each one.**

TIP: Asking for clarification or repetition can head off misunderstandings that interfere with good communication on the job and in other settings.

Asking for clarification	Asking for repetition
I'm afraid I don't quite understand.	Sorry, what was that?
What do you mean by ___ ?	Sorry, I missed that.
Sorry, but are you saying ___ ?	Could you say that again?
Let me make sure I understand. Do you mean ___ ?	Could you run that by me one more time?
	Sorry, I missed the (first / last) part.

B **PAIR WORK | Take turns reading a prompt aloud. Your partner practices asking for clarification or repetition. Use expressions from Exercise A.**

People have no respect for the environment.	A lot of people are mean to animals.	I don't think it's anyone's business how someone else treats his or her pet.
I think it would be better if all drugs were legal.	I don't know why it's a problem if parents let their little children run around in a restaurant.	Most people spend way too much time in front of screens.
If people carpooled, there would be less air pollution in the cities.	Too many people don't wear masks when a contagious disease is going around.	Education used to be better when our parents were in school.
People should speak up if they see teenagers misbehaving.	Family members should talk through their problems.	If someone cheats on a test, that's not my problem.

C **Now practice asking for clarification and repetition as you do Exercise B on page 9.**

UNIT 2 Soft skill: ACTIVE LISTENING Ask for examples to show interest

(For Exercise B, page 15)

TIP: Ask for examples when you listen to someone in order to show your interest in what he or she is saying. This builds mutual respect.

A **Use these expressions to ask for and provide examples during a discussion. Listen and repeat each one.**

Asking for examples	Providing examples
For example?	For example, . . .
Which ones, for example?	Such as . . .
Such as?	For instance, . . .
For instance?	Like . . .
Like who? / what? / where?	

B **PAIR WORK | Take turns reading a statement. Your partner asks for examples and you provide some. Use expressions from Exercise A.**

I've been listening to a lot of great new music lately.	There are some really annoying shows on TV these days.	There are a lot of musicians I'd love to see in concert someday.
I've seen some wonderful performers at the street markets on the weekends.	I've seen some fantastic movies recently.	There are some great museums and art galleries in this town.
There are some very funny shows on TV this year.	I would love to be able to play an instrument in my free time.	The only performing I do is singing my favorite songs in the shower.
I've read some really good books lately.	There are so many musicals and plays I'd like to see.	Your own idea:

C **Now practice asking for and giving examples as you do Exercise B on page 15.**

UNIT 3 Soft skill: RESPECTFULNESS

Ask for and provide reasons when discussing opinions

(For Exercise C, page 33)

A **Use these expressions to ask for and provide reasons for opinions in a discussion. Listen and repeat each one.**

TIP: When you ask people to explain the reasons behind their opinions, you demonstrate respect for their thinking. This helps build good relationships with others.

Asking for reasons	Providing reasons
Why do you say that?	I say that because . . .
What makes you say that?	From what I can see . . .
What are you basing that on?	Well, in my experience . . .
How come you think that?	

B **PAIR WORK | Take turns using one or more of the choices in each prompt to express your opinion. Your partner asks for your reasons and you respond. Use expressions from Exercise A.**

I think that . . .
- ☐ charity begins at home.
- ☐ it's important to help people all over the world.
- ☐ [another idea]

I think that the environment . . .
- ☐ is the most important cause to donate to now.
- ☐ is one of many important causes.
- ☐ should be supported by the government, not by individuals like me.
- ☐ [another idea]

In general, I think deep down most people are basically . . .
- ☐ selfish and greedy.
- ☐ giving and generous.
- ☐ [another idea]

Generally, I believe most charities . . .
- ☐ do an excellent job.
- ☐ spend too much money on advertising and administration.
- ☐ [another idea]

I prefer to help others by . . .
- ☐ fundraising and donating money.
- ☐ volunteering my time.
- ☐ [another idea]

I think the medical clinics in our city are . . .
- ☐ excellent.
- ☐ getting better.
- ☐ in need of major donations.
- ☐ [another idea]

