Connectivity

LEVEL 4

Workbook

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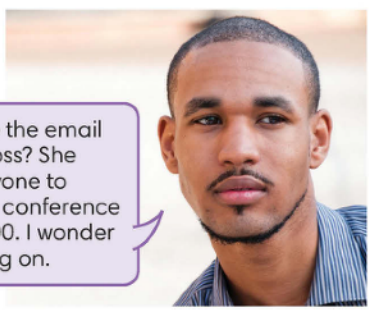
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UNIT 1

Outlook and Behavior

Preview

1 **For each situation, write a possible response from an optimist, a pessimist, and a realist.**



1 **a** optimist: .....

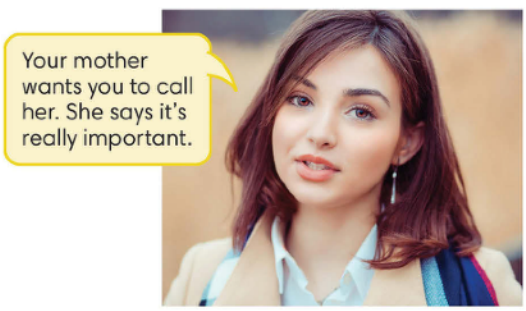
.....

b pessimist: .....

.....

c realist: .....

.....



2 **a** optimist: .....

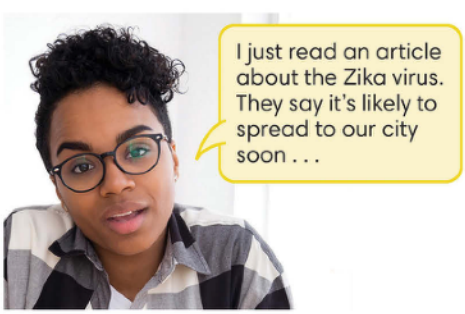
.....

b pessimist: .....

.....

c realist: .....

.....



3 **a** optimist: .....

.....

b pessimist: .....

.....

c realist: .....

.....



4 **a** optimist: .....

.....

b pessimist: .....

.....

c realist: .....

.....



DID YOU KNOW...?

Surveys show that more than 50% of people consider themselves to be an optimist. Only 5% say they're a pessimist. People taking the survey might have been influenced by a surprising statistic: the most optimistic people live 11%–15% longer lives than the most pessimistic people.

2 **Complete the conversations with phrases from the box. There is one extra choice.**

a piece of cake	a worrywart	cut yourself some slack	get butterflies in your stomach
look on the bright side of things		opposites attract	roll with the punches

1 **A:** So, tomorrow's the grand opening. Do you ..... before every opening?
B: I guess I do. I'm sure we'll be successful. I don't know why I get so nervous.

2 **A:** This new manager position is difficult. I don't know why they promoted me.
B: Hey, you're new at it. You're still learning. You need to ..... .

3 **A:** Why are you always in such a good mood even when work is stressful?
B: I'm optimistic. I try to ..... .

4 **A:** What if I don't do well at tomorrow's interview? What if I make a bad impression?
B: Stop being such ..... . You have the experience. You'll do fine.

5 **A:** I heard that my new boss is very pessimistic. I wonder if I'll be able to work with him.
B: You've always been able to ..... . Just give it time.

6 **A:** How's the new project coming? Will you be ready to present it on Friday?
B: Sure. It's going to be ..... .

3 **Answer one of the questions in your own words. Write a short paragraph.**

1 Have you ever needed to cut someone some slack?
2 Do you tend to look on the bright side of things?
3 Do you agree that opposites attract?

LESSON 1

1 **Match the words with their definitions. Write the letter on the line.**

..... 1	fun-loving	**a** unwilling to talk proudly about yourself
..... 2	collaborative	**b** able to be trusted or depended on
..... 3	considerate	**c** enjoy laughing and clowning around
..... 4	modest	**d** say what you mean, not joking or pretending
..... 5	ambitious	**e** have goals related to a promotion
..... 6	trustworthy	**f** great at working together with others
..... 7	serious	**g** like to talk a lot
..... 8	talkative	**h** think and care about other people

2 **Read about Yoshi and Mark. Then complete the chart with words to describe their personality traits. Use the adjectives from Exercise 1.**



Yoshi is a natural salesperson. She loves being with people and can carry on a conversation with anyone. And she always keeps her sense of humor—nothing bothers her. I've never seen her get upset or worried. She just rolls with the punches! Yoshi may not spend hours trying to sell a product, but I can always depend on her to complete the sale. One day, she would like to manage her own team.

Mark is quiet and shy. He rarely chats or jokes in the office—he usually just focuses on his work. Mark never boasts about his skills. He tries to make other people look good, not just himself. In fact, he works very well with groups and often takes on extra work to help other employees. Unfortunately, all this effort seems to stress him out. He sometimes takes sick days and misses deadlines because of bad headaches.



	Personality Traits
Yoshi	
Mark	

3 **Complete each sentence with the gerund or infinitive form of the verb in parentheses.**

1 We considered ..... to Las Vegas for our vacation. (go)
2 Amy volunteered ..... at the shelter after the storm. (help)
3 Sienna's dream is ..... a heart doctor someday. (be)
4 Jeremy apologized for ..... late. (arrive)
5 Is that book short enough ..... in one night? (read)
6 It's important ..... yourself some time to relax every day. (give)
7 ..... hard is important in this company. (work)

4 **Complete the sentences about yourself. Use gerunds or infinitives and your own ideas.**

1 I remember ..... when I was young.
2 I am studying English ..... .
3 I can't wait ..... .
4 I'm opposed to ..... .
5 ..... is my favorite form of exercise.
6 I would like to read a book about ..... .
7 I think it's exciting ..... .
8 I'm not quite wealthy enough ..... .
9 I would like ..... some day.
10 I avoid ..... if I can.

5 **Complete the conversation. Write the letter on the line.**

A: How would you describe your sister?

B: **(1)** .....

A: I guess that makes sense. You are pretty talkative.

B: **(2)** .....

A: Me? Hmm. Ambitious . . . serious.

B: **(3)** .....

A: Well, I suppose it's possible to be both.

B: **(4)** .....

a Yes, I suppose you're right.

b I know. What about you—how would you describe yourself?

c Well, she's a lot like me—pretty outgoing, I guess.

d Really? I see you as fun-loving.



6 **How would you describe yourself? Use adjectives to describe your personality and character. Write a short paragraph.**

LESSON 2

1 **Rewrite each sentence in the active voice. Use the subject in parentheses.**

1 The students were reminded to attend the meeting after school.
(the teacher) *The teacher reminded the students to attend the meeting after school.*

2 The tourists were advised not to travel without the group.
(the guide) .....

3 I was persuaded to donate money to the charity.
(the ad) .....

4 Geneva was hired to supervise the project.
(the CEO) .....

5 We were invited to go on a tour of the museum.
(the director) .....

2 **Complete the sentences with your own ideas.**

1 I taught ..... *my son* ..... to ..... *knit* ..... .

2 I encourage ..... to ..... .

3 I'd like ..... to ..... .

4 I told ..... to ..... .

5 I asked ..... not to ..... .

6 I'll teach ..... to ..... .

3 **Write sentences, using one word or phrase from each column. You can combine words several ways. Be sure to use a correct form of the verb in column 2 and the infinitive form of the verb in column 4.**

1	2	3	4
Theresa	advise	her daughter	eat more fruit
Jennifer	encourage	Natalie	leave
The doctor	order	us	make dinner
Mason	pay	Travis	mow the lawn
We	teach	our neighbor	play the guitar
The guard	would like	you	study hard

1 *Theresa would like you to make dinner.*

2 .....

3 .....

4 .....

5 .....

4 **Write a definition for each word or phrase.**

1 A pain in the neck: .....

2 A people person: .....

3 A sweetheart: .....

4 A team player: .....

5 A tyrant: .....

6 A workaholic: .....

5 **Think about a person you know. Write a short paragraph about that person's personality, character, and behavior. Use vocabulary words from Unit 1.**

LESSON 3

1 **Are these attitudes toward other people's conduct positive or negative? Write each one in the correct column.**

be empathetic be indifferent be judgmental be open-minded

Attitudes Toward Other People's Conduct	
Positive	**Negative**

2 **Read the paragraph. Circle the correct word to complete the sentences.**

I'm the type of person who generally tries to be **(1)** (open-minded / judgmental / empathetic). I think people should decide for themselves how they want to look, so I'm not critical of what they wear, how many tattoos they have, or what color their hair is . . . Of course, that doesn't mean I don't care about others. I might not be **(2)** (open-minded / indifferent / judgmental) about their appearance, but I'm not completely **(3)** (open-minded / indifferent / empathetic). For example, when someone I know is doing something inappropriate, I might talk to them about it. Not to make them feel bad, but to let them know that I don't think it's a good idea. But I'm also **(4)** (judgmental / indifferent / empathetic). Before I speak to them, I first try to put myself in their shoes.

3 **Read the situation. How do you think you would react? Write a short paragraph.**

One of your neighbors doesn't clean up after her dog when she takes it for a walk. The neighbor is an elderly woman who lives alone. You know she has health problems and has trouble bending down. You are concerned that pet waste can cause disease and damage to trees, grass, and other plants.



LESSON 4

1 **Read the article. What is the main idea? Circle the letter.**

a Dogs understand nonverbal cues better than children.

b Dogs are able to interpret and respond to humans' nonverbal cues.

c Dogs need training to understand gestures like smiling and eye contact.

Canine communication



Dog owners probably already know that dogs can understand humans' nonverbal communication. What might be more surprising is just how good our canine friends are at interpreting and responding to our body language. In fact, a Harvard University study found that dogs are better at understanding our nonverbal cues than most three-year-old children!

According to researchers, dogs have an instinctive ability to understand and share human behavior and emotions. In other words, they can show empathy. In one study, people pretended to cry and dogs responded by making similar whining sounds. What's more, the dogs then tried to comfort the "sad" people, for example by licking them or bringing them their own favorite toys to cheer them up. This suggested that dogs don't simply copy our emotional behavior, but also know what the behavior means. By interpreting our body language, facial expressions and other nonverbal cues, dogs can identify human sadness as well as irritation, anger, fear, and excitement.

Scientists don't fully understand why dogs are so good at picking up our body language. One theory proposed that dogs inherited this ability from their wild relatives, wolves. However, this theory has been debunked: studies have shown that modern wolves are not nearly as good at understanding human cues as dogs. Another theory suggested that dogs might learn this ability from living with humans, yet research found that even young puppies who haven't lived with humans can read our nonverbal cues.

Dogs don't interpret all our nonverbal signals correctly, however. In the animal world, aggression and danger are signaled by specific gestures such as staring, showing teeth, and fast, unpredictable movements. When dogs see these gestures in humans, they may react with barking or biting. The good news for pet owners is that we can train dogs to understand eye contact, smiling, and hugging as cues of affection, and respond with friendliness instead of aggression.

Dogs aren't the only animals that read human behavior: horses and apes can also recognize basic human gestures and postures. But, unlike dogs, these animals don't have the same natural understanding. Of all the animals who can communicate with humans, dogs certainly seem to be ahead of the pack.

2 **Read the article in Exercise 1 again. Complete the sentences with words from the box.**

barking children crying irritated licking puppies smiling

1 Dogs are better than 3-year-old ..... at understanding nonverbal cues.
2 Dogs may copy a human ..... by making whining sounds.
3 Dogs may try to comfort sad humans by ..... them.
4 Scientists believe that dogs know when someone is feeling ..... .
5 Studies have shown that ..... don't need to live with humans to understand nonverbal cues.
6 When a human is ..... , dogs may see it as a sign that the person is angry.
7 Dogs show anger by ..... and biting.

3 **Complete the definitions. Circle the letter.**

1 The word "canine" is used to talk about ..... .
a dogs **b** communication **c** friendship

2 An "instinctive ability" is something that you can do ..... .
a naturally and without thinking **b** after receiving training **c** better and faster than anyone else

3 "Empathy" is the ability ..... .
a to make people feel better **b** to communicate without words **c** to understand others' feelings

4 When something has been "debunked," it has been ..... .
a impossible to prove false or correct **b** shown to be false **c** proven to be correct

5 Angry behavior that often results in fighting is called "..... ."
a aggression **b** danger **c** affection

6 If someone is "ahead of the pack," they ..... .
a are part of a big group **b** are more successful than others **c** show the same abilities as others

GRAMMAR EXPANDER

1 **Rewrite each sentence. Change the subject infinitive to a subject complement or begin with an impersonal it.**

1 To be alone is my biggest fear.

.....

2 To protect the building is the security guard's job.

.....

3 To become more open-minded is my goal for this year.

.....

4 To keep track of expenses is the most important part of Steve's job.

.....

5 To end political corruption is the purpose of this investigation.

.....

2 **Write complete sentences. Use an impersonal it and an infinitive, and a phrase with for + a noun or pronoun.**

1 It / not necessary / you / clean the kitchen

It's not necessary for you to clean the kitchen.

2 It / time / our government / improve public sanitation

.....

3 It / easy / Jana / learn new vocabulary

.....

4 It / hard / pessimists / have a positive outlook

.....

5 It / important / you / know the rules

.....

3 **Rewrite each statement in indirect speech.**

1 Ben said, "Call the client this afternoon."

.....

.....

2 Tina said, "Meet me at 7:30."

.....

.....

3 Andrew told me, "Don't wear expensive jewelry outside of the resort."

.....

.....

4 Cindy said, "Don't forget to file the report on time."

.....

.....



4 **Correct the errors in each sentence.**

1 It's difficult for me talk in front of large crowds.

2 Ellen's goal to finish this project by the end of the week.

3 He got everyone agree with him.

4 It's too early for to eat dinner.

5 It's my cousin's dream for become a pilot.

6 Tony said don't to be late for the meeting.

5 **Read the topics. List three ideas about yourself under each topic.**

1 Activities you enjoy

.....

.....

.....

2 Your goals

.....

.....

.....

3 Good memories you have

.....

.....

.....

4 Your to-do list for this week

.....

.....

.....

Use your lists to complete the sentences. Use gerunds or infinitives. Make sure the items in each series are parallel.

Example: I enjoy baking, skating, and painting.

1 I enjoy .....

2 I intend .....

3 I recall .....

4 I need .....

WRITING HANDBOOK

1 **Prepare to write a paragraph describing either optimists or pessimists. First, write words and phrases related to each perspective.**

Optimists

have a positive outlook

.....

.....

.....

.....

Pessimists

have a negative outlook

.....

.....

.....

.....

Use your ideas to write a topic sentence for each perspective. (Remember: The topic sentence *introduces* the topic and the focus of the paragraph.)

Optimists: .....

Pessimists: .....

Choose one of your topic sentences. Write three to five supporting sentences. (Remember: The supporting sentences give *details*, *examples*, and *other facts* related to the topic sentence.)

1 .....

2 .....

3 .....

4 .....

5 .....

2 Write your topic sentence and supporting sentences from Exercise 1 as a paragraph. End with a concluding sentence. (Remember: The concluding sentence *restates* [gives the same information in different words] the topic sentence or *summarizes* the paragraph.)

3 Read the following self-check questions. Check those that apply to your work in Exercise 2.

- ☐ 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 Creativity in Our Lives

Preview

1 **Complete the statements with phrases from the box.**

blown away	bogged down with	happen to	have to say	in that case	took off

1 Keith has been so ..... work lately. He has to work overtime to keep up.
2 I'm no expert, but I ....., you are such an amazing piano player.
3 That new app of yours really ..... . What a great idea!
4 Beth was ..... by all the friends who showed up at her exhibit.
5 Did you ..... see the news today? They did a feature on our orchestra.
6 I was going to stay home on Friday, but I heard my favorite band was playing.
..... , I have to go out!

2 **Match the words with their definitions. Write the letter.**

.....	**1** lyrics	**a**	a rhythm or pattern of stressed notes in music
.....	**2** a melody	**b**	a specific musical style
.....	**3** a performance	**c**	a tune or series of musical notes
.....	**4** a beat	**d**	a show or concert
.....	**5** a voice	**e**	the words to a song
.....	**6** a sound	**f**	a person's quality of singing



3 **Complete the conversation. Circle the correct word.**

Edith: Last night, I went to a **(1)** (performance / melody) of my friend's band, Global Warming.
Kyoko: How was it?
Edith: Great! The band has a unique **(2)** (lyrics / sound), a blend of pop and country. Their songs have an environmental theme and great **(3)** (voice / beat) for dancing!
Kyoko: What instrument does your friend play?
Edith: He's a singer, actually. He has an amazing **(4)** (voice / beat).
Kyoko: Do the band members compose their own songs?
Edith: Usually one of them thinks of a **(5)** (melody / performance), and then they work together on the chords and harmonies. My friend writes a lot of the **(6)** (sound / lyrics).
Kyoko: Let me know the next time you're going to a Global Warming concert. I'd like to come along!

4 **What are some of your favorite songs or performers? Describe the elements of the music that you enjoy.**

LESSON 1

1 **Complete the questions. Use the present perfect continuous or the present perfect form of the verb in parentheses. Then answer the questions with your own ideas.**

1 What ..... you ..... to lately? (listen)

.....

2 ..... you ..... any good movies recently? (see)

.....

3 ..... you ever ..... in a band or musical group? (be)

.....

4 What types of events ..... you ..... these days? (go to)

.....

5 How long ..... you ..... to your favorite musician? (listen)

.....

2 **Check the sentences that are grammatically correct. Rewrite the incorrect sentences, using a correct form of the verb.**

☐ 1 She's been going to three plays this month.

.....

☐ 2 Have you been playing any music lately?

.....

☐ 3 I've already been seeing that movie.

.....

☐ 4 He's been going to concerts for a while.

.....

☐ 5 I've seen my favorite band in concert twice.

.....

☐ 6 How many times have you been listening to that song?

.....

☐ 7 Have you been going to the art museum yet?

.....

3 **How have you been enjoying the arts recently? What are some things related to the arts that you haven't been doing lately? Write a short paragraph.**

LESSON 2

1 **Rewrite each statement as a cleft sentence with What.**

1 Classical music helps me unwind.
What helps me unwind is classical music.

2 We'd really like to hear some live music tonight.

3 I really enjoy the music reviews on this radio station.

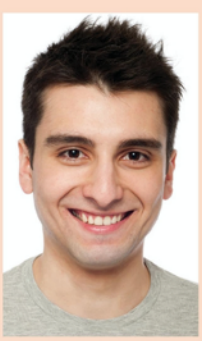
4 He misses playing the drums.

5 I find jazz hard to listen to.

6 I'd like more than anything to see Rihanna in concert.

7 The lyrics in that musical really impressed me.

2 **Read about George Gordon's taste in music. Underline the five cleft sentences with What.**



I'm not sure when I started really listening to music. I think I was about 14. What I remember best is listening to pop music while I did my homework. Now pop music gets on my nerves. What I prefer now is urban dance music, though I like to listen to jazz or classical when I'm working or studying. My sister is really into music too, but we have different tastes. What she loves is rock music from the 1950s, but that just sounds too dated for me! My taste in music has changed over the years, but what hasn't changed is the role of music in my life. I use it to help me focus and get things done. But what I really like is just to sit back when I have nothing else to do and listen. I've been listening to music for almost ten years now, and I can't imagine what I would do without it. I believe that life would be dull and empty without music.

George Gordon
Lansing, Michigan, USA

Write a short paragraph about your musical tastes. Try to use cleft sentences with What.

- What types of music do you listen to?
- What do you like about that music?
- Is there anything about that music that you don't like? What is it?
- How have your tastes changed?

3 **Read the adjectives to describe the arts. Are they positive or negative? Write each adjective in the correct category.**

commercial contemporary dated lively moving repetitive sentimental serious unique upbeat

Positive	Negative

4 **Complete the review of an arts event you attended or one you can imagine attending. Use the adjectives from Exercise 3 to describe the positive and negative aspects of the work or performance.**

ureviewthearts.com

ureview the arts

1. Event: _____

2. Type of event:
- a musical
- a talk
- a comedy show
- an art exhibit
- a play
- a jazz performance
- a movie
- a rock concert
- a ballet

3. How would you rate this event:
5 stars = best;
1 star = worst
- ★★★★★
- ★★★★
- ★★★
- ★★
- ★

4. Your opinion of the event:
_____
_____
_____
_____
_____

5 **Complete the conversation about musical tastes. Use your own words. Try to use at least one cleft sentence with <u>What</u>.**

A: Are you as much of a ..... fan as I am?

B: ..... ? To be honest, ...
.....

A: Really? Why?

B: Well, ...
.....

A: So who do you like?

B: Me? I really like .....

A: You do? .....
.....



LESSON 3

1 **Match the words with their definitions. Draw a line.**

1 egotistical	a showing a strong liking for something
2 imaginative	b becoming quickly and easily annoyed or unhappy
3 eccentric	c believing oneself to be more important than other people
4 gifted	d behaving in an unusual way
5 passionate	e able to think of new and interesting ideas
6 moody	f naturally able to do something very well

2 **Read about Taro and Rachel. Then complete the chart with words to describe their personalities. Use the words from Exercise 1.**



Taro is an amazing composer. He's been writing music since he was five years old! His compositions are often described as "unique" and "creative." However, few musicians enjoy playing Taro's music. He frequently gets upset during rehearsals, and he is rarely satisfied with a performance of his work.

Rachel believes that every child should learn to play a musical instrument, and she has been working hard for many years to make that dream a reality. Rachel teaches music at three schools and gives private piano lessons in the evening and on weekends. Her teaching style is unusual and often criticized, but Rachel is confident that she is the best music teacher in the city.



	Personality Traits
Taro	
Rachel	

3 **Have you ever heard of Ray Charles? Describe what you know about him.**

Now read the bibliography.

They called him "The Genius"—"the only genius in the [music] business," according to singer Frank Sinatra. What made him a genius is the original way in which he combined the diverse genres of jazz, rhythm and blues, gospel, and country. He broke down the walls that had always existed between musical genres, creating groundbreaking music that has had a huge influence on the course of rock and pop. It has been said that his music can "break your heart or make you dance." His name was Ray Charles, and he was known as "the father of soul."



"the only genius in the [music] business"

Ray Charles was born in 1930, into a poor family in the southeastern United States. At age five, he gradually began to lose his vision and was totally blind by age seven.

Charles had shown an interest in music since the age of three. At seven, he left home to attend the Florida School for the Deaf and Blind. There he learned to read, write, and arrange music in Braille and play the piano, organ, saxophone, clarinet, and trumpet. While he was at the school, his mother died. At fifteen, he left school and began working as a traveling jazz musician in Florida, and later in Washington state.

In 1950, Charles moved to Los Angeles, where he found his own unique sound. He combined jazz and blues with gospel music to create his first big hit recording, "I Got a Woman." On "I Got a Woman," Charles began to sing in a more emotional, intense, and exciting voice. He later said, "When I started to sing like myself . . . when I started singing like Ray Charles, it had this spiritual and churchy, this religious or gospel sound." This recording made him famous and marked the beginning of a new musical genre, "soul."

Although Charles had discovered his sound and success, he didn't stop trying new things. Always energetic, he explored new genres and brought his unique style to new audiences. In the 1960s, he had both country and pop hits, with songs like "Georgia on My Mind" and "Hit the Road, Jack."

Throughout his life, Charles continued to write and perform. He also made television and movie appearances. His participation in the 1985 release of "We Are the World" brought a renewed interest in his work.

To this day, Ray Charles remains one of the most important influences on popular music. His passionate singing and intelligent combining of different musical genres is the ideal that many musicians continue to measure their work by.

Ray Charles died on June 10, 2004, at the age of 73. He is survived by 12 children, 18 grandchildren, and one great-grandchild. In response to the news of his death, singer Aretha Franklin said, "He was a fabulous man, full of humor and wit . . ." Ray Charles possessed all of the positive qualities of a creative personality—he was gifted, energetic, imaginative, and passionate—without displaying the negative qualities that often accompany creative genius. He was not difficult or egotistical. In fact, he was quite humble. In 1983 he said, "Music's been around a long time, and there's going to be music long after Ray Charles is dead. I just want to make my mark, leave something musically good behind."

List six adjectives from the reading that describe Ray Charles's music.

....

....

Now list five adjectives from the reading that describe Ray Charles's personality.

....

....

4 **Match the words from the reading with their definitions. Write the letter on the line.**

..... **1** groundbreaking
..... **2** blind
..... **3** Braille
..... **4** gospel
..... **5** soul
..... **6** humble

a a type of music with jazz, blues, and gospel influences that often expresses deep emotions
b a form of raised printing that blind people can read by touching
c original and important; showing a new way of doing or thinking about things
d a style of religious music associated with the southern U.S.
e not able to see
f not considering yourself better than others

5 **Write a short description of Ray Charles's music, based on information from the reading.**

LESSON 4

1 **Complete the sentences with the correct participial adjectives. Use the present or past participle of the underlined verb.**

1 Classical music soothes his infant son.
- **a** Classical music is ..... to his infant son.
- **b** His infant son is ..... by classical music.

2 The movie's sentimental story touched Bianca.
- **a** Bianca was ..... by the movie.
- **b** Bianca found the movie to be very ..... .

3 Her piano playing amazes me.
- **a** I'm ..... by her piano playing.
- **b** Her piano playing is ..... .

4 Modern art interests Roger.
- **a** Roger thinks modern art is ..... .
- **b** Roger is ..... in modern art.

5 Ballet performances bore Eric; he prefers modern dance.
- **a** Eric is ..... by ballet and prefers to watch modern dance.
- **b** Eric thinks ballet is ..... .

2 **Circle the correct adjective. Then use your own words to complete each sentence.**

1 For me, ... is really (relaxed / relaxing).
2 I find ..... to be very (entertained / entertaining).
3 I try to avoid ..... because it's so (depressed / depressing).
4 I was (disappointed / disappointing) when I found out that ..... .
5 I'm (soothed / soothing) by ..... .

GRAMMAR EXPANDER

1 **Check the correct verb forms to complete the sentences. Some may have more than one correct answer.**

1 She ..... that movie last night.

☐ saw ☐ has seen ☐ has been seeing

2 They ..... hip-hop music all day, and it's starting to get on my nerves.

☐ played ☐ have played ☐ have been playing

3 By the time I got to the concert, my favorite singer ..... .

☐ already performed ☐ had already performed ☐ had already been performing

4 Jack ..... on the lyrics of his new song for hours, but now he's taking a break.

☐ worked ☐ has worked ☐ has been working

5 He ..... professionally when he was a teenager.

☐ danced ☐ has danced ☐ has been dancing

6 The actors ..... all afternoon.

☐ were rehearsing ☐ rehearsed ☐ have been rehearsing

2 **Complete the sentences with your own words. Use appropriate verb forms.**

1 When I began this class, I had already ..... .

2 Before I traveled to ..... , I had never ..... .

3 I had never seen ..... until ..... .

4 I bought the ..... CD after ..... .

5 By the time I got home last night, ...

3 **Rewrite each question with a phrase from the box and a noun clause. Use each phrase once.**

Do you know	I can't imagine	I don't know	I wonder	We're not sure

Example: What time does the movie start? *Do you know what time the movie starts?*

1 Do they like modern jazz? .....

2 Where is the concert hall? .....

3 Does Peter like ballet? .....

4 When is that artist's next show? .....

5 What would Jen think of this music? .....

4 **Complete each sentence using your own words.**

1 Many people believe that *there is life on other planets* .....

2 Some people claim that ..... .

3 Experts recommend that ..... .

4 My friend argues that ..... .

5 The news reports that ..... .

WRITING HANDBOOK

1 **Think of a friend or family member to describe. List details in the tree diagram about this person's appearance, personality, interests, and accomplishments.**

NAME OF PERSON: _____

Appearance	Personality	Interests	Accomplishments

2 **Write a description of the person you chose. Use details from the diagram in Exercise 1. Decide which categories you want to focus on and organize your paragraph thoughtfully. Be sure to use parallel structure.**

3 **Read the following self-check questions. Check those that apply to your work in Exercise 2.**

- ☐ Does my paragraph have a topic sentence and supporting sentences?
- ☐ Do I have a concluding sentence?
- ☐ Did I use parallel structure?

UNIT 3 Financial Matters

Preview

1 **Complete the online blog post with words or phrases from the box. There is one extra choice.**

a bunch	allowance	banned	chip in	contraptions
has her heart set on	hot	over our budget	saving up for a rainy day	

What's Your View?



So, my daughter has been begging for one of those new **(1)** _____ that fly around remotely and take videos and photos from up in the sky. Apparently, **(2)** _____ of the kids she hangs around with at school got these for Christmas. She says it's the **(3)** _____ new thing for kids her age. I researched drones to see what exactly it is that she **(4)** _____. They're not cheap; in fact, they're quite a bit **(5)** _____. My daughter earns a monthly **(6)** _____ and we've tried to use this as a way to teach her about financial responsibility. One lesson is the importance of **(7)** _____, and personally, I don't believe this kind of purchase qualifies. She would have wasted several years of savings on this one expensive gadget. And actually, she would still also need us to contribute additional money as well. What do you other parents think? Should I **(8)** _____ and help my daughter make this purchase or encourage her to save her money for something more important? Please comment with your thoughts and suggestions.

Like Comment Share

2 **Check the statements that reflect good spending habits.**

- ☐ **1** If something is way over your budget, use your credit card.
- ☐ **2** Cut back on your spending.
- ☐ **3** Make sure your income is more than your expenses.
- ☐ **4** If you're feeling down, go shopping.
- ☐ **5** Occasionally, treat yourself to something you have your heart set on.
- ☐ **6** Try to save up a little for a rainy day.
- ☐ **7** If you don't have enough money for something, save up for it.
- ☐ **8** If you want it, go ahead and shell out the money for it.
- ☐ **9** Compare prices online before you buy.
- ☐ **10** If something breaks, try to have it repaired.

3 **Match the spending styles with their definitions. Draw a line.**

1 a big spender	**a** careful not to spend too much money
2 thrifty	**b** a person who hates spending money
3 a cheapskate	**c** a person who enjoys spending a lot of money

4 **Complete the conversation. Circle the correct words.**

A: Did you see the new Dazzle tablet? It looks amazing! I'm going to buy it this weekend.

B: Really? Have you seen the price?

A: I know. It's very expensive, but I don't care. I can always pay it off later. What about you?

B: No, thanks. I'm not **(1)** (a big spender / a cheapskate / thrifty) like you. I'm far more careful with my money.

A: Hmm. I think you're a bit too careful. In fact, sometimes I think you're **(2)** (a big spender / a cheapskate / thrifty).

B: That's not true! I don't mind spending money, as long as it's not wasteful. I really think you should be more careful with your money, too.

A: Why? It's just money. Easy come, easy go!

B: If you're **(3)** (a big spender / a cheapskate / thrifty), you can still spend money, but you can also save up for more important things. The trick is not to stop spending money. It's just about moderation.

A: Maybe you're right. Perhaps I should save up a bit before I buy that tablet.

5 **How would you describe your own spending style? Are you thrifty, a cheapskate, or a big spender? Give examples to support your answer.**

LESSON 1

1 **Read about four experiences with buyer's remorse. Write the missing words to complete the sentences.**

1 **Anthony:** I didn't really want to buy running shoes. I don't even like running! But the salesperson wouldn't take no for an answer. She explained that, with the right pair of shoes, I would learn to love running. In the end she persuaded me to buy two pairs!

Anthony got ..... buying something.

2 **Stella:** Last year, I bought a washing machine. The seller told me it had never been used. Well, that obviously wasn't true. The machine was really dirty inside. It had clearly been used—and damaged! I wish I hadn't believed the seller's lies.

Stella got ..... a ..... of ..... .

3 **Darius:** When I heard about this new food printer, it sounded like something from a sci-fi film: all you do is add flour and water and press a button, and the machine turns it into delicious food. Of course, it's really a worthless gimmick. You can't turn flour and water into a steak! I'm such a sucker.

Darius ..... something.

4 **Melinda:** This year, I decided to book a cruise for the summer. The ad said the ship was brand new and extremely luxurious, and the food would be prepared by a famous chef. None of that was true. The ship was old, dirty, and uncomfortable, and the food was horrible! I was sick for the entire trip. If only I'd gone to the beach instead!

The cruise company ..... Melinda the ..... .

2 **Complete the sentences. Circle the correct word or phrase.**

1 Denise wishes she (hadn't sold / didn't sell / hasn't sold) her house last year.
2 We (ought to buy / should buy / should have bought) travel insurance before our trip.
3 We (should not have waited / ought to have waited / have waited) for refrigerators to go on sale; instead, we paid full price.
4 If only I (would try / tried / had tried) on those pants before I bought them!
5 We (should wear / should have worn / ought to wear) raincoats and boots; we wouldn't have gotten so wet.
6 If only I (should buy / bought / had bought) my plane tickets online.
7 I wish we (had gone / went / have gone) to a fast food restaurant instead of a fancy restaurant.
8 Carlos wishes he (has done / had done / did) more research before buying his car.

3 **Read the situations. Complete the sentences using the words in parentheses.**



1 Erick regrets not buying the shoes in a larger size. (ought to)
Erick ought to have bought the shoes in a larger size.
2 If only he hadn't invested in that stock! (should)
..... in that stock!
3 Fran is sorry that she didn't read the instructions first. (wish)
..... the instructions first.
4 If only they had fixed the roof when it first started leaking! (should)
..... the roof when it first started leaking.
5 If only I had listened to your advice! (wish)
..... to your advice!
6 We're sorry we didn't take that apartment when it was available. (wish)
..... that apartment when it was available.

4 **Complete the conversation with phrases from the box. There is one extra choice.**

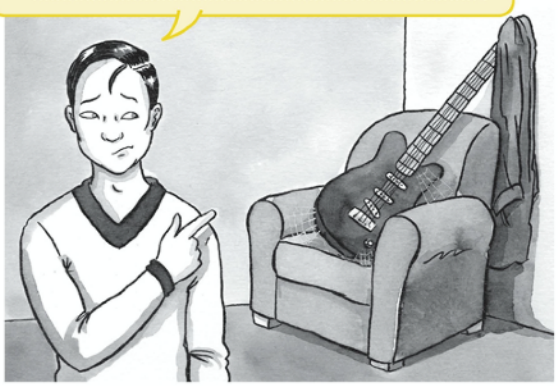
costing me a bunch	I got sold a	I got talked into	I really ought to	I should have
I wish I hadn't	keeps breaking down	What a shame	What do you mean	

A: **(1)** ..... gotten this used laptop!
B: **(2)** ..... ? It was cheap, wasn't it?
A: It was, but now it's actually **(3)** ..... to maintain.
B: Why?
A: Well, it **(4)** ..... or freezing up! I've had to take it in for multiple upgrades and repairs.
B: **(5)** ..... .
A: I know. The thing is **(6)** ..... buying it because I really needed it and it worked well on simple files, but it turns out **(7)** ..... bill of goods. **(8)** ..... waited until I found something better!

5 **Look at the pictures. Why do the people regret their purchases? Complete each explanation with a reason from the box. There is one extra choice.**

costs so much to maintain | is so hard to operate | is so hard to put together
just sits around collecting dust | takes up so much room

1 I bought a guitar last summer. I really intended to learn how to play it, but I haven't picked it up for months now. It ..... .



2 I was so excited to get my new smart watch. But it ..... . Who can understand all those choices? Not me! What a pain!



3 We bought a beautiful crib for our baby, but it's in pieces all over the floor. Unfortunately, the instructions are in Italian, and it ..... .



4 I ordered a new computer online, but I had no idea the monitor would be so big. It ..... on my desk. I should have bought a laptop.



LESSON 2

1 **Complete the sentences. Circle the correct phrase.**

1 She intends to (will retire / have retired) by age 55.
2 By the end of the year, he (will have / expects to) paid off his credit card debt.
3 We plan (to have / will have) opened a savings account in the next few months.
4 I'd like to go out to eat with you, but I'm afraid that I (will finish / won't have finished) work by 6:00.
5 I'm sure they (will have found / have found) a new apartment by the time their lease is up.

2 **Complete each sentence, using the words in parentheses. Use the future perfect or the perfect infinitive.**

1 I expect to have opened my own business before I turn 35. (I / expect / open)
2 ..... your car loan by next year? (you / plan / pay off)
3 ..... a pay raise by this time next year. (she / hope / receive)
4 I'm afraid that ..... his application before the deadline. (he / not / complete)
5 ..... her driver's license by her 17th birthday. (Holly / intend / get)
6 ..... the closet by the time you get home. (we / reorganize)
7 ..... my essay before my next class. (I / not / write)
8 ..... all their work by the time you move in? (the painters / finish)

3 **Answer each question about your goals. Then, for each answer, write a sentence about your plan for achieving your goal. Use the future perfect or hope, expect, plan, or intend with perfect infinitives.**

1 What's something expensive that you hope to buy? .....
.....
2 Do you have a debt you'd like to pay off? What is it? .....
.....
3 What is one way you can cut back on your spending and save more each month? .....
.....
4 What is one of your career goals? .....
.....
5 Your education significantly affects your ability to make money. What is one of your educational goals?
.....
.....

4 **What will you have done by the year 2027? Write a short paragraph. Use the future perfect or hope, expect, intend, or plan and a perfect infinitive.**

By the year 2027, I will have finished law school. I expect to have bought a house by then. I hope to have gotten married and started a family.

LESSON 3

1 **Read the message board. What do all the people have in common? Choose the correct answer to complete the sentence. Circle the letter.**

All the people have ..... .

a fallen for financial scams

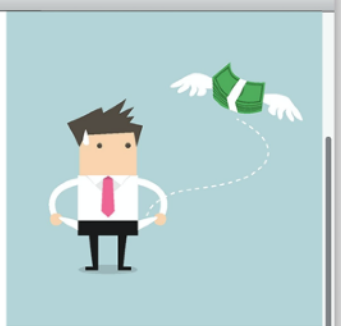
b made mistakes that cost them money

c learned from their financial mistakes

Posted by Carl • 3 months ago

What's the biggest money mistake you've ever made?

Last year, I met a woman on the street who was soliciting donations for this charity that helps sick animals. She was super nice and passionate about animal welfare. She gave me a flier and even suggested I check out their website, to confirm that it's all real. I went on the site and it looked legit—very professional. I love animals and I was feeling generous that day, so I made a big donation. To be honest, I gave a bit more than I could really afford. But it turned out to be a big scam. It was all fake—the website, the charity, everything! I couldn't believe I fell for their trap!



So my question is: what was your biggest financial mistake? Did it teach you to become smarter with money?

[3 comments] Reply Share Report Save

FashionStar • 3 months ago

My biggest money blunder? Buying clothes on credit. The store offered a 20% discount if I "bought now and paid later." If only I'd read the fine print. The interest rate was ridiculously high, and I actually ended up paying more than the original price! These days, I'm a lot more financially savvy. I only buy clothes when I can afford it. And I always read the fine print!