I think that children . . .
- ☐ should learn about giving back to others from a young age.
- ☐ should not worry about the world's problems.
- ☐ [another idea]

In general, I think museums are . . .
- ☐ an important part of the community that we need to support.
- ☐ not a top priority for charitable giving.
- ☐ [another idea]

If a friend asks me to donate to a charity they support . . .
- ☐ I try to chip in as much as I can.
- ☐ I learn more about the charity before deciding whether to donate.
- ☐ I usually don't have money in my budget to donate to charity.
- ☐ [another idea]

Your own idea:

C **Now practice asking for and giving reasons as you do Exercise C on page 33.**

UNIT 4 Soft skill: TEAMWORK Encourage a positive exchange of opinions

(For Exercise B, page 41)

A **Use these expressions to agree strongly or disagree politely with your partner. Listen and repeat each one.**

TIP: When you are honest and polite in agreeing or disagreeing with someone's opinion, it builds a positive tone within a team.

Agreeing strongly	Disagreeing politely
I totally agree.	I actually disagree with that.
I couldn't agree more.	I don't actually see it that way.
You're so right about that.	Do you really think so?
You're absolutely right.	Hmm. I'll have to think about that.

B **PAIR WORK | Take turns reading the prompts below to your partner and agreeing or disagreeing. Use the expressions from Exercise A.**

I think that extreme diets are dangerous and unhealthy.	I worry about the sterilization of tools in beauty salons. It's too easy to get an infection from dirty tools!	It's fun to experiment with new beauty treatments like vampire facials. Why not?
I wouldn't get a fish pedicure if you paid me! It seems cruel to the fish!	Tooth whitening looks great but I think it can be harmful to your teeth.	Dyeing your hair at home is too risky. If you damage your hair it can be a disaster!
I think that most skin care products don't do anything. They're just a waste of money.	Face yoga seems like the safest way to keep your face young-looking.	I think tanning salons are dangerous and dumb.
Parents should get cosmetic surgery for their kids if it'll make them look more attractive.	I would only try beauty treatments that are temporary—never anything permanent!	Your own idea:

C **Now practice agreeing and disagreeing as you do Exercise B on page 41.**

UNIT 5 Soft skill: PROBLEM SOLVING

Work together to identify and solve problems

(For Exercise B, page 53)

A **Use these expressions to complain about a situation and respond during a discussion. These expressions will encourage agreement or disagreement and contribute to solving the problem. Listen and repeat each one.**

TIP: It's important to identify a problem in order to collaborate on a solution.

Stating a problem	Suggesting a solution
It's awful how . . .	I really wish they would . . .
I just can't believe how . . .	Why can't / don't they . . . ?
It's inexcusable that . . .	I don't see why they can't / don't . . .
I think it's shocking that . . .	The thing they need to do is . . .

B **PAIR WORK | Take turns using the prompts below to practice stating a problem and suggesting solutions. Use expressions from Exercise A.**

A: ..... there are so few green spaces in our neighborhood.
B: I agree. ..... build a park with some trees and grass so we can escape from city life a little bit?

B: ..... the traffic seems to be getting worse and worse.
A: I totally agree. ..... attract more high-tech companies to move to town.

A: ..... this city has become so polluted.
B: I totally agree. ..... put more bike lanes on the streets so more people will get around by bike.

B: ..... the buses are never on time.
A: You're right. ..... plan the bus schedules more carefully.

A: ..... the streets are so unsafe for pedestrians. It feels dangerous to walk anywhere around here.
B: I couldn't agree more. ..... add more sidewalks or a pedestrian overpass.

B: ..... there is nowhere around here for young children to play.
A: You're right about that. ..... find more places for playgrounds.

A: ..... we don't have anywhere to socialize with our neighbors. I feel like I don't know anyone else who lives here.
B: I agree. ..... add some public benches on the sidewalks where people can sit and talk.

B: ..... housing has become so expensive.
A: Yeah. ..... build more affordable housing?

A: ..... crime has gotten to be such a big problem.
B: You're absolutely right. ..... get more streetlights and security cameras on the streets.