Reply Share Report Save

BrendaD • 2 months ago

Not saving for emergencies! I used to live paycheck to paycheck. I didn't spend more than I earned, but I didn't save anything either. Then, one day, my car broke down. I didn't have the money to fix it, so I couldn't get to work. I ended up losing my job. Now I have my bank automatically move 15% of my pay to my savings account. I never see it, so I never spend it! And I have an emergency fund I can dip into if I need some money urgently.

Reply Share Report Save

HanII1992 • 1 month ago

I wish I'd started saving for my retirement in my 20s. At the time, I thought I was way too young to start thinking about that. Wrong! Now, because I started saving so late, I have to deduct a big chunk of my paycheck each month for my retirement plan. Unfortunately, I can't turn back the clock, but my advice to people starting their first jobs is: you're never too young to save for your old age!

Reply Share Report Save

2 **Read the money mistakes in Exercise 1 again. Write the username of the person who best matches each statement.**

BrendaD Carl FashionStar HanII1992

1 "I thought they would save me money, but they didn't." .....

2 "I regret a big mistake I made in my 20s." .....

3 "I lost money because I believed a lie." .....

4 "I save money for unexpected situations." .....

3 **Read the message board in Exercise 1 again. Notice the underlined words. Then choose the correct words or phrases to complete the definitions. Circle the letter.**

1 If something looks legit, it looks ..... .
   a expensive
   b real or true
   c well designed

2 A trap is a clever and unkind trick that makes people do something ..... .
   a that helps others
   b that is dishonest
   c they didn't want to do

3 A blunder is a ..... .
   a careless mistake
   b good habit
   c piece of advice

4 People who are financially savvy ..... .
   a are great at finding bargains
   b are smart with their money
   c spend more than they earn

5 If you dip into something, it means you ..... .
   a borrow money
   b empty your savings account
   c use some of an amount of money

6 When you turn back the clock, you ..... , perhaps to fix an old mistake.
   a give advice
   b remember to do something
   c return to the past

LESSON 4

1 **Match the words with their definitions. Draw a line.**

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

a fundraising
b donor
c a charity
d generosity
e donation

2 **Complete the chart with information about a charity you are familiar with.**

Name of charity	Who they help	What they do
CARE	poor people all over the world	work to reduce poverty and solve problems in disadvantaged communities

Have you ever donated money to a charity? What was the name of the organization or cause? Why did you make a donation? Write about your experience.

GRAMMAR EXPANDER

1 **Rewrite the past unreal conditional sentences, using the inverted form.**

1 I would have bought a smaller exercise machine if I had realized it would take up so much room.
Had I realized it would take up so much room, I would have bought a smaller exercise machine.

2 If my apartment building had allowed pets, I would have stayed there.
.....

3 I wouldn't have bought such an expensive car if I had known it would cost so much to maintain.
.....

4 If I had known these bookshelves would be so hard to put together, I would have asked a friend for help.
.....

5 Would you have stayed at your job if your boss hadn't been such a tyrant?
.....

6 If I had known this bread machine would just sit around collecting dust, I would have given it to my sister.
.....

2 **What are your plans? For each item, write a sentence about what you will be doing. Use the future continuous.**

1 Next Monday, I .....
2 This weekend, I .....
3 Next year, I .....
4 Five years from now, I .....

3 **Look at the schedules of two sisters. Write sentences comparing the activities of Angela and Robin Loomis for each day. Use a time clause with <u>while</u> and the future continuous.**





1 Thursday: *While Angela Loomis is working, Robin Loomis is going to be packing for a trip.*
2 Friday: .....
3 Saturday: .....
4 Sunday: .....

4 **Complete the chart with three hobbies or activities you enjoy and when you started each of them.**

Hobby/Activity	When started

Now use the information in the chart to complete the sentences, using the future perfect continuous.

Example: By the year 2024, I will have been collecting stamps for 20 years.

1 By next year, ...

2 By 2025, ...

3 By the time I ....., I .....

WRITING HANDBOOK

1 **Choose an idea for a new local charity. Think of a name and goal for your charity. Write them on the notepad below and list several ways your charity will benefit the community.**

Some ideas

- An organization to improve city parks
- An after-school program for young children
- A fund to provide housing for the homeless
- An organization to help stray animals
- A soup kitchen
- Your own idea: .....

.....

WRITING MODEL

The mission of People for City Park is to clean up the park and improve the green space, playground, and community stage. There are many ways this charity will benefit the community. Most importantly, it will make the park a clean, safe, and fun place for families to spend time outdoors. Right now, people don't spend time in the park because it is dirty and has outdated playground equipment. We will change that. In addition, once the community stage is fixed up, we will once more be able to host concerts and other cultural events in our park. And, last but not least, just having a place to walk or sit and look at the flowers will make everyone in the neighborhood feel better.

Name of charity:

Goal:

How it will benefit the community:

2 **On a separate sheet of paper, write a paragraph using ideas from your notepad. Your topic sentence should state your charity's goal. Include at least three potential benefits of your charity. Organize your ideas in order of importance.**

3 **Read the following self-check questions. Check those that apply to your work in Exercise 2.**

- ☐ Did I present my ideas in order of importance?
- ☐ Did I use words and phrases to indicate their relative importance?
- ☐ Did I use correct punctuation?

UNIT 4 Clothing and Appearance

Preview

1 **Match the words or phrases to those with similar meanings. Write the letter on the line.**

.....	**1** Time flies.	**a**	There's nothing more to say.
.....	**2** It's out of your hands.	**b**	outdated or out of style
.....	**3** end of story	**c**	It's important to set a limit you won't go beyond.
.....	**4** It's been a struggle.	**d**	There are some things you can't control.
.....	**5** old-fashioned	**e**	Don't overthink.
.....	**6** Don't get me wrong.	**f**	Please don't misunderstand me.
.....	**7** You have to draw the line somewhere.	**g**	It's crazy how fast the days and years go by.
.....	**8** I wouldn't read too much into it.	**h**	This has been difficult.

2 **Complete each sentence. Circle the correct word.**

1 Shy people don't like to attract attention, so they often wear (loud / stylish / subdued) colors.

2 His clothes may be (funky / elegant / subdued), but they match his eccentric personality.

3 (Funky / Trendy / Elegant) clothes are well made and perfect for important events, but they're expensive.

4 To make a good impression at a job interview, wear a suit or other (classic / funky / casual) clothing.

5 If you want to wear your clothes for many years, don't buy anything too (fashionable / trendy / classic).

6 I wish my clothes were as (inappropriate / fashionable / loud) as yours. You always look so (stylish / subdued / informal)!

7 Do you think these red pants are too (fashionable / classic / loud)? I don't want to look like a clown!



3 **For each category, describe clothing that you own or have seen in stores or online.**

1 classic: .....

2 funky: .....

3 trendy: .....

4 subdued: .....

5 loud: .....

6 elegant: .....

LESSON 1

1 **Read about a fashion show. Then write in the missing letters to complete the words for describing clothes.**

Welcome to our annual charity fashion show!

First, we have Doris wearing a short **(1)** c□□□□□i□□r□□□ with a lovely floral **(2)** □r□□□, created by fashion designer Carla Smith. With its short sleeves and loose fit, this cute dress is perfect for an afternoon tea party.

For more formal parties, we now have Theresa wearing another creation by Carla Smith—a gorgeous floor-length **(3)** □□e□□□□g□□□ in **(4)** s□□□□ purple. With her is Brandon in a classic **(5)** □□x. You don't get more elegant than this!

Next, we have Naomi in a **(6)** l□□ - □□t but not too revealing, burgundy dress. It might be slightly **(7)** c□□□□□, but it is still modest enough to be the perfect cocktail dress for a chic afternoon wedding!

Now we see Doris again, this time in a **(8)** □□r□□□□□□ dress with a funky **(9)** □o□□□ - d□□ pattern, designed by the talented Sam Pérez. A great option for a party on a hot summer day.

And finally, we have Brandon and Naomi in even more funky clothes, designed by Ronald Jones for informal events. Brandon is wearing **(10)** p□□□□ trousers with a loud orange shirt, alongside Naomi in a yellow-and-white **(11)** □t r□□□□ dress with a **(12)** □□e□□e□ blazer. These outfits will definitely be the center of attention at any party!

2 **Look at the pictures. Write sentences to describe the clothing. Use as many vocabulary words as possible.**



1 He's wearing fashionable business clothes: a striped dress shirt and a classic blazer.

2 .....

3 .....

4 .....

5 .....

6 .....

3 **Complete the conversation with phrases from the box. There are three extra choices.**

a bit overdressed	a good thing	be appropriate	be way too dressy	formal or informal	
like to know	quite funky	thank goodness	the dress code	the formal side	the informal side

A: Maddie, can I ask your advice about the work party this weekend?

B: Sure, Kayli. What would you **(1)** .....?

A: I have no idea about **(2)** ..... Is it going to be **(3)** .....?

B: I believe it's supposed to be more on **(4)** .....—quite casual, in fact.

A: I've been thinking about wearing that new strapless cocktail dress. How would that be?

B: Actually, I think that would **(5)** ..... And isn't it a little low-cut? That might not **(6)** ..... enough for a work event. I'm going to wear a polka-dot skirt with that striped shirt. It's casual, but I think it's **(7)** ..... yet still appropriate.

A: I see. Well, it's **(8)** ..... I asked!

LESSON 2

1 **Read the opinions about business casual dress. Check the statements you agree with.**



- ☐ **1** What's important is to act like a professional. If you're confident and good at your job, you can be just as effective in jeans and a nice shirt as in a suit and tie.
- ☐ **2** I think casual dress is appropriate for most offices, as long as one's appearance is clean and neat.
- ☐ **3** I believe that when people dress like professionals, they act more professionally.
- ☐ **4** I think dress-down day is a pain in the neck. I never know what to wear. What does "business casual" really mean?
- ☐ **5** People have taken casual dress codes too far! A number of companies have had to introduce "business formal days."
- ☐ **6** I don't think casual dress creates a good image for a company, especially if the company does business internationally.
- ☐ **7** Casually dressed employees are better workers because people are more productive when they're comfortable.



DID YOU KNOW...?

In the summer of 2005, both the Japanese and Chinese governments asked office workers to dress down to save energy. Japanese companies complied with a "Cool Biz" no-tie, no-jacket campaign to reduce air-conditioner use. About 210 million kilowatt hours of electricity were saved, reducing carbon dioxide emissions by about 79,000 tons.

2 **Summarize the opinions in Exercise 1. Complete each statement with a quantifier from the box.**

a couple of	a few	a majority of	a number of	each	every	four	
half of	many	most	one	several	some	three	two

1 ..... person expressed an opinion about business casual dress.
2 ..... people think business casual is a good idea.
3 ..... people think business casual is a bad idea.
4 ..... people think that dress and behavior are related.
5 ..... person thinks business casual is annoying.

3 **Rewrite statements 1–4 from Exercise 2, using different quantifiers with similar meanings.**

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

4 **What's your opinion about business casual dress? Do you agree with the opinions expressed in Exercise 1? Why or why not? Explain your answer.**



LESSON 3

1 **Read the article.**

Bird-Poop Facials

In some cultures, it is considered good luck to have a bird's droppings land on you. But would you pay to have bird excrement rubbed onto your skin? That's just what some people in cities around the world have begun doing.



"Bird-poop facials" have been around since the 1600s, but they have only recently become popular. The droppings are collected from one type of bird, the Japanese Bush Warbler. They are then disinfected, dried, powdered, and mixed with rice bran. The facial is often referred to as being made from nightingale droppings, but the Japanese bush warbler is not really a nightingale.

If you cringe at the thought of having bird waste on your face, you are not alone. "Most people who come to us for the first time are a little worried about the smell," says Naomi Rogers, who owns a spa in New York where the facials are performed. "But the majority of them say that it just smells like rice, and they leave looking and feeling wonderful." Many people who swear by bird-poop facials, including several celebrities, say that benefits include healing skin problems such as acne, exfoliating dead skin cells, brightening and softening the skin, and lightening age spots. After a recent facial, Christa Sims reported, "My friends told me I looked five years younger."

But does science back up the claims made by proponents of the facials? Only to a certain point. Guanine, an amino acid found in the bird poop, does lighten dark skin spots. And urea, also found in the bird waste, may help skin retain moisture. But the improvements in skin tone and texture can probably be achieved just as easily with an exfoliating scrub or mask from the drugstore, says Dr. Anna Fitzgibbon, a dermatologist in Los Angeles.

The facials do come with a steep price tag—almost US $200 in some cities. It is also possible to purchase the ingredients for at-home, do-it-yourself treatments, and these are much less expensive. However, if you do decide to try a bird-poop facial at home, be sure to purchase supplies from a reputable seller, as some products are not actually from the Japanese bush warbler or are mixed with other ingredients.

Now complete the statements with words or phrases from the box.

facial	nightingale	proponent	reputable	steep price tag	swear by

1 A ..... is a type of bird.
2 A ..... is a treatment that improves the skin of the face.
3 A ..... business is one that you can trust.
4 If you ..... something, you think it's very effective.
5 If something has a ..... , it is very expensive.
6 A ..... of something is a supporter of it.



2 **Answer the questions about the article in Exercise 1.**

1 What are bird-poop facials? .....

.....

2 What are some of the benefits of bird-poop facials, according to some people? .....

.....

3 What does Dr. Fitzgibbon think about the facials? .....

.....

4 What does Christa Sims think about them? .....

.....

5 What are some drawbacks of the facials? .....

.....

3 **Do you believe that a bird-poop facial can create a more youthful appearance? Would you try it? Why or why not? Explain your answer.**

LESSON 4

1 **Complete the sentences with your own ideas.**

1 People who are self-confident generally .....

..... .

2 If you have low self-esteem, you might have trouble .....

..... .

3 If you have high self-esteem, ...

..... .

4 People who are self-centered tend to .....

..... .

5 People who are self-critical might .....

..... .



2 **Answer the questions in your own words.**

1 Do you think that most people are happy with their appearance, or that a majority would like to change their appearance? .....

2 What would you consider doing to change your appearance? .....

.....

3 How far is too far? What are some ways of changing one's appearance that you think are inappropriate, tacky, or shocking? .....

.....

3 **Look at the ad. Then answer the questions.**

1 How would you describe the man in this ad?

.....

.....

.....

2 Do you think that the man in this ad reflects how most men look? Explain.

.....

.....

.....

3 Do you think men are more or less self-conscious than women are about their appearance? Explain.

.....

.....

.....

4 Would you describe the ad as questionable or reliable? Why?

.....

.....

.....





DID YOU KNOW...?
In a survey of 50,000 adult men, 41% thought they were too heavy and were self-conscious about their weight, 16% reported feeling too uncomfortable in a swimsuit, and 11% described themselves as unattractive.

GRAMMAR EXPANDER

1 **Read each statement. Check the meaning of the quantifier in each sentence.**

	Some	Not many / Not much
1 Few people were dressed appropriately for the event.	☐	☐
2 There are a few really good books on fashion here.	☐	☐
3 I've got a little money put away for a rainy day.	☐	☐
4 I have little interest in pop music.	☐	☐
5 There are few hairstyles that look good on me.	☐	☐
6 There's a little cake left if you'd like a piece.	☐	☐

2 **Add <u>of</u> to the sentences that need it.**

1 Several of his co-workers wear suits to work.

2 A few his friends are coming over for dinner on Friday night.

3 A few my friends are going to a movie tonight.

4 Both dresses look great on you.

5 A majority people still dress up to go to the theater.

6 This is the most traffic I've ever seen on this road.

7 Each the employees voted on whether or not to dress down on Fridays.

8 Some my friends care about fashion, but most do not.

3 **Complete each sentence with a phrase from the box. Change the verb as necessary to agree with the subject.**

be quite good	be self-centered	be self-confident
dress casually	have tattoos	wear contact lenses

1 Most of my friends .....
.....

2 A lot of pop music .....
.....

3 Several of my classmates .....
.....

4 One of my family members .....
.....

5 None of the people I know .....
.....

6 A number of celebrities .....
.....

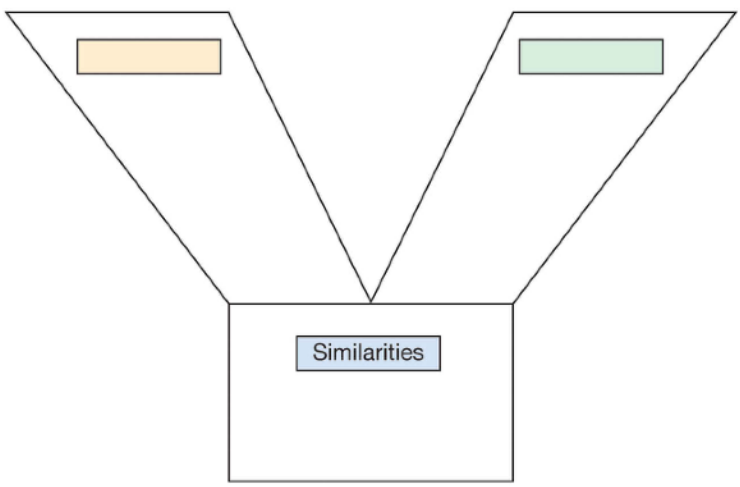


WRITING HANDBOOK

1 **Choose one of the topics from the box.**

- Compare and contrast what you and someone you know well do to make yourselves more attractive.
- Compare and contrast what people today do to make themselves more attractive with what people did twenty years ago.
- Compare and contrast what celebrities do to make themselves more attractive with what average people do.

On a separate sheet of paper, draw a larger version of the diagram below. In the boxes, write what is being compared or contrasted. List the differences first. Then fill in the similarities.



2 **Compare and contrast the types of people for the topic you chose. Write two paragraphs. In the first paragraph, write about the similarities. Remember to use connecting words such as like, similarly, likewise, as well, and neither. In the second paragraph, write about the differences. Remember to use connecting words such as unlike, in contrast, however, and while/whereas.**

3 **Read the following self-check questions. Check those that apply to your work in Exercise 2.**

- ☐ Did I use connecting words for comparing?
- ☐ Did I use connecting words for contrasting?
- ☐ Does each paragraph have a topic sentence?

UNIT 5 Community

Preview

1 **Complete the sentences with phrases from the box.**

I'd hate for you to	keep to themselves	look out for	or so	stop by	well taken care of

1 My new neighbors aren't very sociable. They ..... .
2 You should probably move your car. ..... get a ticket.
3 You can tell that our apartment building is ..... .
4 We've been living here . . . oh, I'd say . . . ten years ..... .
5 My friends and I ..... each other when we go out.
6 You should ..... and visit the next time you're in the neighborhood.

2 **Read the email.**

From: yessica@summitmail.com
To: lynne@summitmail.com
Subject: City Girl

Hey! How's life treating you? I'm busy applying to colleges. Can you believe I'm graduating from high school this year? I'm thinking about going to a university in an urban area. I know I've always been a country girl, but I think a faster pace might be a nice change. Any advice? Let me know what you think.

Now respond to the email. Do you think a move to the city is a good idea? Explain your opinion. Describe some advantages and disadvantages of life in the city. If you can, give advice about living in a city.

From: lynne@summitmail.com
To: yessica@summitmail.com
Subject: City Girl

LESSON 1



1 **Write a sentence about the appropriateness of each behavior. Use adjectives from the box and negative prefixes un-, in-, im-, dis-, ir-, and il-. Some may have more than one correct answer.**

acceptable	considerate	legal	polite	responsible	safe

1 Holding and using a cell phone while driving: *It's unsafe to hold and use a cell phone while driving.*

2 Taking a call in a movie theater: .....

3 Not turning off your cell phone in class: .....

4 Having a loud, personal conversation on a bus: .....

5 Parking in a handicapped parking space if you are not handicapped: .....

.....

6 Texting friends while crossing the street: .....

7 Not cleaning up after your dog when you take it for walks: .....

.....

2 **Combine each pair of sentences, using a possessive gerund.**

1 She sleeps in class. What do you think about it?
What do you think about her sleeping in class?

2 Inez's husband checks his text messages constantly. She can't stand it.

.....

3 Robert's co-workers call him Bob. He resents it.

.....

4 They complain all the time. I'm so tired of it.

.....

5 We take calls during dinner. Our father objects to it.

.....

6 I hum while I work. Do you mind?

.....

7 You are late so often. Mr. Yu objects to it.

.....

3 **Check the correct sentences. Correct any errors in the incorrect sentences.**

☐ **1** Ashley's texting during the meal was annoying me.

☐ **2** Do you mind Dave playing music at night?

☐ **3** Paula chewing gum during the concert was rude.

☐ **4** Frank talking back to his mother is disrespectful.

☐ **5** We don't mind them arriving late.

☐ **6** Them smoking in the hallway is unacceptable.

☐ **7** Valerie's not picking up after her dog is inexcusable.

☐ **8** Does my friend talking loudly bother you?

4 **Complete the conversation with phrases from the box. There are three extra choices.**

can just sit	don't mean to	hope you don't	it bother you	rather you didn't
saving that seat	very considerate	you mind if I	you mind my	

A: Would **(1)** ..... sat here?

B: Actually, I'd **(2)** ..... . I **(3)** ..... mind, but I'm **(4)** ..... for someone else.

A: No problem. I **(5)** ..... over there.

B: That's **(6)** ..... of you. Thank you.

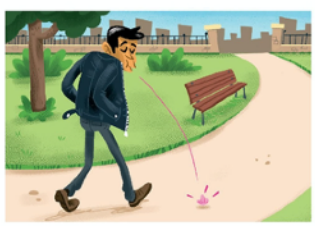
A: Sure!

LESSON 2

1 **Look at the pictures. Choose the correct phrase that describes the inconsiderate behavior. Circle the letter.**



1 **a** jaywalk
b blast loud music
c take too long to do something



2 **a** spit gum out
b cut in line
c make a lot of noise



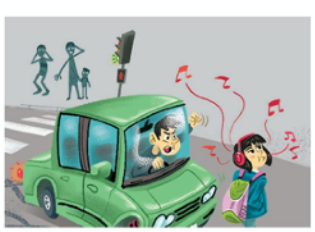
3 **a** blast loud music
b make a lot of noise
c take too long to do something



4 **a** cut in line
b jaywalk
c spit gum out



5 **a** make a lot of noise
b blast loud music
c take too long to do something



6 **a** jaywalk
b cut in line
c spit gum out

2 **Complete the conversations with words or phrases from the box. There are three extra choices.**

blasts loud music	cut in line	jaywalk	make a lot of noise	spit their gum out	takes too long to

1 **A:** I wish Trish would hurry up. We're going to be late!
B: I know what you mean. It really ticks me off when she ..... get ready in the mornings.

2 **A:** Why do people ..... when there's a safe crossing right over there?
B: It bugs me, too. It's annoying when people stop traffic just to cross the road.

3 **A:** Is something bothering you?
B: Yes—it's the neighbor again. She always ..... at night. It's the same horrible songs over and over again, and I can't sleep!



3 **Offer acceptable alternatives for each inappropriate behavior. Use either . . . or.**

1 Littering: *People should either throw their garbage in a trash can or hold on to it until they find one.*

2 Talking during a movie: .....

3 Playing loud music on a bus: .....

4 Gossiping: .....

5 Eating in class: .....

4 **Rewrite each sentence, using neither . . . nor and the antonym of the adjective.**

1 Listening to loud music and getting in and out of your seat constantly are inconsiderate on a flight.
Neither listening to loud music nor getting in and out of your seat constantly is considerate on a flight.

2 Touching the art and taking flash photography in a museum are inappropriate.
.....

3 Talking or laughing while the teacher is talking is disrespectful.
.....

4 Talking on a cell phone and smoking while driving are irresponsible.
.....

5 Leaving a cell phone on and putting your feet up on the seat in front of you are discourteous in a movie theater.
.....

5 **Read the online message board about people's pet peeves.**

Pet Peeves

Sam
I really can't understand why people slow down to stare at traffic accidents. It creates huge, unnecessary traffic jams, and it's dangerous. A driver who's looking at an accident is not looking at the road in front of him—and could cause another accident! **Like • Reply**

Karen
What gets to me is people who don't cover their mouths when they cough. It really bugs me when a server in a restaurant coughs, spreading germs all over my food. Waiters and waitresses around the world, please wait until you leave the table to cough. If you can't, at least cover your mouth. **Like • Reply**

Amy
I can't stand when dog owners take their dogs for walks and don't clean up after them. If you won't take responsibility for your dog's messes, then don't have a pet! **Like • Reply**

Will
It really gets on my nerves when salespeople won't interrupt their personal conversations to help me, a paying customer. Ignoring customers is rude and bad for business. **Like • Reply**

Isabella
I ride my bike a lot—to school, to work, basically wherever I need to go. The thing that ticks me off is drivers who don't use their turn signals and who don't look behind them before they open their car doors. They create a real danger for us cyclists. **Like • Reply**



Now rate the pet peeves according to how annoying they are to you. Number them from 1 (most annoying) to 6 (least annoying).

..... drivers who slow down to stare at traffic accidents

..... servers who don't cover their mouths when they cough

..... dog owners who don't clean up after their dogs

..... salespeople who don't interrupt their personal conversations to help you

..... drivers who don't use their turn signals

..... drivers who don't look behind them before they open their car doors

6 **Now read the pet peeves in Exercise 5 again. Write a sentence summarizing each person's opinion. Use the paired conjunctions in parentheses.**

1 Sam's opinion (not only . . . but also): *Not only does slowing down to stare at traffic accidents create huge, unnecessary traffic jams, but it's also dangerous.*

2 Karen's opinion (either . . . or): .....

3 Amy's opinion (either . . . or): .....

4 Will's opinion (not only . . . but): .....

5 Isabella's opinion (neither . . . nor): .....

7 **What's your pet peeve? Write your opinion for the message board. Use the messages in Exercise 5 as a guide.**

LESSON 3

1 **Look at the pictures. Write the correct neighborhood amenities. There are two extra choices.**

bike lanes community gardens pedestrian overpasses playgrounds
public benches security cameras sidewalks street lights



1 .....



2 .....



3 .....



4 .....



5 .....



6 .....

2 **Read the minutes from a community meeting. Circle the correct neighborhood amenity.**

July 3rd, 7:30 P.M.
Chairperson: Mrs. Kim

Mrs. Kim welcomed everyone to the meeting and the following problems were discussed:

- A lot of cyclists ride on **(1)** (public benches / sidewalks / playgrounds) instead of on the streets. This has led to several collisions between cyclists and pedestrians. Community members felt that special **(2)** (pedestrian overpasses / security cameras / bike lanes) are a priority in order to keep everyone safe.
- A number of people complained that the **(3)** (community gardens / bike lanes / public benches) along the river are old and damaged, making them dangerous to sit on. Mr. Smith offered to help fix the seats.
- Mrs. Lacey proposed a new **(4)** (community garden / sidewalk / playground), where the public can come together to grow plants so that all members of the community have access to healthy vegetables.
- Several of the **(5)** (security cameras / street lights / sidewalks) on Cat Avenue are broken, which makes the road very dark at night. Residents worry that this will lead to an increase in crime. They would like the lights fixed and have also proposed that **(6)** (security cameras / street lights / public benches) be installed.
- Mrs. Kim thanked the community for coming together to discuss community improvements.

3 **What improvements has your community made recently? What new improvements would you like to see in your community? Explain how these changes address community problems.**

LESSON 4

1 **Think about a park, garden, or playground in your city or town. Who spends time there? What do people do there? Is it a safe place? Why or why not?**

.....

.....

2 **Read the article.**

GREENER IS SAFER

It used to be assumed that urban green spaces, such as parks and gardens, fostered crime by providing space for criminals to gather. However, evidence now appears to suggest that just the opposite is true. With concern mounting over the environment, more and more cities around the world have been focusing on creating green spaces—areas with grass, plants, and trees—within city limits. One possibly unexpected result of these green spaces has been a reduction in crime in the neighborhoods directly adjacent to the green areas.

Studies in several large cities in the U.S. and other countries have shown significant reductions in crime in neighborhoods where vacant lots and abandoned industrial sites have been converted to green areas. A project in Philadelphia, Pennsylvania, turned 4,500 vacant lots into areas where residents could gather and enjoy being outside. One result is that gun crimes in the neighborhoods around the green areas decreased significantly. Similarly, a study in Chicago, Illinois, found that low-income housing that was surrounded by trees and other plants had an approximately 50% lower crime rate than the same type of housing without greenery.

What accounts for these improvements? Researchers aren't sure, but there are several factors at work. First,



green areas give community residents a space to gather outside, where they not only enjoy their surroundings, but also meet and get to know each other, forming social ties. Neighbors who have formed these ties are more likely to look out for each other. Criminals know this and tend to stay away.

Second, studies have shown that spending time in nature, or even just being exposed to images of the natural world, helps people relax and reduces aggression. Less aggression results in less crime.

Some cities plan their green spaces while other cities include a combination of professionally-planned spaces along with areas that residents are allowed to plant as they choose. Crime has been shown to be lower in both types of situations. Though less crime is not by any means the only benefit of urban green spaces, it appears to be yet another reason for cities to include as much greenery as possible as they continue to evolve.

Now answer the questions.

1 What did people use to think about green spaces in cities? .....

.....

2 How have beliefs about urban green spaces changed in recent years? .....

.....

3 Why are more cities including green spaces in their urban planning? .....

.....

4 According to the article, what are two possible reasons for reduced crime near urban green spaces?

.....

5 What is your opinion of the two reasons you listed in item 4? .....

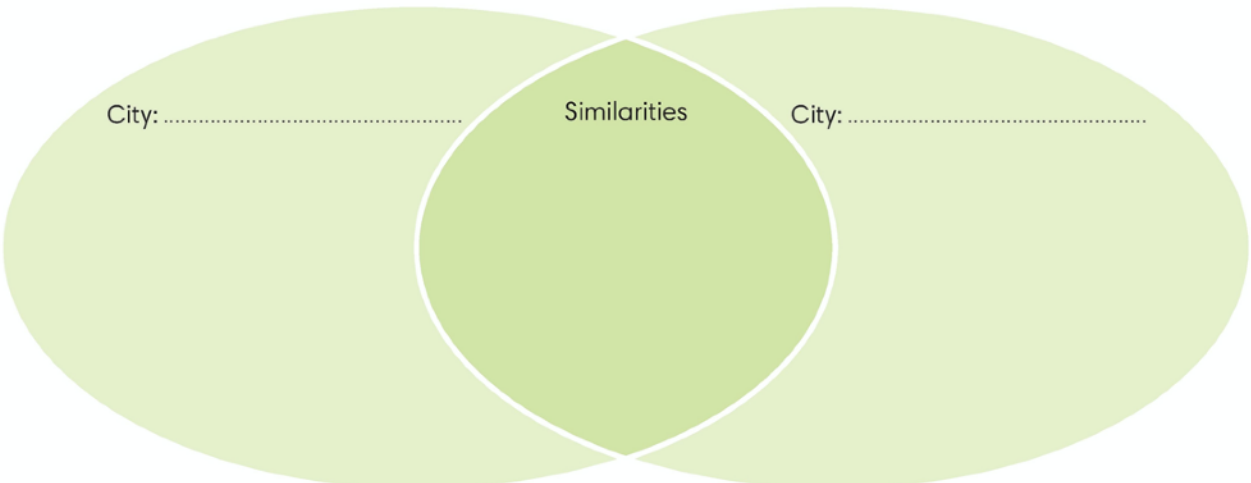
.....

6 Do you agree that less aggression equals less crime? Explain. .....

.....

GRAMMAR EXPANDER

1 **Complete the diagram to compare two cities that you know. Consider things like traffic, weather, population, natural setting, architecture, infrastructure, and tourist attractions. Write similarities where the circles overlap and differences in the areas that do not overlap.**



Now write sentences about ways in which the two cities are similar. Use the information from your diagram. Use conjunctions with so, too, neither, and not either.

1 .....

2 .....

3 .....

4 .....

5 .....

2 **Agree with the statements. Use short responses with so, too, neither, or not either.**

1. **A:** I don't really like the fast pace of life in the city.
   B: .....
2. **A:** I'm really annoyed by smoking in restaurants.
   B: .....
3. **A:** I try to be courteous about using my cell phone.
   B: .....
4. **A:** I can't understand why people talk during movies.
   B: .....
5. **A:** I speak up when something bothers me.
   B: .....
6. **A:** I don't have time to get involved with my community.
   B: .....
7. **A:** I would consider donating my organs.
   B: .....

WRITING HANDBOOK

1 **Prepare to write an email to an international tourism website. Think about how visitors to your country generally behave. Decide whether you think each behavior has a positive or negative impact. List the visitors' behaviors below. Write notes about how you would like some behaviors to change.**

WRITING MODEL

To whom it may concern,

I am writing to complain about tourists littering in our country. Not only is it inconsiderate, but it also detracts from the ability of everyone—tourists and locals alike—to enjoy all that our country has to offer. Tourists come to our country from all over the world to enjoy our beaches, museums, and monuments. I have noticed many of them throwing candy wrappers, cigarette butts, and other things on the ground, rather than in trash cans. It is rude for them to expect the people who live here to clean up after them. I urge all tourists who visit our country to please be considerate of your hosts and to clean up after yourselves. That way we can all enjoy your visit.

Sincerely,
Sasha Kara

2 **Use your notes to write an email to an international tourism website. Remember to state how you feel about the behavior and, if appropriate, how you would like the behavior to change.**

3 **Read the following self-check questions. Check those that apply to your work in Exercise 2.**

- ☐ Did I use the proper salutation and closing?
- ☐ Are the tone and language in my email appropriate for the intended reader?
- ☐ Did I use correct spelling and punctuation and avoid abbreviations?

UNIT 6

The World's Creatures

Preview

1 **Complete the conversations with words and phrases from the box. There are two extra choices.**

felt sorry for it | hanging around | made itself at home | Not a clue
snoozing | That's unlikely | The feeling's mutual | trouble-free

A: Do you know whose cat that is?

B: **(1)** ..... . Maybe it's a stray and doesn't belong to anyone.

A: **(2)** ..... . You can see that it's wearing a collar.

A: Did you hear that a mouse **(3)** ..... in Maria's garden shed? It even built a little nest in her sun hat!

B: I heard that! She **(4)** ....., so she decided to leave it alone.

A: When I was a kid, we had a pet rabbit. We named it "Sleepy" because it spent most of the day **(5)** ..... .

B: Rabbits don't require a lot of care. They're pretty **(6)** ..... .

2 **Look at the pictures. Write the correct animal. There are four extra choices.**

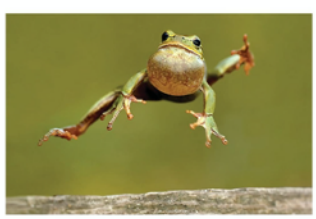
bull | crocodile | dolphin | elephant | fox | frog | lion | monkey | rooster | seal



1 a .....



2 a .....



3 a .....



4 a .....



5 a .....



6 a .....

3 **Which animal do you find the most fascinating? Which do you think is the most dangerous? Explain.**

LESSON 1

1 **Match the words with their definitions. Draw a line.**

1 affectionate	**a** active and fun-loving
2 aggressive	**b** attentive to its owner, reliable
3 costly	**c** easy to care for and inexpensive to keep
4 destructive	**d** easygoing; good with kids and other pets
5 filthy	**e** expensive to buy and to take care of
6 gentle / good-natured	**f** friendly and loving
7 high-maintenance	**g** good at defending its owner from danger
8 excitable	**h** hard to control, possibly dangerous
9 low-maintenance	**i** harmful to furniture and other things
10 loyal or devoted	**j** nervous, easily frightened
11 playful	**k** time-consuming to take care of
12 protective	**l** unclean, makes a mess

2 **Complete the sentences. Circle the correct adjective.**

1 Your (costly / filthy / low-maintenance) dog got mud all over the floor!

2 People shouldn't bring (aggressive / devoted / playful) animals to the dog park.

3 I love my cat, but I wish she weren't so (affectionate / protective / destructive). She's always scratching on the furniture.

4 Max's horse gets frightened by new people and things. I'd call her (filthy / excitable / gentle).

5 Nothing seems to bother our pet rabbit. He's really (high-maintenance / costly / good-natured).

6 My girlfriend's dog is so (playful / destructive / devoted) to her that he follows her everywhere.

7 Keeping a horse is very (costly / affectionate / playful), so most people can't afford it.

8 The (gentle / playful / loyal) kitten jumped on my shoelaces.

3 **Complete each sentence with the active or passive voice. Circle the correct words.**

1 I think chicken farmers (could improve / could be improved) conditions on poultry farms.

2 Chickens (shouldn't keep / shouldn't be kept) in small cages.

3 Sometimes people adopt a kitten and then lose interest when it gets older. Then they (may be abandoned / may abandon) it.

4 Careless, irresponsible people (shouldn't be allowed / shouldn't allow) to have pets!

5 I worry about keeping wild animals in zoos. I think it (ought to be prohibited / ought to prohibit).

6 Zoos are a complex issue. It (can't decide / can't be decided) so quickly.

7 Some people believe animals (have to be killed / have to kill) because people need to eat meat.

8 My doctor said that people (don't have to be eaten / don't have to eat) meat to have a healthy diet.

4 **Complete each sentence. Use the words in parentheses and a passive modal.**

1 Animals in zoos _____ humanely. (must / treat)
2 Cats and dogs _____ against certain diseases. (have to / vaccinate)
3 After the injured bird recovers, it _____ to the wild by staff from the animal hospital. (can / return)
4 Animals _____ to fight. (must / not / force)
5 Important discoveries _____ thanks to animal research. (may / make)
6 Tigers _____ as pets. (should / not / keep)
7 Some people think horse racing _____ by the government. (ought to / prohibit)
8 Your wood floors _____ if you get a large dog. (might / damage)

5 **Complete the conversation with phrases from the box. There are three extra choices.**

affectionate pets	getting a guinea pig	getting a turtle	high-maintenance	low-maintenance
not very costly	playful pet	protective pet	second thought	that you mention it	thought of that

A: So I've been thinking about **(1)** _____. Do you think that's a good idea?
B: Turtles are OK, but they're not exactly **(2)** _____. They can't be hugged or cuddled, and you can't really play with them.
A: Good point. Now **(3)** _____, it would be nice to have a **(4)** _____. But turtles are very **(5)** _____. Right?
B: Oh, no—they're actually quite **(6)** _____. For one thing, they need to be fed a special diet.
A: I hadn't **(7)** _____. On **(8)** _____, maybe I'll get a guinea pig. I hear they're pretty low-maintenance—and you can play with them!

6 **Imagine you were thinking of getting a pet. What kind of animal would you choose? Why would that pet be a good match for you? Explain your answer.**



DID YOU KNOW...?
Dogs are the most popular pet in the world. 33% of families worldwide have a pet dog. Cats are the second most popular pet at 23%. Fish come in third place at 12%. 43% of families have no pets in their home. The countries with the most pets include Argentina (82%), Mexico (81%), and Brazil (76%).