B: ..... there is no local grocery store in our neighborhood.
A: I totally agree. ..... start a community garden.

C **Now practice stating problems and responding as you do Exercise B on page 53.**

UNIT 6 Soft skill: CRITICAL THINKING

Provide reasons for positive and negative opinions

(For Exercise B, page 65)

A **Use these expressions in a discussion to state a positive or negative opinion. Follow each opinion with reasons. Listen and repeat each one.**

TIP: When opinions are supported by logical reasons, they are more easily accepted by others.

Stating a positive opinion	Stating a negative opinion
I strongly support ___ because . . .	I strongly oppose ___ because . . .
I'm very much in favor of ___ for the following reason(s): . . .	I'm very much against ___ for the following reason(s): . . .
I'm all for ___ .	I'm totally against ___ .
I think ___ is only right.	I think ___ is just plain wrong.
I believe ___ is the right thing to do.	I just don't think ___ is right.

B **PAIR WORK | Take turns stating opinions for or against the issues below and providing a reason or reasons for your opinion. Respond to your partner by agreeing or disagreeing and providing *your* reasons. Use expressions from Exercise A.**

> "I strongly oppose spending tax money to protect species from extinction because there are other things more important to invest in."

spending tax money to protect species from extinction	giving tax breaks to people who use renewable energy resources	getting rid of invasive species that are not native to a habitat
protecting animals by putting endangered species in zoos	allowing animals that are dangerous to humans to go extinct	letting people poach animals for their skins or ivory
setting aside natural wildlife areas where animals can be protected	banning the use of plastic packaging that ends up in the ocean	limiting how much people can fish or hunt certain animals
letting farmers clear forests	taxing companies when they pollute	Your own idea:

C **Now practice supporting positive and negative opinions with reasons as you do Exercise B on page 65.**

UNIT 7 Soft skill: LEADERSHIP

Invite others to express their agreement with your ideas

(For Exercise C, page 75)

A **Use these expressions to ask others to agree with you in a discussion. Listen and repeat each one.**

TIP: Build consensus by inviting people to agree with your reasonable ideas.

Asking for agreement

Don't you agree (that) ___ ?	Wouldn't you agree (that) ___ ?	___ , wouldn't you say?
Don't you think (that) ___ ?	Wouldn't you say (that) ___ ?	___ , don't you think?
Don't you feel (that) ___ ?	___ , don't you agree?	

B **PAIR WORK | Take turns using the prompts below to ask for agreement, using expressions from Exercise A. Respond to your partner by agreeing or disagreeing.**

shopping with a list helps you make sure you only buy things you need	it's silly to spend a lot of money on clothing	shopping can be an addiction
you should always pay your credit card bills in full every month so you don't go into debt	it's OK to splurge on luxury items once in a while	it's smart to comparison shop before you make a purchase
window shopping is the best kind of shopping because you don't spend any money	it's better to spend money on restaurants and travel than on clothes and jewelry	it's OK to buy things on impulse as long as they aren't very expensive
stores have sales and special offers just to get you to come into the store and buy something	it's always worth looking for bargains when there's a sale	Your own idea:

C **Now practice asking for agreement as you do Exercise C on page 75.**

UNIT 8 Soft skill: OPEN-MINDEDNESS

Paraphrase another person's opinion to confirm your understanding

(For Exercise B, page 87)

A **Confirm your understanding by using the expressions on the left to paraphrase or summarize another's opinions during a discussion. Use the expressions on the right to confirm the accuracy of the paraphrasing. Listen and repeat each one.**

TIP: When you paraphrase what people say, it reassures them that you are sincerely trying to understand their point of view. This makes them feel you are "on their side" even if you ultimately don't agree.

Paraphrasing an opinion	Responding
So what you're saying is . . .	That's right.
In other words, . . .	That's exactly what I'm saying.
So what you mean is . . .	
To put it another way, . . .	That's not quite what I meant.
So you're saying . . .	Not exactly. What I'm saying is . . .
If I understand what you're saying, you think . . .	