LESSON 2

1 **Complete the conversations. Circle the correct words or phrases.**

1 **A:** How do you think wildlife could be better protected?
B: Well, current laws could be enforced better, (could / couldn't) they?
2 **A:** Should hunting (ban / be banned) if it's just for sport?
B: I think so. Don't you?
3 **A:** I say we need to stop lab experiments on animals! Completely!
B: But how (can / do) ALL such experiments be stopped?
4 **A:** Why does someone (has to / have to be) licensed to sell animals as pets?
B: I guess so that inspectors can check up on the animals' treatment.
5 **A:** Dogs shouldn't be forced to fight, (should / shouldn't) they?
B: No! No animal should be!
6 **A:** Lots of organizations ask for donations to protect endangered animals.
B: I know. The question is, who (might / can be) trusted to use the money well?

2 **Complete the passive modal questions. Use the words in parentheses.**

1. **A:** Couldn't conditions be improved for animals on farms? (couldn't / conditions / improve)
B: Yes, I'm sure they could.
2 **A:** ..... to hunt tigers for sport? (should / people / allow)
B: In my opinion, no.
3 **A:** ..... against certain diseases? (cats and dogs / have to / vaccinate)
B: Yes, just like us.
4 **A:** So few cheetahs are left! What ..... to save them? (can / do)
B: Their habitat must be better protected.
5 **A:** .....? (the zoo / have to / close down)
B: Yes, it did. The animals weren't being treated properly.
6. **A:** ..... on a plane? (can / pets / take)
B: It depends. Most airlines have specific guidelines.

3 **Answer one of the questions below about the treatment of animals. Explain your opinion.**

Do you think it's OK to . . .

1 harm animals to make medications safe for humans?
2 train animals to entertain people in zoos and circuses?
3 kill animals for food or clothing?

LESSON 3

1 **Look at the pictures. Write the correct words to identify the physical features of each animal. There are two extra choices.**

a fin | a paw | a tail | a wing | fangs | feathers | fur | scales



1 .....



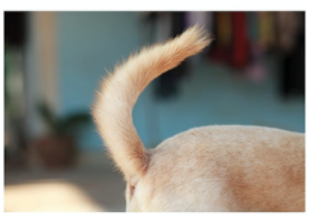
2 .....



3 .....



4 .....



5 .....



6 .....

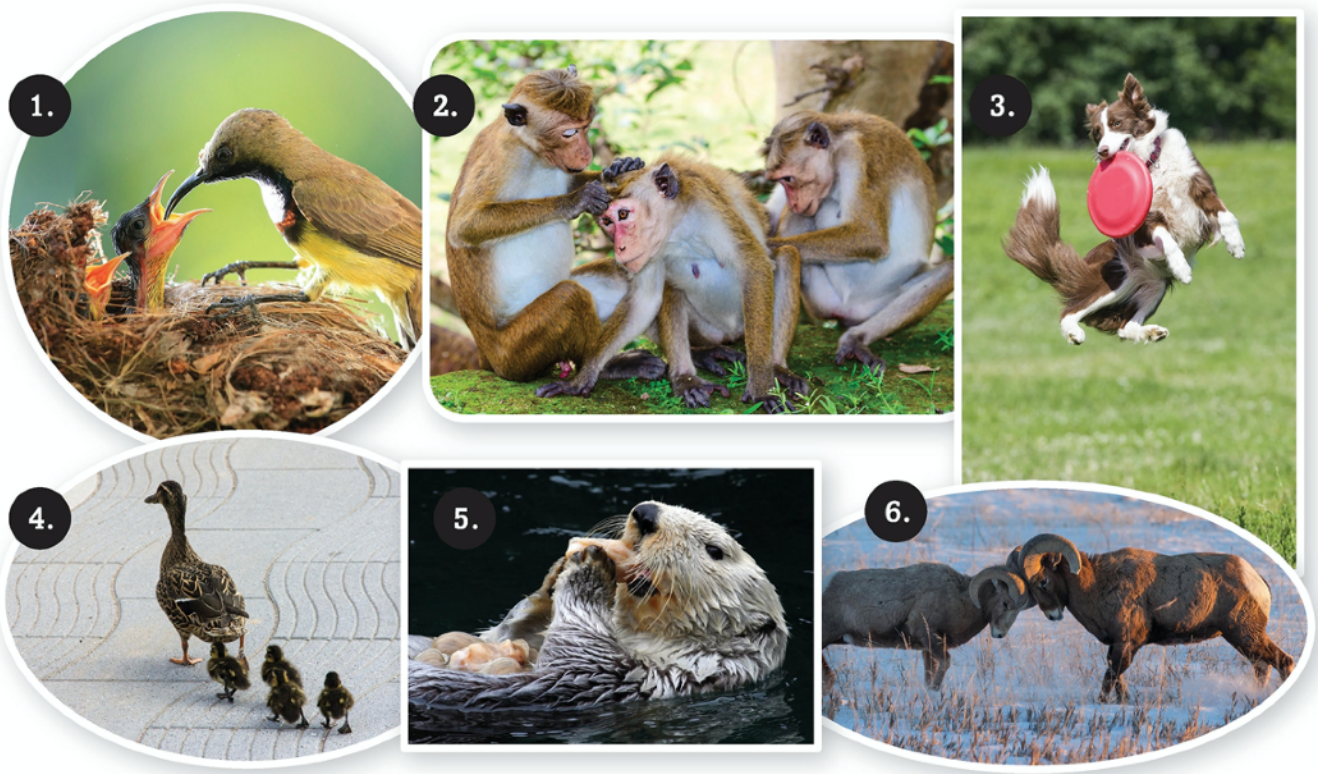
2 **Complete the chart. Which animals have these physical features or form these social groups? Write as many animals as you can.**

feathers	fur	scales
a tail	**hooves**	**claws**
gather in schools	**gather in flocks**	**gather in colonies**

3 **Complete the sentences. Circle the correct word or phrase.**

1 The horse couldn't walk properly because a stone was caught in its (horn / hoof / herd).
2 My uncle has a (herd of sheep / school of fish / pack of wolves) on his farm. My children like to go see them.
3 When I went looking for eggs, the chicken pecked my hand with its sharp (flock / hoof / beak).
4 Be careful of that cat's (claws / horns / beaks), or you will get scratched!
5 We saw a whole (flock of birds / school of fish / pack of wolves) while we were scuba diving.
6 A (flock of birds / herd of sheep / pack of wolves) flew past and then landed on the roof.

4 Look at the pictures. What is each animal doing? Can you think of a similar human behavior? Complete the chart.



	Animal behavior	Human behavior
1	Birds catch bugs and worms for their babies, bring them back to the nest, and feed the babies by putting the food in their beaks.	Humans make food for their babies and feed them with a bottle or a spoon.
2		
3		
4		
5		
6		

1 **Read the article. What is the Ugly Animals Preservation Society's main message? Circle the letter.**

a Conservation is a depressing topic.

b The uglier an animal is, the more likely it is to be endangered.

c All animals deserve to be researched and protected.

Save the slugs!

Can comedy help protect the planet's uglier animals?



According to environmental scientists, one million animal and plant species are currently threatened with extinction. Every day, dozens of species are believed to disappear. It's no wonder that, in a speech at the British Science Festival, comedian and biologist Simon Watts described conservation as "the most depressing type of science."

Of course, there are many incredible conservation projects aimed at saving endangered animals, and some of these have been very successful. But, Watts points out, success stories often involve the planet's bigger and more beautiful animals, such as pandas and whales. So what about earth's less cute and cuddly creatures—like slugs, worms, frogs, and ugly deep-sea monsters? Could they be saved, too?



According to Watts, "uglier" creatures are less likely to be researched and protected. This is harmful for the planet because, whether they're predators or prey, all animals help to keep nature in balance. To correct this bias towards beauty, Watts founded the Ugly Animals Preservation Society in 2012. Through its hilarious comedy shows, the society aims to raise awareness of our planet's stranger and uglier members such as the long-nosed monkey, the pig-nosed turtle, the Titicaca frog, and many others. The society has even given one animal a new, eye-catching name; before it was adopted as the society's symbol, the blobfish was only known by its hard-to-pronounce, scientific name: *Psychrolutes marcidus*.

Trying to make people laugh doesn't mean the society sees conservation as a joke. Comedy is a great tool for engaging audiences, but it is just one of its methods. The society also works closely with scientists and charities to present lectures, workshops, and educational online content. After all, its primary mission is to educate and engage the public with conservation issues.

Not everybody applauds the society's work. One fish biologist points out that calling these animals ugly is unfair. The blobfish, for example, only looks formless and strange when it's brought to the surface—and damaged by the radical change in water pressure. In its natural habitat—4,000 feet underwater—it's actually graceful. Other critics reckon that such comedy campaigns make for very clickable news articles but do little to raise actual funds for conservation.

Nevertheless, the society continues to spread the message: that all animals can and should be protected—no matter how beautiful, ugly, or weird they might appear.

2 **Read the article in Exercise 1 again. Complete the sentences. Circle the correct word or phrase.**

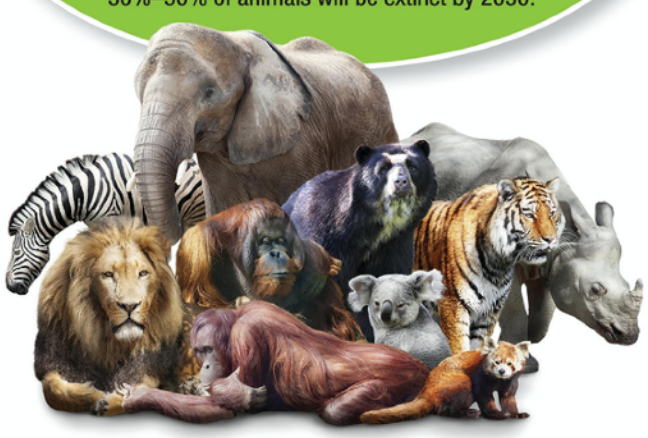
1 A million animal species are (disappearing every year / currently endangered / already extinct).
2 The article believes that existing conservation projects are (unsuccessful / not believable / excellent).
3 The article uses the (whale / slug / frog) as an example of an animal that has been successfully brought back from the brink of extinction.
4 The Ugly Animal Society was founded to counter society's preference for (beautiful animals / predators / strange animals).
5 The Ugly Animal Society is represented by the (long-nosed monkey / Titicaca frog / blobfish).
6 The society (works as a charity / cooperates with existing charities / creates new charities) to raise awareness of conservation issues.
7 The blobfish only looks "ugly" when it's (in its natural habitat / not in its natural habitat / damaged by heavy water pressure).
8 According to the society's critics, comedy does not actually lead to (more awareness of / increased funds for / clickable articles about) conservation issues.

3 **Read the article in Exercise 1 again. Match the causes with their results. Write the letter on the line.**

..... 1 Animals going extinct every day
..... 2 Existing conservation projects
..... 3 Not researching and protecting certain animals
..... 4 The society's events
..... 5 Choosing the blobfish as the society's symbol
..... 6 Using comedy

a gave *psychrolutes marcidus* a new name.
b makes people depressed.
c makes people more interested in what you have to say.
d raise awareness for some strange animals.
e save some big and beautiful animals.
f upsets the balance in nature.

DID YOU KNOW...?
Extinction is a natural process in the wild. Historically, about 5 species per year become extinct. Today, over 142,500 animal species are classified as endangered. The current extinction rate is over 12 species a day, which is the highest in recorded history. If extinctions continue at this pace, 30%–50% of animals will be extinct by 2050.



GRAMMAR EXPANDER

1 **Choose the modal that best completes each sentence. Circle the letter.**

1 I ..... have a pet parrot, but they require too much care.
a had better **b** would like to **c** am able to **d** should

2 If you don't mind, I ..... eat out tonight.
a wouldn't **b** don't have to **c** would rather not **d** must not

3 ..... Hillary play the violin well?
a Should **b** Must **c** May **d** Can

4 I'm sorry, but I ..... come to the meeting tomorrow.
a must not **b** won't be able to **c** couldn't **d** don't have to

5 Your sister's a tennis player? She ..... be very athletic.
a must **b** could **c** should **d** may

6 We ..... go skiing this weekend. We haven't decided yet.
a shouldn't **b** can't **c** had better not **d** might not

2 **Complete each sentence with a modal. Some may have more than one correct answer.**



1 You ..... turn on the TV while you wait, if you'd like.
2 It ..... snow tomorrow.
3 ..... I please borrow your pen for a moment?
4 If we leave at 4:00, there ..... be a lot of traffic.
5 If you don't want to see a movie, we ..... go out to eat instead.
6 My mother-in-law ..... have liked to go to Ireland, but she went to France instead.
7 He ..... have been very happy when he found out about his promotion.

3 **Complete each conversation in your own way. Use a modal.**

1. **A:** I passed Ellie on the street yesterday, and she didn't say hello.
B: *She may not have seen you.*

2 **A:** It's too warm in here.
B: .....

3 **A:** I don't feel like cooking tonight.
B: .....

4 **A:** I don't know where to go on vacation this year.
B: .....

5 **A:** I'm a little hungry.
B: .....

6 **A:** My brother wants to get a pet.
B: .....

WRITING HANDBOOK

1 **Is animal conservation important? State your opinion and list your arguments. Then list possible opposing arguments.**

Your opinion: .....

Your arguments	**Possible opposing arguments**
1	1 .....
.....	.....
2	2 .....
.....	.....
3	3 .....
.....	.....

Use examples, facts, and expert opinions to support your arguments.

2 **On a separate sheet of paper, write a paragraph arguing your opinion from Exercise 1. Remember to include a topic sentence at the beginning of the paragraph and a concluding sentence at the end.**

3 **Read the following self-check questions. Check those that apply to your work in Exercise 2.**

- ☐ Did I state my point of view clearly in the introduction?
- ☐ Did I provide examples, facts, or expert opinions to support my point of view?
- ☐ Did I discuss opposing arguments?
- ☐ Did I include a concluding sentence?

UNIT 7 Shopping and Advertising

Preview

1 **Complete the conversations. Choose the phrase from the box with the same meaning as the words in parentheses. There are three extra choices.**

I don't mean to be unappreciative	I didn't take it that way	I'm just not that into "things"
Leave it to me	Where are you off to	You're letting me off too easy	You've got a point there

1 **A:** See you later!
B: (Where are you going?) ..... ?
A: To get some fast food. That ad just made me hungry.

2 **A:** What would you like for your birthday?
B: Honestly, nothing. (I'm trying to reduce the amount of stuff I own.)
..... .

3 **A:** I'm stressed out about the meeting tomorrow. I haven't even booked the conference room or ordered lunch.
B: Don't worry. (I'll take care of it.) ..... .
A: Thanks! You're the best!

4 **A:** I'm afraid I owe you an apology. I was a little impolite this morning when I corrected you during the meeting.
B: Don't worry about it. I could see you were just trying to help. (I know you weren't trying to be rude.)
..... .

2 **Read the social media posts about shopping mistakes. Describe each problem in your own words and write advice for each person.**

We all make shopping mistakes once in a while. Are there any mistakes that you make regularly?



Tia Marks
I'm a sucker for ads with celebrities in them. If I see a photo of a famous actress in a particular brand of clothing or makeup, then I suddenly want the same thing! It's crazy, I know. And expensive!
Like • Reply



Adam Baker
I guess you could say my problem is "keeping up with the Joneses." What I mean is this—if my friends are all buying a new gadget, I feel like I need to go out and get it too. I don't want to feel like I'm being left out!
Like • Reply



Niraj Patel
My problem is online shopping. It's so easy. When I'm feeling bored or depressed, I start surfing the net, and often I end up buying something, especially if it's on sale. Buying something new cheers me up.
Like • Reply

1 Tia's problem: .....

Your advice: .....

2 Adam's problem: .....

Your advice: .....

3 Niraj's problem: .....

Your advice: .....

3 **Think about a time when you regretted buying something. What was the reason for your shopping mistake?**

LESSON 1

1 **Match each verb or verb phrase with its definition. Draw a line.**

1 bargain hunt	**a** check the prices of the same items at different stores to decide which to buy
2 browse	**b** take one's time looking at things without necessarily wanting to buy anything
3 comparison shop	**c** look at things from the outside of the store without going inside to shop
4 window shop	**d** look around for things one can buy cheaply for less than their usual price

2 **Complete the conversation. Choose the correct ways to shop from the box.**

bargain hunting | browsing | comparison shopping | window shopping

Mario: What did you do this weekend, Leila?

Leila: I spent a lot of time looking for a new car. There are a few models I like, but the prices and features vary—so I was **(1)** ..... .

Mario: I did some shopping this weekend, too.

Leila: What did you buy?

Mario: I went out **(2)** ....., and I found a great sale at Brinkman's. I got a couple of nice dress shirts that were 75% off!

Leila: That sounds like a great deal.

Mario: It was! Then I started **(3)** ..... in the shoe department, and I found a comfortable pair of sandals on sale.

Leila: I sometimes go **(4)** ..... at Brinkman's. I love their displays! But I've always thought their prices were too high.

Mario: I find them to be pretty pricey, but you can get some real bargains if you know where to look.



3 **Read each statement. Suggest the best place for each person to shop in your city or town. Use language from Exercise 2.**



I want to pick up some cheap sunglasses. It would be a waste of money to buy designer ones. I'd just lose them!

1 .....

.....



I'd like to get some coffee, take a walk in this beautiful weather, and check out the new fall fashions.

2 .....

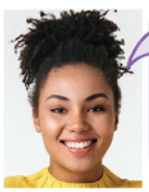
.....



I've been saving up for a new laptop. I'd like to check out a couple of different places before I buy one.

3 .....

.....



I don't really need anything, but I wouldn't mind just looking around. I actually find shopping relaxing.

4 .....

.....

4 **Complete the conversation with phrases from the box. There are two extra choices.**

a lovely surprise	are you doing	are you off to	down the road from
in your price range	just browsing	let me help you	to bargain hunt

Gwen: Hey, Eric! I didn't expect to see you here. What **(1)** .....

Eric: Gwen! Long time no see. What **(2)** ..... here?

Gwen: I'm **(3)** ..... . How about you?

Eric: I need to buy a gift for my son's teacher, but I don't know where to start.

Gwen: **(4)** ..... ! How much are you willing to spend?

Eric: My budget is $25. I don't want to go overboard.

Gwen: You could try Smiths—they're **(5)** ..... here. They have some really nice things **(6)** ..... .

Eric: Great! I think I will. Thanks, Gwen!

5 **Look online for something you're interested in buying. List the prices you find at different retailers. Comment on each store's selection, prices, shipping costs, and the ease of using the website.**

What are you shopping for? ..... Any particular brands? .....

Website:		Website:		Website:	
Price:		Price:		Price:	
Comments:		Comments:		Comments:	

Which store had the best deal? .....

LESSON 2

1 **Complete each sentence with a passive gerund or infinitive. Use verbs from the box.**

ask call entertain force ignore inform treat

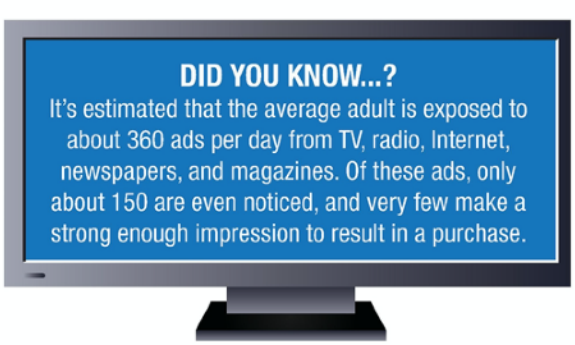
1 We hate ..... to watch ads before movies.
2 Heru can't stand ..... by telemarketers.
3 My family enjoys ..... by funny commercials.
4 I appreciate ..... to join this company.
5 My son dislikes ..... like a baby.
6 Olivia hates ..... .
7 Paul doesn't want ..... about current sales.

2 **How do you feel about each form of advertising? Write sentences with passive gerunds or infinitives. Use verbs from the box or your own verbs.**

can't stand dislike don't appreciate don't like like love prefer resent

1 Email spam: I don't appreciate being sent email ads that I don't want.
2 Ads before movies: .....
3 Online pop-up ads: .....
4 Ads for medications: .....
5 Telephone calls from salespeople: .....
6 Ads targeting your Internet browsing: .....
7 Free product samples: .....
8 TV ads with catchy jingles: .....

3 **Think of an ad that blew you away, really irritated you, cracked you up, or choked you up. What product was it selling? Why did the ad make you feel that way?**



LESSON 3

1 **Read the article. Choose the best answer to complete the main idea. Circle the letter.**

Companies harm both consumers and the environment by .....

a bombarding consumers with advertisements about upgraded products

b intentionally reducing the life span of their products to increase profits

c lobbying governments and manufacturers to make new laws

Planned Obsolescence—an Unsustainable Trend



In the 1920s, the world's leading light bulb manufacturers colluded on a clever strategy to increase profits: they deliberately reduced the lifetime of their light bulbs, forcing consumers to buy new bulbs more often. While this caused a scandal at the time, "planned obsolescence" still exists today. Companies still intentionally design products to be disposable, whether it's by using inferior materials that only last a few years or by making them difficult and expensive to upgrade and repair.

Many tech companies actively discourage consumers from fixing their own devices, making it cheaper and easier to throw away an old device and to buy a new one. According to a recent study, defective batteries are one of the main reasons why devices get discarded. Tech manufacturers make it deliberately hard to repair or replace batteries—for example by changing battery designs every two to three years, by making replacements very expensive, by gluing together devices so that they're impossible to take apart, or by canceling a product's warranty when it's been tampered with by anyone who is not an authorized technician.

Another way to make products obsolete is to convince consumers that "newer is better." This trend also dates back to the 1920s, when car manufacturers started releasing a new model every year. Through advertising, consumers were persuaded to replace their two or three-year-old cars with the latest versions. Now, consumers are constantly bombarded with upgraded, more attractive devices—each one promising brand-new and improved features that will make our lives even easier and better. At the same time, companies stop supporting their older products, making them obsolete and unusable.

Not surprisingly, 100 years of planned obsolescence has taken a toll on the environment. Our consumer culture has led to tons of harmful pollution and toxic waste. In 2019 alone, the world generated more than 50 million tons of electronic waste, of which only 20% was properly recycled.

One campaign aimed at reversing this trend is the Right to Repair movement. By lobbying lawmakers and manufacturers, consumer rights advocates are seeking to ensure that products last longer and are more easily repairable by independent technicians and consumers. They believe that consumers shouldn't be told what they can or can't do with their own possessions. Nor should they be forced to buy new when fixing something older would be simpler—and far better for the environment, too.

2 **Read the article in Exercise 1 again. Match each definition with an underlined word or phrase from the article. Write the words on the line.**

1 ..... : try to persuade a government that a particular law or situation should be changed
2 ..... : a company's promise to repair a product if it breaks within a particular period of time
3 ..... : not made properly, or not working properly
4 ..... : intended to be used once or for a short time and then thrown away
5 ..... : touch something or make changes to it without permission
6 ..... : have a very bad effect on something or someone over a long period of time
7 ..... : no longer useful, because something newer and better has been invented
8 ..... : work with someone secretly, especially to do something dishonest

3 **Describe a time you splurged on an impulse purchase. What did you buy? What convinced you to buy it? How did you feel afterwards? Did you have any regrets?**

LESSON 4

1 **Complete the definitions. Circle the correct word or phrase.**

1 To prove something is to show that it is (probably / probably not / definitely) true.
2 Products are promoted to make sure people (know about / provide / persuade) them and want to buy them.
3 To imply something is to (prove / endorse / suggest) that it is true without directly stating or showing it.
4 When a person endorses a product, he or she personally (resists / recommends / implies) it in exchange for payment.

2 **Complete each sentence with a verb from the box.**

endorse imply promote prove

1 My kids are really going to want to get their hands on those sneakers now that their favorite baseball player has agreed to ..... them.
2 I would buy the more expensive brand of toothpaste if the company could ..... that it's more effective at fighting cavities.
3 I heard First Choice Pizza is giving away free slices tonight to ..... its chain of restaurants.
4 The ads ..... that their competitor's cars are unsafe without actually giving any solid evidence.

3 **Complete the conversation. Use the correct form of the verbs in Exercise 2.**

Alani: I can't believe you bought this expensive laundry detergent!

Salim: I thought it would be a lot better than our regular brand. It was **(1)** ..... by a bunch of famous athletes.

Alani: Do you really believe they all use this stuff?

Salim: Well . . . they **(2)** ..... that they did. They stood there holding the detergent and talked about how clean their clothes were.

Alani: Where did you see this?

Salim: In commercials. They were on TV during all the football games.

Alani: So, it's being **(3)** ..... to sports fans. Have you seen any evidence that it works?

Salim: No.

Alani: Well, I tried it out, and unfortunately, I **(4)** ..... that it's not very good at cleaning clothes. Just look at your pants.

Salim: Oh, no! I thought that grass stain would come out. Next time, I won't believe everything I see on TV!

4 **Describe an ad that you think is effective in persuading people to buy the product. Complete the information.**

Type of product:

Name of product:

Type of ad:

Description of the ad:

Techniques used:

GRAMMAR EXPANDER

1 **Rewrite each sentence in the passive voice.**

1 By the time we get to the concert hall, people will have taken all the good seats.

.....

2 Retailers all over the world sell our products.

.....

3 Scott Joplin wrote that song.

.....

4 CompTech has hired Wanda to design its website.

.....

5 Online stores are selling those blouses at a steep discount.

.....

6 Jason Farah is going to endorse the new line of running shoes.

.....

7 An ad that provides facts and figures can persuade Leon.

.....

2 **Rewrite each of the sentences from Exercise 1 as a yes / no question.**

1 .....

2 .....

3 .....

4 .....

5 .....

6 .....

7 .....

3 **Complete each question in the passive voice.**

1. **A:** When ..... ?

   B: Our house was built in 1950.

2 **A:** What time ..... ?

   B: Lunch will be served at 12:30.

3 **A:** How long ..... ?

   B: We were given two hours to complete the test.

4 **A:** Where ..... ?

   B: The party will be held at City Hall.

5 **A:** ..... ?

   B: No, she's not being given an award tonight.

6 **A:** ..... yet?

   B: No, the house hasn't been sold yet.



4 **Write information questions. Use the question words and phrases in parentheses.**

1 The winner of the cooking contest will be known. (what time)

.....

2 That new makeup line was endorsed by Jessica Monet. (when)

.....

3 Those skincare products are being manufactured. (where)

.....

4 The new town center was being built. (in what year)

.....

5 The big-screen television can be bought at the sale price. (for how long)

.....

WRITING HANDBOOK

1 **Read the article *Planned Obsolescence* on Workbook page 61. Highlight the important parts. Then read the article again and list the main ideas below.**

Paragraph 1:

Paragraph 2:

Paragraph 3:

Paragraph 4:

Paragraph 5:

2 **Combine the main ideas to write a summary. Use your own words. Include one or two sentences for every paragraph in the original article.**

Reporting Verbs:

argue	point out
believe	report
conclude	state
explain	

Common Expressions:

According to ....., ,
In .....'s opinion,
As ..... explains,
From .....'s point of view,

3 **Read the following self-check questions. Check those that apply to your work in Exercise 2.**

- ☐ 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 Family Trends

Preview

1 **Read each situation. Complete each sentence summarizing what happened. Use the expressions from the box and your own words. There are two extra choices.**

don't feel obligated	going downhill	hit the nail on the head	keep it to myself	keep it under wraps
make a long story short	out of touch	~~patch things up~~	so far so good	split up

1 Tara and her sister Melissa had a big fight last week, but thankfully, they have worked out their differences.
Tara and Melissa ..... patched things up ..... .

2 Scott is coming to the party, but Gail isn't. I heard that they're not together anymore.
Scott and Gail must have ..... .

3 Did you hear that Josie just quit her job? She got a new boss earlier this year, and I guess things at the office just started getting worse and worse. Finally, Josie had enough and couldn't take anymore.
Things at the office were ..... , and finally Josie quit her job.

4 I was wondering why they hadn't arrived yet, but I think you're exactly right, Callie — they must be stuck in traffic.
Callie ..... .

5 William is planning a surprise party for his wife. He doesn't want us to mention it to her.
William wants us to ..... .

6 Tanika never knows what is going on with our team in the office. She's always wrapped up in her own little world.
Tanika is so ..... .

7 The awards ceremony for our sales team is this weekend, but we've been told attendance isn't mandatory.
..... to attend the sales awards ceremony. It isn't required.

8 George is trying a new weight loss program. He's lost 10 pounds in two weeks.
When asked about the success of his weight loss program, George says, "..... ."



2 **Think about a time you had a different opinion from your parents about behavior and responsibilities. Describe both sides of the issue. How was the conflict resolved?**

LESSON 1

1 **Rewrite each sentence with a repeated comparative so that the sentence describes a trend. Some may have more than one correct answer.**

1 People are moving to cities to find work.
More and more people are moving to cities to find work.

2 People are spending long hours at work.
People are spending longer and longer hours at work.

3 Men are getting involved in caring for their children.

4 People are spending time with their extended families.

5 Mothers are staying home to take care of their children.

6 Couples are choosing to remain childless.

7 Young adults are moving out of their parents' homes.

8 Adolescents receive adult supervision.

2 **Complete the sentences, using double comparatives. Use the correct form of each word from the box.**

better	develop	few	good	less	low	more

1 ..... people work, ... time they spend with their families.
2 ..... a country is, ... the healthcare system.
3 ..... the birthrate, ... children there will be to care for older members of society.

better	few	good	high	long	more	old

4 ..... education you have, ... your salary will be.
5 ..... the healthcare system, ... people live.
6 ..... people are when they get married, ... children they are likely to have.



DID YOU KNOW...?
For a country to maintain its population, the fertility rate needs to be at least 2.3 children born per woman of childbearing age. According to a study by the United Nations, the rate in 139 countries will fall below this number by 2050, leading to a decline in the world population.

3 **Complete each double comparative. Use your own ideas.**

1 The longer I live, ...

2 The harder you work, ...

3 The more that you read, ...

4 The better I get to know people, ...

5 The more things change, ...

Now compare your sentences with these famous quotes.

"The longer I live, the more beautiful life becomes."
—Frank Lloyd Wright, architect (1869–1959)

"The harder you work, the luckier you get."
—Samuel Goldwyn, movie producer (1882–1974)

"The more that you read, the more things you will know.
The more that you learn, the more places you'll go."
—Dr. Seuss, children's book author (1904–1991)

"The better I get to know men, the more I find myself loving dogs."
—Charles De Gaulle, French leader (1890–1970)

"The more things change, the more they are the same."
—Alphonse Karr, author (1808–1890)

Choose one of the quotes. Describe what it means. How does it apply to your life and/or to the world today?

LESSON 2

1 **Complete the chart with adjectives from the box.**

disrespectful lenient overprotective rebellious spoiled strict

Critical Parent Behavior	Critical Teenager Behavior

2 **Look at the pictures. Choose the word that best describes the behavior displayed by either the adult or the teenager. Circle the letter.**



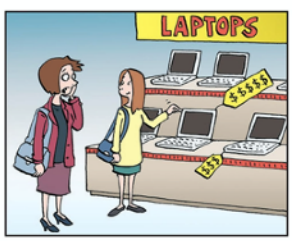
1 a overprotective
b rebellious
c spoiled



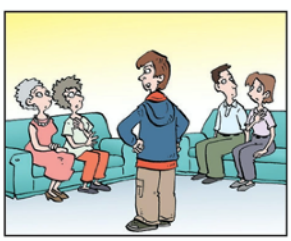
2 a too strict
b too lenient
c overprotective



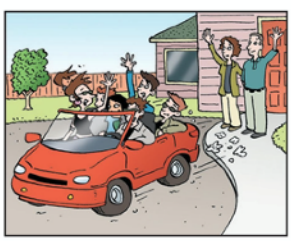
3 a disrespectful
b spoiled
c too strict



4 a spoiled
b too strict
c disrespectful

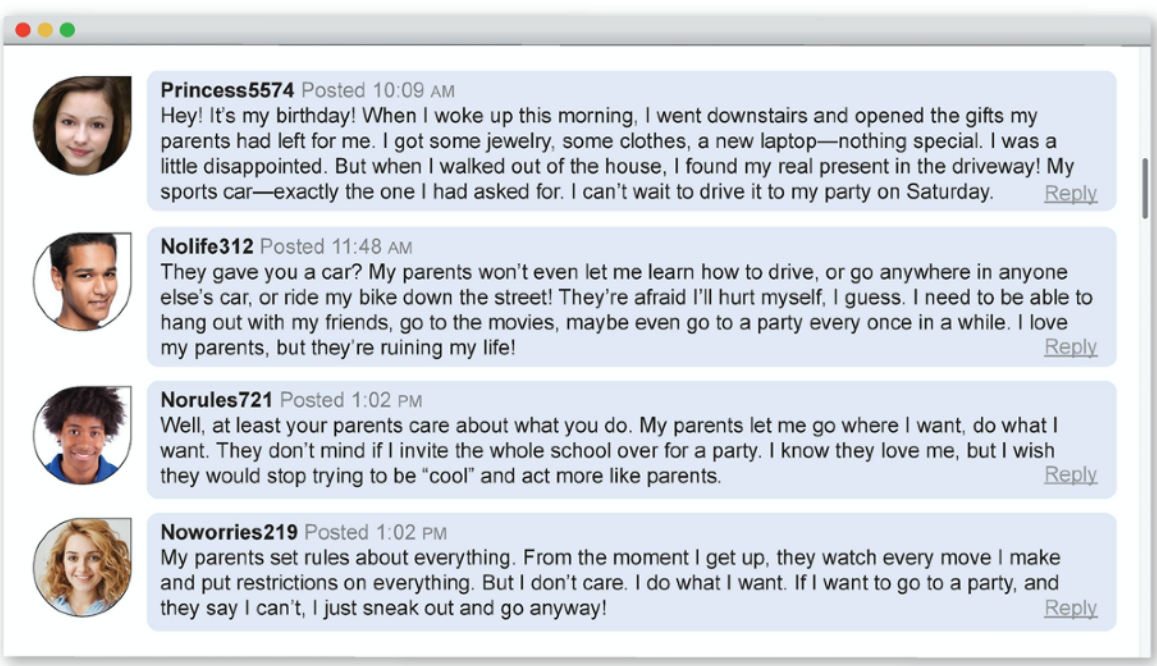


5 a too lenient
b disrespectful
c rebellious



6 a rebellious
b overprotective
c too lenient

3 **Read the teen blog entries. Describe the teens' or their parents' behavior. Use the vocabulary from Exercise 2.**



Princess5574 Posted 10:09 AM
Hey! It's my birthday! When I woke up this morning, I went downstairs and opened the gifts my parents had left for me. I got some jewelry, some clothes, a new laptop—nothing special. I was a little disappointed. But when I walked out of the house, I found my real present in the driveway! My sports car—exactly the one I had asked for. I can't wait to drive it to my party on Saturday. Reply

Nolife312 Posted 11:48 AM
They gave you a car? My parents won't even let me learn how to drive, or go anywhere in anyone else's car, or ride my bike down the street! They're afraid I'll hurt myself, I guess. I need to be able to hang out with my friends, go to the movies, maybe even go to a party every once in a while. I love my parents, but they're ruining my life! Reply

Norules721 Posted 1:02 PM
Well, at least your parents care about what you do. My parents let me go where I want, do what I want. They don't mind if I invite the whole school over for a party. I know they love me, but I wish they would stop trying to be "cool" and act more like parents. Reply

Noworries219 Posted 1:02 PM
My parents set rules about everything. From the moment I get up, they watch every move I make and put restrictions on everything. But I don't care. I do what I want. If I want to go to a party, and they say I can't, I just sneak out and go anyway! Reply

1 *Princess is spoiled. Her parents are too lenient.*
2 .....
3 .....
4 .....

4 **Complete the conversation with phrases from the box. There are three extra choices.**

appropriate friend	I hate to say it	inconsiderate friend	right and wrong	so overprotective	
something wrong	tell you the truth	too lenient	very rebellious	very responsible	worse and worse

A: So, here's a question. What do you think I should do about Lisa?

B: Why? Is **(1)** ..... ?

A: Well, she's been hanging out with a new girl lately, but I don't think she's an **(2)** ..... . She seems **(3)** ....., and the more time they spend together, the more worried I get that she'll get Lisa into trouble.

B: I'm sure there's nothing to worry about. Lisa's always been **(4)** ..... .

A: To **(5)** ....., I'm at my wits' end. What if she gets hurt?

B: Mabel, **(6)** ....., but I don't think there's much you can do.

A: Why's that?

B: Lisa's a great kid. She knows the difference between **(7)** ..... . You need to stop being **(8)** ..... and learn to trust your daughter!

LESSON 3

1 **Complete the chart with the correct adjective, verb, or noun.**

Adjective	Verb	Noun
prepared	prepare	**(1)**
—	**(2)**	discussion
(3)	—	independence
important	—	**(4)**
(5)	encourage	encouragement
reliable	—	**(6)**
involved	**(7)**	involvement
productive	produce	**(8)**

2 **Complete the sentences. Circle the correct word.**

1 The basketball player Michael Jordan is known for his (competition / competitiveness / compete). He hated to lose at anything.

2 Jackie's parents worry about her long-term financial (security / secure / secured).

3 My boss has high (expect / expecting / expectations) for me in my new position.

4 Leon's parents favor (encouraging / encouragement / encourage) over strict discipline.

3 **What do you think is the biggest difference between your generation and that of your grandparents? What is one thing that you have in common?**

LESSON 4

1 How are the responsibilities of caring for children different from those of caring for the elderly? How are they the same?

2 Read the article. Then answer the questions.

The Sandwich Generation



In the United States and Canada, they've been termed "the sandwich generation"—people caught between the needs of their growing children and their aging parents, having to care for both. Factors giving rise to the sandwich generation include the fact that people are having children later in life, combined with longer life expectancies. Whatever the cause, this new responsibility places many demands on these caregivers' time and energy and leaves little space for attending to their own needs.

Some members of the sandwich generation are parents in their 30s or 40s caring for young children. For example, Pamela Bose, 40, has a three-year-old and a nine-year-old. She has recently taken over the care of her widowed mother. One minute she is worrying about getting the children to school on time; the next, she is checking to make sure that her mother has remembered to take her medicine. "I spend so much time keeping up with their competing demands that I end up not devoting enough time to anyone, let alone making time for myself," says Bose.

Other members of the sandwich generation are parents in their 40s or 50s caring for teenaged or adult children. Nowadays, more adult children are living at home while they're in college and even afterward, as they get established and figure out what they want to do. Also, an increasing number of adult children are returning home to live after a divorce or job loss.

The longer adult children remain dependent on their parents, the more people find themselves in the sandwich generation. Patricia Rivas is one of these people. She and her husband David both have careers. They have a teenaged son, a recently divorced daughter with a two-year-old child, and an elderly father who has early dementia and is requiring more and more care, all living in the same household.