B **PAIR WORK | Take turns asking the questions below. Listen to your partner's answer and then paraphrase his or her opinion. Your partner will tell you if your paraphrasing was accurate or not. Use expressions from Exercise A.**

Who do you think should take care of young children when both parents work outside the home?	What do you think might be the pros and cons of living with your elderly parents?
What do you think might be the advantages and disadvantages of one parent staying home to take care of young children?	What do you think might be the benefits and difficulties of having many generations of the family living together in one house?
What do you think might be the pros and cons of being cared for by your children when you are elderly?	Who do you think should be responsible for tasks like making dinner and supervising homework?
What do you think might be the pros and cons of the government providing care for the elderly if they don't live with their children?	Your own idea:

C **Now practice paraphrasing your partner's opinions as you do Exercise B on page 87.**

UNIT 9 Soft skill: EMPATHY

Show support for others when they express frustration

(For Exercise B, page 99)

A **Use the expressions on the left to show frustration with a person, thing, or situation. Use the expressions on the right to respond. Expressing frustration and responding will make your discussion richer and more interesting. Listen and repeat each one.**

Expressing frustration	Responding with empathy when you feel the same way
I've had it with . . .	I know what you mean.
I'm fed up with . . .	You can say that again.
I've given up on . . .	Isn't that the truth!
I'm so sick of . . .	**Responding with empathy when you don't feel the same way**
I'm really tired of . . .	I'm not so sure I agree with that.
I'm sick and tired of . . .	I'm not so sure I'm with you on that.
	I'm not sure I understand.

TIP: Showing concern for others' frustration makes them feel supported whether or not you share the same frustration.

B **GROUP WORK | Complete the sentences below with an expression of frustration and the name of a person or thing indicated in parentheses. Then work in a small group. Take turns expressing frustration and responding. Use expressions from Exercise A.**

..... (express frustration) ..... (name of TV news show / journalist) . .....'s really annoying.

..... (express frustration) ..... (name of newspaper / website) . You can't believe anything they write.

..... (express frustration) ..... (name of politician) . You can't trust anything ..... says.

..... (express frustration) ..... (product type / brand name) ads / commercials. They're ridiculous.

Your own idea:

..... (express frustration) ..... (name) ..... (reason) .

C **Now practice expressing frustration and responding with empathy as you do Exercise B on page 99.**

UNIT 10 Soft skill: ENTHUSIASM

Respond emphatically to what others say

(For Exercise B, page 109)

A **Use short emphatic questions and statements such as these to respond enthusiastically to what someone says. Listen and repeat each one.**

TIP: Responding emphatically to what others say makes them feel you are interested and involved in what they are saying.

To show interest	To express surprise	To express shock
Use short-form questions with rising intonation and emphatic stress, such as:	Use short-form questions with rising intonation and emphatic stress, such as:	Use negative short-form statements with falling intonation and emphatic stress, such as:
IS she?	You DO?	He DOESn't!
DID they?	They COULDn't?	You DIDn't!
IS it?	It WAS?	It DID'nt!

B **PAIR WORK | Take turns reading the prompts and using short-form questions and statements to show interest and surprise.**

Student A begins

A: I'm not the adventurous type, but I watch a lot of scary movies.
B: (Express surprise.)
A: Yes. I love them!

B: My brothers went bungee jumping last year.
A: (Show interest.)
B: Yeah, they had a great time. But it sounded terrifying!

A: My brother loves doing extreme skiing.
B: (Express shock.)
A: Yes, and he goes incredibly fast.

B: It's a popular place for surfers in Hawaii.
A: (Show interest.)
B: Yeah, the waves can be very exciting.

A: I went rock climbing, and when I reached the top of the cliff, they couldn't get me down!
B: (Express surprise.)
A: No! They didn't know what to do!

B: At the amusement park there was a ride that went upside down.
A: (Express shock.)
B: Yeah, it was scary.

A: The biggest risk I took was going mountain biking.
B: (Express surprise.) I've never thought mountain biking was particularly dangerous.
A: Me neither. But the path was slippery and rocky.