Most sandwich-generation caregivers are women. Increased female participation in the labor force means that many of these women are balancing not only care for their children and parents but also their own careers. Without a doubt, trying to meet all of these obligations at the same time is stressful. It's not surprising that sandwich-generation members report an increase in depression, sleeplessness, headaches, and other health problems. While many are happy about the chance to help care for their parents, they also feel guilty about not doing more.

As sandwich-generation members try to respond to everyone else's needs, it's important that they not ignore their own needs. As these caregivers struggle to give their young children attention and patience, their older children support and guidance, their elderly parents physical care and opportunities for social interaction and inclusion in family life, it is also important that they make some time for their own relaxation. Unfortunately, such relaxation is overlooked more often than not.

1 What is the "sandwich generation"?

.....

.....

2 How is the term "sandwich" appropriate to describe this generation?

.....

.....

3 Name three trends that are responsible for the development of the sandwich generation.

.....

.....

4 What are some problems that sandwich-generation members experience?

.....

.....

5 Why is being a member of the sandwich generation especially stressful for women?

.....

.....

3 **Read the article in Exercise 2 again. Find the noun that corresponds to each verb or adjective below.**

1 responsible: *responsibility*
2 participate: .....
3 obligate: .....
4 depress: .....
5 sleepless: .....
6 patient: .....
7 guide: .....
8 interact: .....
9 include: .....
10 relax: .....

GRAMMAR EXPANDER

1 **Read each pair of statements. Then complete each sentence, using a comparative, superlative, or comparison with as . . . as.**

1 Today's hike is 5 km. But our hike yesterday was 7 km.
Today's hike is *shorter than yesterday's hike* .

2 A cheetah can run 96 km per hour. A greyhound can run 64 km per hour.
A greyhound can't run .....

3 I am 24 years old. My brother is 20, and my sister is 18.
Of the three of us, I am .....

4 Park City is 5 km from here. Greenville is 10 km from here.
Greenville is .....

5 His parents are very strict. My parents are not very strict.
My parents are .....

6 Mr. Plant has two children. Mr. Lane has four children.
Mr. Plant has .....

7 I paint well. Ten years ago, I didn't paint well.
I paint .....

8 There are five people in my family. There are five people in Irene Lee's family, too.
There are .....

2 **Compare people and things you know. Use comparatives or as . . . as.**

1 two friends — adventurous
Megan is more adventurous than Matthew.

2 two friends — kind-hearted

3 two movies — funny

4 two books — long

5 two stores — expensive

6 two TV shows — good

7 two singers — sing well

8 two family members — work hard

3 **Complete each statement. Write your own idea on the first line and a superlative on the second.**

1 Liver is the worst thing I've ever eaten.
2 ..... is ..... person I've ever met.
3 ..... is ..... place I've ever been.
4 ..... is ..... thing I've ever done.
5 ..... is ..... thing I've ever bought.
6 ..... is ..... thing I've ever said.

4 **Read each sentence. Then write a sentence with a similar meaning. Use a comparative, a superlative, or as . . . as.**

1 At 421 meters, the Jin Mao Building in Shanghai is very tall.
The Jin Mao Building in Shanghai is more than 400 meters tall.

2 The population of Greenland is only 56,238.

3 The movie we watched last night was so depressing.

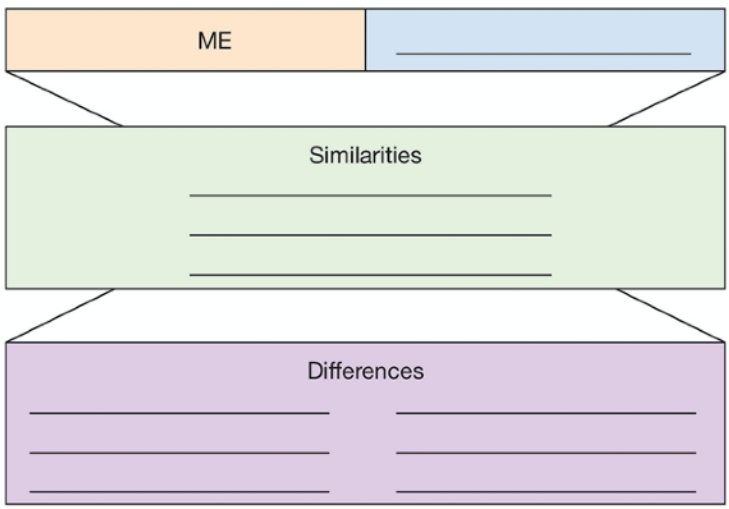
4 Alexis McCarthy is becoming a very good violin player because she practices daily.

5 Sometimes he watches TV, but usually he reads.

6 The new Italian restaurant on Park Avenue looks expensive, but it's really not.

1 **Choose a family member from a different generation than you. Write his or her name in the box next to "ME." Then fill in the chart with how your generations are similar and how they are different.**

COMPARING GENERATIONS



2 **Compare the two generations you chose. Write one or two paragraphs. Include a topic sentence that expresses your main idea. Avoid run-on sentences and comma splices.**

3 **Read the following self-check questions. Check those that apply to your work in Exercise 2.**

- ☐ 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 this unit?

UNIT 9 Getting at the Truth

Preview

1 **Read the conversations. Replace the underlined phrases with expressions from the box. There are three extra choices.**

But get this	I couldn't really say	I take it	it just doesn't add up	it sounds pretty far-fetched
keep it hushed up	take it with a grain of salt		you don't buy that	

1 **A:** I've heard that there's going to be low attendance at the conference this year. And they raised the price.
B: <u>It sounds to me like</u> you don't think we should go. .....

2 **A:** Do you think today's speaker will have some good points to share with us?
B: <u>I don't know</u>. I haven't heard her presentation before. .....

3 **A:** Did you hear the latest about Tory? Fred said she told the boss off before leaving yesterday.
B: Well, anything Fred says, <u>I'd be skeptical about it</u>. He isn't the most reliable source.
.....

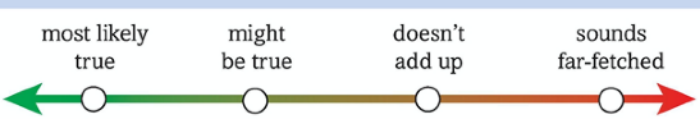
4 **A:** Company stock prices are down. I'm concerned about our company going under.
B: <u>You don't really believe that</u> do you? Stocks go up and down regularly. I wouldn't worry about it.
.....

5 **A:** We're getting a new vice president of sales this week.
B: I know. We haven't heard who it is though. They seem to want to <u>prevent anyone from knowing who it is ahead of time</u>. .....

2 **Read the stories. Rate the probability that each is true.**

1 A couple was on vacation in Australia, driving through the bush, when they accidentally hit a kangaroo. They decided to prop up the kangaroo and take a photo. To add a bit of humor, they dressed it up in the husband's jacket. As it turned out, the kangaroo was only stunned, not dead, and it hopped away with the jacket on. In the jacket pocket were the keys to their rental car and all their vacation money.





2 A college student stayed up late studying for a math final exam. She overslept and arrived late for the test. She found three problems written on the board. She solved the first two pretty easily but struggled with the third. She worked frantically and figured out a solution just before the time was up. That night the student received a phone call from her professor, who told her that the third problem wasn't a test question. Before the test had started, the professor had explained that it was a problem previously thought to be unsolvable. But the student had solved it!

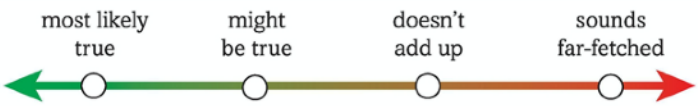




3 A man was jogging through the park one day when another jogger lightly bumped him and excused himself. The man was just a little annoyed—until he realized that his wallet was missing. He immediately began chasing the jogger who'd bumped into him. He caught up to him and tackled him, yelling, "Give me that wallet!" The frightened "thief" handed over a wallet and quickly ran off.

When the man got home, his wife asked him if he'd remembered to stop at the store. Anxious to tell his story, the man said that he hadn't, but that he had a good excuse. Before he finished, his wife said, "I know—you left your wallet on the dresser."





3 **Answer the questions in your own way. How gullible are you? When was the last time you fell for a hoax? How often do you turn down an offer that sounds too good to be true?**

LESSON 1

1 **Complete the chart. Write each word or phrase from the box in the correct category.**

Clearly | I suppose | I wonder if | I'll bet | It's obvious (that) | It's possible (that)
Maybe | Most likely | Probably | There's no question (that)

Very certain	Almost certain	Not certain

2 **Read each situation. Circle the correct word or phrase to complete each sentence.**

1 Tammy often goes to the gym at lunchtime. One day at noon your boss is looking for Tammy. What do you say?
(I wonder if / Most likely / There's no question that) Tammy's at the gym.

2 Quan never calls you unless he needs a loan, and you see that he called last night. What do you say?
(It's obvious that / I suppose / It's possible that) Quan wants to borrow money again.

3 Terry is late for class. You're not certain, but you think he might have overslept. What do you say?
(There's no question that / I'll bet / I wonder if) Terry overslept.

4 Kiri agreed to meet you for lunch at 12:15, but it's 12:30 and she hasn't arrived. You're almost certain that she got stuck in traffic. What do you say?
(Clearly, / I'll bet / Maybe) Kiri got stuck in traffic.

5 Emma promised to bring cupcakes to the party, and she is very reliable. She always keeps her promises. You and your friend are discussing the party menu. What do you say?
(I wonder if / Probably / There's no question that) Emma will bring the cupcakes.

3 **Complete the conversations. Speculate about the situations, using vocabulary from Student's Book page 92.**

1 **A:** My dad was supposed to meet me after school at 3:30. It's 4:05, and he's still not here.

B: .....

2 **A:** Lisa was supposed to call me half an hour ago. I wonder why she hasn't called.

B: .....

3 **A:** My dog usually loves going for walks, but today she won't even come outside with me. What do you think could be wrong?

B: .....

4 **A:** Usually the sanitation department picks up the trash on Monday mornings. It's 4:00 P.M., and they still haven't picked up the trash on my street.

B: .....

5 **A:** I bought tickets to see the Country Rebels in concert this weekend. I was really excited, but I just heard that they canceled the concert. I have no idea why.

B: .....

6 **A:** The new employee was supposed to start today, but he hasn't come to work. I wonder what happened?

B: .....

4 **Read the situation below. For each of the times listed, write a sentence about what could have happened. Use vocabulary from Student's Book page 92.**



Your friend was supposed to arrive on the 8:05 train. You are waiting outside the station, but she still isn't there.

(8:10) Not certain: *Maybe she's getting her luggage.*

1 (8:10) Not certain: .....

2 (8:20) Almost certain: .....

3 (8:35) Very certain: .....

5 **Complete the conversation with phrases from the box. There are three extra choices.**

Could be	Definitely not	I wonder if	I wonder why	I'll bet she's
I'm not sure	Maybe she's ill	Most likely	Yes, definitely	

A: **(1)** ..... Lily looks so upset. She doesn't want to talk to anyone.

B: Do you think something's wrong?

A: **(2)** .....—it's obvious. She's usually very sociable and cheerful.

(3) .....

B: **(4)** ....., but I doubt it. She seemed fine this morning.

A: That's true. Oh, I saw her talking to Mrs. Jones earlier—**(5)** ..... in trouble!

B: **(6)** ..... you're right. Mrs. Jones can be very strict.

LESSON 2

1 **Rewrite the sentences with perfect modals in the active voice.**

1 Clearly, the ancient Greeks didn't build an underwater city.
The ancient Greeks couldn't have built an underwater city.

2 Most likely people used the statues for religious ceremonies.

3 The Egyptians who built the pyramids probably used sleds to move large blocks of stone.

4 Those patterns in the earth were definitely not made by aliens.

5 It's possible that a storm caused all this damage.

6 Clearly, this was an important place for the early inhabitants.

2 **Read each statement. Check whether each speaker is very certain, almost certain, or not certain. Then rewrite each sentence, using a perfect modal in the passive voice. Use the appropriate degree of certainty.**

very certain	almost certain	not certain	
☐	☐	☑	1 It's possible that language was initially developed to allow humans to hunt in groups more effectively. *Language may have been developed to allow humans to hunt in groups more effectively.*
☐	☐	☐	2 Maybe the dinosaurs were killed by climate changes.
☐	☐	☐	3 Probably the giant stone statues on Easter Island were carved by the ancestors of the Polynesian people who live there today.
☐	☐	☐	4 Most likely Amelia Earhart was killed when her plane ran out of fuel and went down in the Pacific Ocean.
☐	☐	☐	5 Clearly, the fire was started intentionally.
☐	☐	☐	6 There's no question the ship was sunk by a collision with an iceberg.



3 **Look at the picture and caption. Speculate about what happened to the *Mary Celeste*, using the perfect form of the modal <u>may</u> in the passive voice.**

Example: *The crew may have been washed overboard by a giant wave.*

Your speculation:

.....

.....

.....



The *Mary Celeste* was discovered drifting off the coast of Portugal in 1897. There was no one aboard.

4 **Read more about the circumstances surrounding the disappearance of the *Mary Celeste*'s crew and passengers.**

The Mary Celeste

On November 7, 1872, the *Mary Celeste* sailed under the command of Captain Benjamin Briggs—known as an honest and fair man. He, his wife, young daughter, and a crew of seven departed from New York City for Genoa, Italy, carrying a cargo of alcohol. They were never seen again.

On December 4, another ship spotted the *Mary Celeste* drifting off the coast of Portugal. A few men from the ship boarded the *Mary Celeste* to offer help. Although there was some damage, it was not extensive, and the ship was seaworthy. The cargo and a six-month supply of food and water were still on board the ship. However, nine of the 1,700 barrels of alcohol were empty, and the lifeboat and all of the passengers and crew were missing. The last entry in the logbook was dated November 24, 1872.

Many theories have been proposed to explain the mysterious disappearance of the *Mary Celeste's* crew and passengers. Here are some of them:

- The crew killed Captain Briggs and his family and escaped in the lifeboat.
- The nine barrels of alcohol had leaked. Afraid the fumes would cause an explosion, Captain Briggs ordered everyone into the lifeboat. The lifeboat got separated from the ship, and its occupants drowned or died at sea.
- A giant octopus snatched the crew one by one from the deck of the ship.

Now speculate about the probability of each theory explaining the disappearance of the *Mary Celeste*'s passengers and crew. Use perfect modals in the passive voice. Explain your answers.

1 The theory that the captain was killed by the crew.

.....

.....

2 The theory that the crew was forced by alcohol fumes to leave the ship.

.....

.....

3 The theory that the crew was snatched from the ship by a giant octopus.

.....

.....

LESSON 3

Complete the paragraph, using believable, debatable, unprovable, or questionable.

I recently received an email of ..... (1) truthfulness. Of course, whether or not it's a good idea to even open these types of forwarded messages is ..... (2). However, I did open it. According to the email, a woman and her daughter had enjoyed a delicious cookie in the café of a high-end department store. The woman asked for the recipe. The server replied that the woman could purchase the recipe for "two fifty." The woman asked that the charge be added to her credit card bill. When she received her bill, the charge for the cookie recipe was $250—not $2.50. I guess a lot of people must find this story ..... (3) because the message keeps getting forwarded. Personally, I don't buy the story. Of course, the story is not completely ..... (4). All you would have to do is go to the store's café and ask to buy the cookie recipe—and pay in cash.

LESSON 4

1 **Read the article. What is the main idea? Circle the letter.**

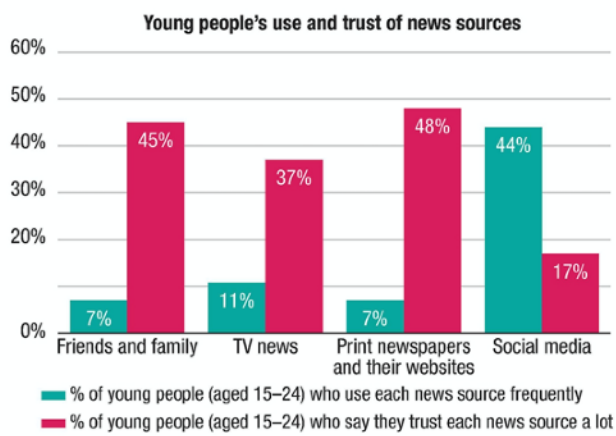
a Young people don't trust what they read on social media.

b Young people's trust in print newspapers and their websites is growing.

c Young people believe that some news sources are more reliable than others.

Who do young people trust for information?

A recent survey, conducted across multiple countries, revealed some interesting trends about young people's use of and trust in news sources. The study found that, although nearly half of young people aged 15–24 regularly use social media for news, only 17% actually see the information they read there as trustworthy. This may come as a surprise considering the fact that young people spend nearly three hours each day on social media. Another striking finding was that the sources that young people used the least frequently—print media, TV news, and friends and family—were also the ones that they trusted the most. Nevertheless, the research found that young people's trust in print media has indeed been growing—specifically when it comes to the more well-established and better-known sources.



Leave your comments regarding the article below

COMMENTS

Ava Roberts (Chicago, USA):
I seriously don't know how so many people can trust the news media like newspapers and TV. You know that they get their money from ads from big companies and politicians, right? That's why I especially like Philip DeFranco. He's on YouTube. He talks about what's really going on in the world. Not just the news, but stuff that nobody else talks about but that is actually really important and scary. He even talks about stuff I never actually thought about. The other day he talked about who owns the moon! He really makes me think.

Anton Talbot (South Africa):
If kids know they can't trust what they read on social media, then why do they use it? Newspaper and radio journalists at least have proper training. I mean the big, established newspapers and radio stations, of course. And they get their information from real experts like scientists. They don't just post a link to some fake news story and expect everyone to believe it.

Kim Yeong-Ja (South Korea):
Call me old-fashioned, but I still get most of my news from TV. Sure, I use social media too, but only for celebrity or sports news. For actual news, I turn on the TV. The major TV networks are a lot more truthful than social media.

Caetano Alves da Silva (Brazil):
I get most of my news on Facebook and WhatsApp. But it's tough to know what to believe sometimes. You have to make up your own mind. So, I only share stories from websites that I trust. I look for news sources that don't have a hidden agenda. You know, sources that aren't just trying to convert me to their political or social beliefs. I want just the facts, without the bias! Most people I know trust the R7 website, and I also like O Globo.

2 **Read the comments and the article again. Circle the correct word or phrase to complete each sentence.**

1 According to the chart, young people's most used news source is (friends and family / television / newspapers / social media).
2 According to the chart, young people's second-least trusted news source is (friends and family / television / newspapers / social media).
3 According to the author, young people are showing an increased trust in (international / local / well-known / independent) newspapers.
4 (The author / Ava Roberts / Anton Talbot / Kim Yeong-Ja / Caetano Alves da Silva) uses social media and messenger apps to share news stories.
5 (The author / Ava Roberts / Anton Talbot / Kim Yeong-Ja / Caetano Alves da Silva) trusts radio news.
6 (The author's / Ava Roberts' / Anton Talbot's / Kim Yeong-Ja's / Caetano Alves da Silva's) preferred news source is online videos.
7 (The author / Ava Roberts / Anton Talbot / Kim Yeong-Ja / Caetano Alves da Silva) uses social media to catch up on what famous people are doing.

3 **What conclusions can you draw from the article and comments? Check all the correct answers.**

☐ 1 Young people trust individuals more than they trust organizations or websites.
☐ 2 The way young people use the news differs from country to country.
☐ 3 The author expected young people to only use news sources they trust.
☐ 4 Ava Roberts thinks that DeFranco is the only trustworthy YouTuber.
☐ 5 Anton Talbot thinks that social media often just links to false information posted by people who are not experts.
☐ 6 Kim Yeong-Ja doesn't think that fake news is a problem when it comes to celebrity news.
☐ 7 Caetano Alves da Silva doesn't have any specific political or social beliefs.

4 **Describe a story that you didn't believe at first, but which turned out to be true, or one that you initially believed, but which turned out to be false. Where did you first hear the story? How did you find out the truth?**

GRAMMAR EXPANDER

1 **Match the questions with their answers. Write the letter on the line.**

..... **1** Did the early inhabitants here grow their own food?
..... **2** Do you think the Nazca Lines were carved by aliens?
..... **3** Did I write that letter? I can't remember.
..... **4** I wonder if the photo of the sea monster was created on a computer.
..... **5** Do you think the package came from Jennifer?
..... **6** Do you think Steven was fooled by the story?

a They couldn't have been.
b It might have.
c They must have.
d It must have been.
e He might have been.
f You must have.

2 **Respond to each statement or question with a short response. Use the perfect modal in parentheses.**

1 **A:** I wonder if there really was a person named King Arthur.
B: ..... (could)

2 **A:** Do you think people used water to move the stones at Stonehenge?
B: ..... (might)

3 **A:** Was the newspaper story that claimed the earth would go dark for six days a hoax?
B: ..... (had to)

4 **A:** Were the Nazca Lines an attempt to communicate with alien spacecraft?
B: ..... (must)

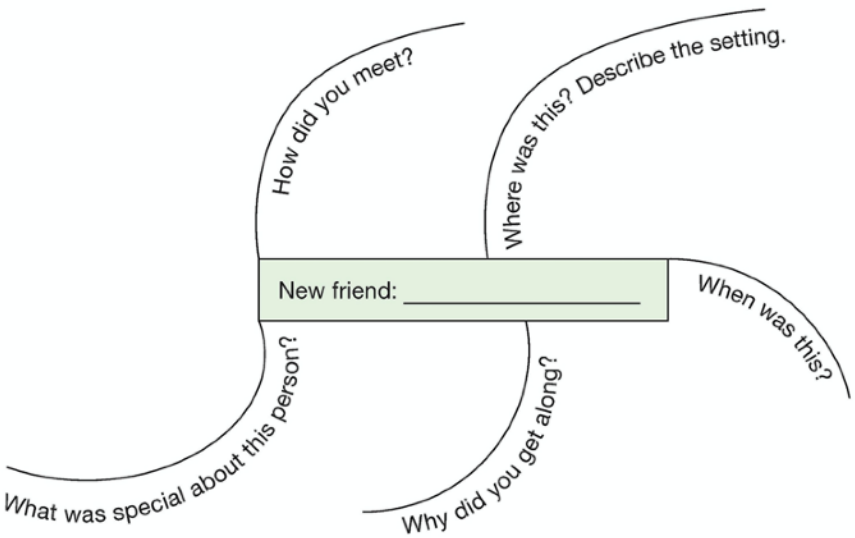
5 **A:** Do you think the crew of the *Mary Celeste* was snatched by a giant octopus?
B: ..... (couldn't)

6 **A:** Do you think the *War of the Worlds* hoax was an attempt by print media to convince people of the dangers of radio?
B: ..... (might)

DID YOU KNOW...?
April Fools' Day—the April 1 tradition of playing pranks on others—has been celebrated for several centuries by different cultures. However, its origin is a mystery. Some believe it dates to 1582, when France changed to a new calendar system. The old calendar began the new year on April 1, and people who forgot and celebrated on that date were made fun of and called "April fools".

WRITING HANDBOOK

1 **Think about a time you made a new friend. Use the questions on the mind map below to recall details of the meeting. Expand each branch as necessary by adding in your own information. Use words or sentences. Don't worry about grammar or punctuation.**



WRITING MODEL

A New Friend

Last summer, I made a new friend while on vacation in Italy. I was hiking in a region called Cinque Terre when I met a man named Flavio. We discovered that we both spoke English, and we began talking. We got along so well that he invited me back to his family's home for lunch. I met his mother, father, brothers, and sisters. His mother made a delicious lunch, and we ate it in their beautiful home overlooking the ocean. I spent a delightful afternoon with Flavio and his family, and by the end of the day we were friends. We still write to each other, and I plan to visit again next year.

2 **Use the mind map to write about meeting a new friend. Try to include as many interesting details as possible. Choose a title that reflects your main idea. Make sure to avoid sentence fragments.**

3 **Read the following self-check questions. Check those that apply to your work in Exercise 2.**

- ☐ Do all my sentences express complete thoughts?
- ☐ Did I avoid sentence fragments?
- ☐ Did I avoid run-on sentences?

UNIT 10 The Kind of People We Are

Preview

1 **Complete the conversations with expressions from the box. Some may have more than one correct answer.**

a fluke	blow off some steam	I just couldn't bear it	I'm really sweating it
I'm totally stressed out	in ages	my money's on you	That's a bummer

1 **A:** Maggie! I haven't seen you ..... !
B: I know! It's been a long time. How are you doing?
2 **A:** I've been so stressed with work lately. It's almost unbearable.
B: ..... . Hope it gets better soon.
3 **A:** Want to go for a run tonight? It might help take your mind off work.
B: Great idea! It's been a frustrating day. I need to ..... !
4 **A:** Why did you leave Karen's party last night?
B: I saw her with Dennis and ..... . You know how much I like him.
5 **A:** Wish me luck today. I'm interviewing for a new position in the company.
B: Are you? Well, I don't know who else is applying but ..... .
6 **A:** How do you feel about tomorrow's board meeting?
B: Truthfully? ..... . I don't feel completely prepared.
7 **A:** I heard you won at Bingo last night.
B: Yeah. But it was just ..... . I never win anything.

2 **Look at the pictures. Circle the correct personal quality.**



1 My friends and I are (sociable / active / loners).



2 Brenda and James are really (adventurous / laid back / high-strung).



3 I tend to be (active / sociable / a loner).



4 Mark is kind of (an idealist / sedentary / an individualist).



5 Lisa can be a bit (adventurous / laid back / high-strung).



6 They're very (active / high-strung / sedentary).

3 **Complete the sentences with words from the box. There are three extra choices.**

active	adventurous	a loner	an idealist	an individualist
high-strung	laid back	sedentary	sociable	

1 Philip doesn't follow trends—he has a unique style and does things in his own way. He's definitely ..... .

2 Sally really believes that, if we try hard enough and work together, we can make the world a better place. She's ..... .

3 Yoshia has a full schedule. Almost every night he goes out for a movie, play, concert, or sporting event. He's so ..... .

4 Sofia never gets upset or stressed out. She's always so ..... .

5 Zander is a lot more ..... than I am. I prefer to stay safely on the ground while he does scary activities—like climbing that extremely high mountain peak!

6 Chris is pretty ..... . He loves hanging out with his friends and doesn't really like spending time alone.

4 **Write the name of a person you know for each description. Provide examples.**

1 Someone who's sociable: .....

2 Someone who's a loner: .....

3 Someone who's active: .....

4 Someone who's sedentary: .....

5 Someone who's laid back: .....

6 Someone who's an individualist: .....

LESSON 1

1 **Rewrite each sentence using <u>used to</u>.**

1 When I was a child, my mom would make quilts.
When I was a child, my mom ..... *used to make* ..... quilts.

2 Mom would collect old clothes so she could use the fabric.
Mom ..... old clothes so she could use the cloth.

3 She would sew pieces together in beautiful patterns.
She ..... pieces together in beautiful patterns.

4 All our relatives would ask her to make them quilts.
All our relatives ..... her to make them quilts.

5 I would help her sometimes, and I learned to make quilts, too.
I ..... her sometimes, and I learned to make quilts, too.



2 **Complete each sentence with the verb in parentheses. Use would if possible. When you cannot use would, use used to.**

1 My mother ..... the piano and sing. (play)
2 She had a beautiful voice, so everybody ..... her singing. (love)
3 My father ..... his violin and join her. (take out)
4 He ..... to sing harmony. (like)
5 My brothers ..... on their guitars. (join in)
6 I ..... a little shy about playing my cello because I wasn't very good. (be)
7 But I ..... with my parents because everyone said I had a nice voice. (sing)

3 **Circle the correct words or phrases to complete the paragraph.**

My sister and I had a wonderful childhood. We grew up in the country, and we made the most of it. There was a special place in the woods where we **(1)** (would play / were always playing) every day. Lots of wildflowers grew there, and we **(2)** (was always picking / would pick) some of them to take home. It seemed like we **(3)** (were always doing / used to do) something outside. We had a dog, and she **(4)** (used to like / would like) to come with us wherever we went. She **(5)** (used to be running / was always running) ahead of us, but as soon as we called her, she **(6)** (would come / was always coming) right back to us. In the winter, we **(7)** (was enjoying / used to enjoy) the outdoors just as much. We **(8)** (would play / were always playing) in the snow for a while, but then we **(9)** (would end up / were ending up) having a snowball fight. I have many happy memories of those times.



4 **Complete the sentences with information about your childhood.**

1 When I played with my friends after school, ...
2 When I was 15 years old, ...
3 When my family went on vacation, ...
4 When I was sad, ...
5 During holidays, ...

LESSON 2

1 **Match the phrases with their definitions. Draw a line.**

1 slow down	a schedule some time to relax
2 take up a hobby	b stop doing everything so fast
3 set limits	c start doing something you'd enjoy in your free time
4 set aside some down time	d stop what you're doing from time to time
5 laugh things off	e stop taking things so seriously
6 take a breather	f learn to draw the line and say no to other's demands

2 **Give each person some advice. Use vocabulary from Exercise 1.**

I've been working on this report all day without a break. I'm getting a headache.



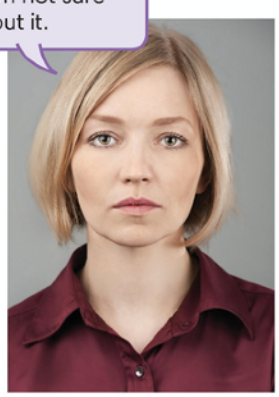
1 You really should take a breather now and then.

I've been working so much lately —weekends, too. And when I'm not working, I'm attending class or studying.



2 .....

My colleagues have started calling me at home to discuss work. I'm not sure what to do about it.



3 .....

Did you hear what Kevin said? He made fun of my tie!



4 .....

3 **Complete the sentences with the correct word or phrase. Circle the letter.**

1 Ella ..... have a piano lesson tomorrow.
   a is supposed to **b** will be supposed to

2 He ..... park there.
   a didn't suppose to **b** wasn't supposed to

3 ..... turn in our homework yesterday?
   a Weren't we supposed to **b** Aren't we supposed to

4 Where ..... meet the tour group?
   a we're supposed to **b** are we supposed to

5 Is this movie ..... good?
   a supposed to be **b** supposed

4 **Complete the conversation with phrases from the box. There are three extra choices.**

But no wonder	I hate to tell you	learn to say no to	need to set limits	set aside some down time	
slipped my mind	take a breather	That's a bummer	The painful fact	through the cracks	totally stressed out

A: Uh-oh, I really messed up. I just remembered that it's Petra's birthday today. I was supposed to get her a present and I totally forgot!

B: **(1)** ..... . How did that happen?

A: I don't know. It just fell **(2)** ..... . **(3)** ..... .

B: What do you mean?

A: I've been **(4)** ..... lately! I have so much work—and my boss keeps sending me emails with tasks, no matter what time of day it is. I just can't **(5)** ..... .

B: Can I give you some friendly advice?

A: Of course.

B: You **(6)** ..... . You have to **(7)** ..... work demands on your private time.

A: Oh, I don't know about that . . .

B: **(8)** ..... but you have to draw the line!

LESSON 3

1 **Read the article. What is the main idea? Circle the letter.**

a Early humans stayed at home for short-term survival, but needed to be active for long-term survival.

b While a sedentary lifestyle is one of the leading causes of death, activity can help humans live longer.

c Humans have evolved to need physical activity while also preferring a sedentary lifestyle.

Competing genes: the biological reasons behind the sedentary lifestyle

Introduction

The benefits of physical activity and the health risks inherent in a sedentary lifestyle have been confirmed by numerous scientific studies. Research shows that inactivity is one of the leading causes of deaths worldwide, with 7–8% of global deaths attributed to insufficient activity levels each year. Conversely, becoming more active could add four years to an individual's life. From this evidence, one can conclude that the human body evolved to support—and is optimized for—an active lifestyle. Nevertheless, the World Health Organization (WHO) estimates that 31% of the global adult population are not sufficiently active. This raises the question why, despite the evidence, humans continue to put their health at risk. One interesting hypothesis is that the allure of a sedentary lifestyle can be traced back to human evolution.



Survival genes

Early humans needed to hunt and gather food. Leaving the relative protection of their shelters, however, carried a risk of injury, infection, or attack by predators. By staying within the safety of the shelter, individuals could avoid these risks and increase their chances of survival. It can be argued that this led to a preference for inactivity, and that this preference became part of humans' genetic makeup. In other words, modern humans inherited their preference for a sedentary lifestyle from their early ancestors, as a "survival gene".

However, this raises another question: If being inactive increased chances for survival, why did the human body not evolve to compensate for the physical dangers of inactivity? Once more, the answer might be found by studying our early ancestors' behavior. Staying sedentary for long periods would not have been possible, as early humans needed to leave shelter to obtain food. Thus, our ancestors never remained sedentary long enough to experience the health problems associated with inactivity, such as cardiovascular disease. Consequently, the human body never adapted to thrive on the "safer" sedentary lifestyle. Moreover, stronger and fitter individuals had a better chance of surviving the dangers of the outside world; therefore, the human body evolved to need activity in order to be strong and healthy. While staying sedentary was a short-term survival strategy, being active ensured survival in the long run.

Conclusion

Modern humans have inherited two competing genes: On the one hand, we have the biological need to maintain our health through physical activity; on the other, the psychological desire to avoid risk by relaxing at home. The challenge for modern humans therefore remains to satisfy two opposing genes, and to override our sedentary tendencies for a physically active and healthy lifestyle.

2 **Read the article in Exercise 1 again. Complete the sentences with words or phrases from the box. There are three extra choices.**

a third	a quarter	biological	fact	go against
inactivity	injury	not eating	psychological	theory

1 It is estimated that ..... of adults worldwide are not active enough.
2 The author shares the ..... that people's preference to lead a sedentary lifestyle is genetic.
3 By leaving their shelters, early humans risked ..... .
4 By staying inside their shelters, early humans risked ..... .
5 One of the risks of ..... is cardiovascular disease.
6 The need for activity in order to stay healthy is ..... .
7 The author concludes that we need to ..... our tendency to be inactive.

3 **Read the article in Exercise 1 again. Answer the questions. Circle the letter.**

1 What is the cause of 7–8% of deaths worldwide?
   a people not being active enough **b** injury, infection, or attacks **c** cardiovascular disease
2 What led to early humans getting killed by predators?
   a not being fit or fast enough **b** leaving shelter to find food **c** their shelters not being secure enough
3 What did early humans do to avoid injury and attacks?
   a hunt in big groups **b** stay inside the shelter **c** become stronger and fitter
4 What led to humans' inheritance of a survival gene?
   a early humans' attempts to survive **b** early humans teaching their children **c** the human body evolving to need activity
5 What caused humans NOT to evolve to thrive on a sedentary lifestyle?
   a the fact that a sedentary lifestyle can lead to cardiovascular disease **b** the fact that hunting for food could lead to infections and injuries **c** the necessity of early humans to leave shelter frequently to find food
6 What helped early humans survive the dangers in the outside world?
   a staying at home **b** evolving to prefer a sedentary lifestyle **c** being fit, strong, and healthy

LESSON 4

1 **Complete each sentence with an adverb of manner. Form adverbs from the adjectives in the box.**

beautiful confident lucky physical quiet sad safe

1 Loraine spoke ..... about her plans for the future.
2 She went skydiving yesterday and landed ..... , I'm happy to say.
3 There were no survivors of the plane crash, ...
4 I fell when I was rock climbing, but ..... , I wasn't hurt.
5 Luke sang ..... last night.
6 Checking your devices before bed can affect you ..... .
7 Lin walked as ..... as she could, so she wouldn't wake anyone.

> ". . . it is uninteresting to do easy things. We find out about ourselves only when we take risks, when we challenge and question."
> — Magdalena Abakanowicz, Polish artist, born 1930

2 **How adventurous are you? Complete the chart with activities from the box.**

bungee jumping extreme skiing hang gliding mountain biking
rock climbing skydiving surfing waterfall jumping white water rafting

I've already done it.	I can't wait to try it.	It could be fun.	Not a chance!

Do you think you have a risk-taking personality? Why or why not? Give examples.



DID YOU KNOW...?
The most dangerous age is 14. Neuroscientists have determined that risk taking peaks at this age, especially when among groups of peers. At this stage of development, the parts of the brain that control decision-making and self-regulation are less developed and the need for peer approval and inclusion is at its highest.

GRAMMAR EXPANDER

1 **Read each sentence. Decide how would is used. Write the letter on the line.**

a to express past repeated or habitual actions
b as the past form of the future with will
c to express past intentions or plans that changed
d for polite requests in the present or future
e to express a present or future result of an unreal condition

..... **1** We would just sit and talk for hours when we were younger.
..... **2** Jan thought she would become a doctor, but she ended up being a teacher.
..... **3** Lauren promised she would pick me up on time.
..... **4** Ellie, would you please help me with my homework?
..... **5** If Melissa didn't work so hard, she would have more time to relax.
..... **6** I wouldn't go skydiving even if you paid me.
..... **7** My dad would read stories to us every night.
..... **8** Ron said he would read the book on vacation.
..... **9** Tania said, "Would you please hurry up?"
..... **10** I didn't think I would like that play, but I was wrong. It was great!
..... **11** You wouldn't be scared of the water if you knew how to swim.
..... **12** Our class would go on a trip together every year.

2 **Rewrite the sentences, using the adverb of manner in parentheses.**

1 Monet's paintings are beautiful. (incredibly) .....
2 Ella answered her phone. (angrily) .....
3 Our new employee always works. (hard) .....
4 Bill asked Ty not to smoke. (politely) .....
5 That new sports car is fast. (unbelievably) .....
6 She waved when she saw her friend. (happily) .....
7 She walked away. (slowly) .....
8 David remembered that he needed to call his sister. (suddenly) .....
.....

3 **Write your own sentences, using the adverbs in parentheses.**

1 (well) .....
2 (poorly) .....
3 (suddenly) .....
4 (sadly) .....
5 (slowly) .....
6 (greedily) .....
7 (quickly) .....

4 **Rewrite each statement, using be supposed to.**

1 Everyone says windsurfing is hard to learn.

.....

2 My friends all think that movie is horrible.

.....

3 Everyone says the new CEO is a tyrant.

.....

4 They say that border collies are extremely intelligent dogs.

.....

5 It's said that playing piano makes you better at math.

.....

6 I've never been to Hawaii, but everyone says it's beautiful.

.....

7 My friends all thought the book was better than the movie, but I thought the movie was better.

.....

WRITING HANDBOOK

1 **Go back to the article "Get off that sofa and get moving!" on Student's Book page 106.**

Read the article again. Underline sentences that you agree or disagree with. Then write notes in the T-chart. You can quote the author or paraphrase.

Agree	Disagree

2 **On a separate sheet of paper, write a critique of the article. State your own opinion at the beginning. Then use the notes from your T-chart to support your point of view.**

3 **Read the following self-check questions. Check those that apply to your work in Exercise 2.**

- ☐ Did I use connecting words and phrases to present and support my opinions?
- ☐ Did I use quotation marks when citing the writer's own words?
- ☐ Did I paraphrase the writer's words when I didn't use direct speech?