B: My friend drove on our roadtrip, and she's actually a pretty safe driver.
A: (Show interest.)
B: Yes, but she got a couple of parking tickets.

A: One time I went hiking alone, and I forgot to tell anyone where I was going.
B: (Express shock.)
A: Yeah, it was really dumb!

B: I went swimming with sharks once, and a shark swam right toward me!
A: (Express shock.)
B: Yes! I started to panic!

C **Now practice using short-form questions and statements as you do Exercise B on page 109.**

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Unit 6 Page 56 (pigeon): Panaiotidi/Shutterstock; 56 (cat): Vlue/Shutterstock; 56 (parakeets): Africa Studio/Shutterstock; 57 (monkey): FiledIMAGE/Shutterstock; 57 (dog): Joop Snijder Photography/Shutterstock; 57 (rabbit): Eric Isselee/Shutterstock; 57 (sheep): Randy Rimland/Shutterstock; 57 (parrot): Sherrod Photography/Shutterstock; 57 (mouse): Tony Wear/Shutterstock; 57 (pig): Eric Isselee/Shutterstock; 57 (insect, L): Eileen Kumpf/Shutterstock; 57 (insect, R): Tomas Indrak/Shutterstock; 57 (horse):MuroPhotographer/Shutterstock; 57 (frog): Tom Reichner/Shutterstock; 57 (bull): Alberto clemares esposito/Shutterstock; 57 (rooster): PCHT/Shutterstock; 57 (cow): Alena Demidyuk/Shutterstock; 57 (fox): Michal Ninger/Shutterstock; 57 (crocodile):Nattanan726/Shutterstock; 57 (seal): Eric Isselee/Shutterstock; 57 (elephant): Richard Peterson/Shutterstock; 57 (lion): Jean-Edouard Rozey/123RF; 57 (dolphin): FineShine/Shutterstock; 58 (T): Christian Mueller/Shutterstock; 58 (B): Alex Marakhovets/Shutterstock; 59 (woman and man): Mangostar/Shutterstock; 59 (parrot): Srinuan Hiranwat/123RF; 59 (guinea pig): Malcolm Harris. Pearson Education Ltd; 59 (goldfish): Dien/Shutterstock; 59 (turtle): Belikart/Shutterstock; 60 (Larry): Mklrnt/123RF; 60 (Valerie): PathDoc/Shutterstock; 60 (Conor): Dragon Images/Shutterstock; 60 (Ellen): Fizkes/Shutterstock; 61 (race horses): Lukas Gojda/123RF; 61 (bear): Oleg Kopyov/Shutterstock; 61 (dog): Brezhneva.od/Shutterstock; 61 (lab mouse): Egoreichenkov Evgenii/Shutterstock; 61 (animal hide): Stacey Newman; 61 (cow): Opsorman/Shutterstock; 62 (paw): LittlePigPower/Shutterstock; 62 (claw): Okyela/Shutterstock; 62 (hooves): Tarakanbix/Shutterstock; 62 (fin): Tatiana Shepeleva/123RF; 62 (wing): Al Mueller/Shutterstock; 62 (beak): Pablo Caridad/Shutterstock; 62 (tail): Schankz/Shutterstock; 62 (horn): Anderson Matos/Shutterstock; 62 (fangs): Andamanec/Shutterstock; 62 (scales): Gunay Abbas/Shutterstock; 62 (feathers): Pernsanitfoto/Shutterstock; 62 (fur): Vera Larina/Shutterstock; 62 (sheep): Daniel Reiner/Shutterstock; 62 (bids): Feng Yu/123RF; 62 (fish): Rich Carey/Shutterstock; 62 (wolves): Michael Roeder/Shutterstock; 62 (ants): Elvira Tursynbayeva/Shutterstock; 63 (L): Dariush M/Shutterstock; 63 (R): Lee O'Dell/123RF;64 (frog): Worldswildlifewonders/Shutterstock; 64 (salamander): Matt Jeppson/Shutterstock; 64 (snake): Dwi putra stock/Shutterstock; 64 (deer): Moosehenderson/Shutterstock; 64 (elephant): Chris Fourie/123RF; 64 (bird): Silentwings_M_Ghosh/Shutterstock; 65 (T): Rich Carey/Shutterstock; 65 (B): Margus Vilbas/Shutterstock.

Extend It 3 Page 66-67 (map background): Martin Barraud/Stone/Getty Images; 66 (Concord, MA): Wangkun Jia/Shutterstock; 66 (group of people): Sun Shock/Shutterstock; 67 (Bondi Beach): Mariematata/123RF; 67 (students): Shutterstock; 67 (Les Baux-de-Provence): Frank11/Shutterstock; 67 (classroom): Prostock studio/Shutterstock; 67 (BL): Iriana Shiyan/123RF; 67 (BR): Anna Andersson Fotografi/Shutterstock.

Unit 7 Page 68 (L): Shapecharge/E+/Getty Images; 68 (R): PhotoAlto/Frederic Cirou/Getty Images; 80 (TL): Olesia Bilkei/Shutterstock; 80 (TR): Zapp2Photo/Shutterstock; 80 (BL): Mimagephotography/123RF; 80 (BR): Kan_chana/Shutterstock; 71 (T): Afotostock/Shutterstock; 71 (B): Igor Lushchay/Shutterstock; 72 (TC): Twinsterphoto/Shutterstock; 72 (L): Otnaydur/Shutterstock; 72 (R): Fizkes/Shutterstock; 74: Krakenimages.com/Shutterstock; 77 (airplane): IM_photo/Shutterstock; 77 (smartphone): Mongkol Chuewong/123RF; 77 (car): Abu hasim.A/Shutterstock.

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Unit 9 Page 90 (T): Anharris/iStock/Getty Images; 90: AzmanL/E+/Getty Images; 90 (UFO): Papafox/Shutterstock; 91: Pathdoc/Shutterstock; 92 (BL): Ljupco Smokovski/Shutterstock; 92 (BR): Syda Productions/Shutterstock; 93 (TL): Dean Drobot/123RF; 93 (TR): Juhani Kovanen/Shutterstock; 93 (BR): PR Image Factory/Shutterstock; 94 (Nazca Lines): Jarno Gonzalez Zarraonandia/Shutterstock; 94 (man, inset L): Mimagephotography/Shutterstock; 94 (Stonehenge): Mr Nai/Shutterstock; 94 (woman, inset C): StoryTime Studio/Shutterstock; 94 (Terracotta Army): SHI JINSHOU/123RF; 94 (man, inset R): Szefei/Shutterstock; 96: Craig Barritt/Getty Images; 97 (man, L): PixieMe/Shutterstock; 97 (woman right): Astock/Shutterstock; 98 (Orson Welles): Hulton Archive/Getty Images; 98 (War of the Worlds background): Paramount/Kobal/Shutterstock; 99: Simonkr/E+/Getty Images.

Unit 10 Page 100 (L): Siro46/Shutterstock; 100 (R): GaudiLab/Shutterstock; 102 (man): Racorn/123RF; 102 (snow mobile): Wlad Go/Shutterstock; 102 (woman): Samuel Borges Photography/Shutterstock; 102 (motorhome): Grisha Bruev/Shutterstock; 105 Wavebreakmedia/Shutterstock; 106 (TL): Samuel Borges Photography/Shutterstock; 106 (BL): DC Studio/Shutterstock; 106 (BR): Andrey_Popov/Shutterstock; 107: Zambri Zakaria/Shutterstock; 108: Jacob Lund/Shutterstock; 109: Vitalii Nesterchuk/Shutterstock.

Extend It 5 Page 110-111 (Map background): Martin Barraud/Stone/Getty Images; 111 (BL): Milkos/123RF; 111 (BCR): PJF Military Collection/Alamy Stock Photo; 111 (BRC): Engineer studio/Shutterstock; 111 (BR): Aflo/Shutterstock.

Endmatter Page 128 (L): Axel Bueckert/Shutterstock; 128 (R): Olena Zaskochenko/123RF.

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