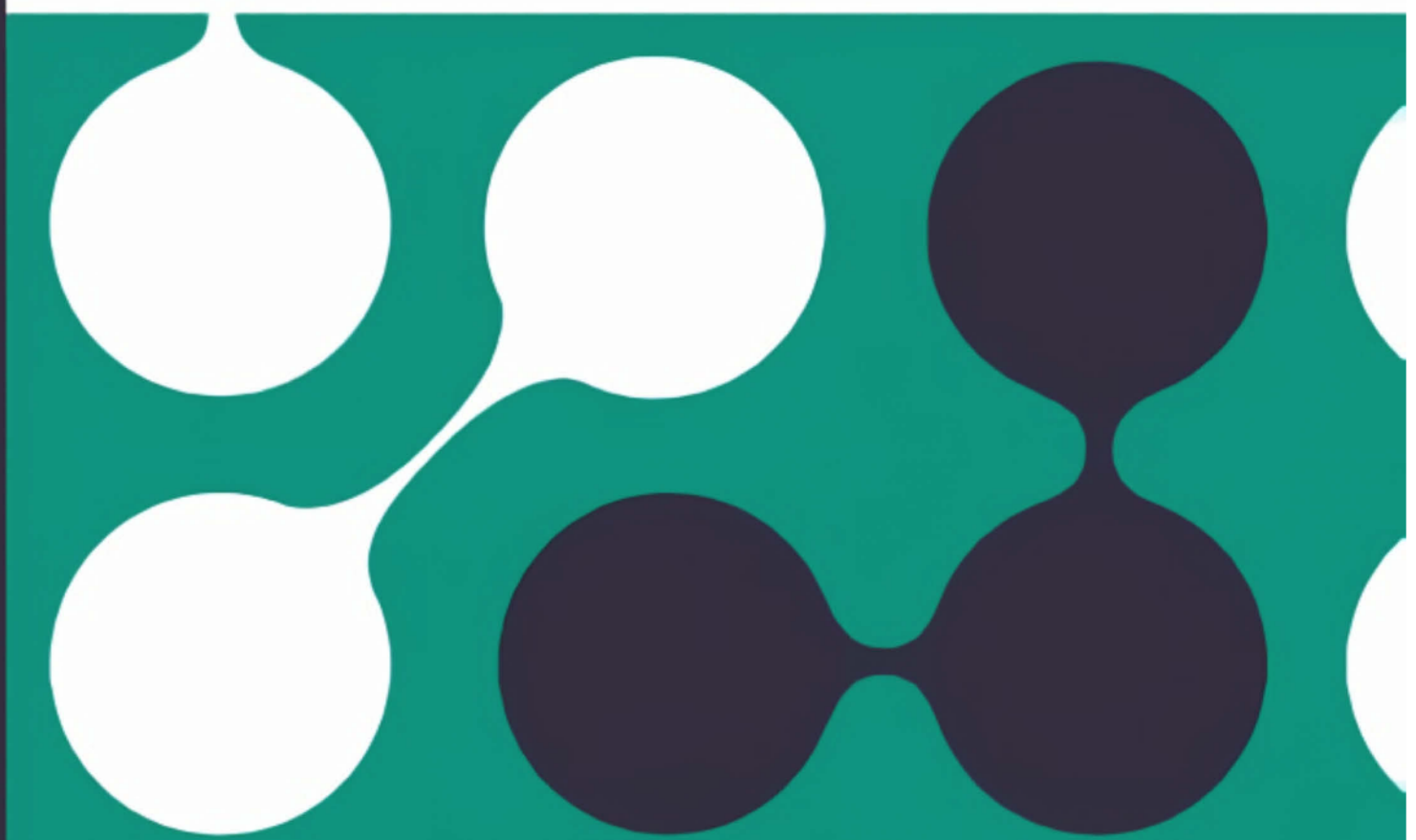
Connectivity

LEVEL 5



Workbook

Joan Saslow
Allen Ascher

Pearson

GSE

UNIT 1

Planning for a Career

Preview

1 **Read the text. Complete the questionnaire.**

Find Your Dream Job



Do you have your dream job? If not, and you're thinking of changing careers, or if you're just getting started in the working world, this worksheet can help you focus on what you really want to do. Take time to really think about the questions—your answers could determine your future!

1. If you could study any subject, what would it be?
2. What do you think are your strengths?
3. Ask your friends and family for their opinions about you. What do they think are your strengths?
4. If you suddenly had enough money that you didn't have to earn a living, what would you do with your time?
5. What are your hobbies?
6. Do you like working with people? Or do you prefer to work on your own?
7. Do you prefer working outdoors or inside? In an office or in a setting where you're not tied to a desk?
8. Think about your friends and family. Does anyone have a job that you'd like to have? What is it?
9. What's a job you'd like to do, but you haven't considered it because you don't have the necessary education or training?

Now look at your answers. Do any skills, jobs, or work settings jump out at you? If not, what do your answers have in common? Is there a skill or an area of study that appears often in your answers? At the very least, your answers should give you food for thought about your ideal career.

2 **Complete each conversation with a word or phrase from the box. There are three extra choices.**

Better late than never	bragging	buckle down	clinched it	don't take it personally	I aced it
I mean that as a compliment	it was a no-brainer		putting it off	right up your alley	what it takes

1 **A:** So, how'd you do on the chemistry exam?
B: I got a 100! _____ .

2 **A:** How are you going to get all your work done? You have so much to do.
B: I've just got to _____ and do it. It can't be late.

3 **A:** You've been talking about changing careers, but you still haven't filled out the application.
B: I know. I keep _____ because I'm afraid I might not be qualified.

4 **A:** I'm glad you accepted that job offer at the university.
B: Well, _____ . The benefits are fantastic.

5 **A:** What do you think about the new position opening up in marketing?
B: I think it's _____ . You should definitely apply.

6 **A:** Do you think Karl has _____ to be a lawyer?
B: Yes, I do! I think he would be amazing.

7 **A:** I can't believe you finally achieved your goal as an entrepreneur.
B: _____ . I couldn't have done it without your support.

8 **A:** I hope Sharon didn't think I was _____ about my test score.
B: Of course not. She knows how concerned you were about getting a good grade.

3 **Answer the questions with your own information.**

1 Have you ever considered changing your career or course of study? Why or why not?

_____

2 What job do you see yourself doing in ten years?

_____

LESSON 1

1 **Read the article. Notice the underlined verbs.**

The Brooklyn Bridge: A Story of Triumph

Already an accomplished bridge designer in the mid-1800s, John Roebling wanted to pursue his greatest challenge yet: building a bridge connecting Manhattan with rapidly growing Brooklyn. However, this would be no ordinary bridge. It would span the East River, which flows in more than one direction and can be navigated by ships. The bridge would have to be tall enough for ships to pass under. Roebling's idea was not well received. No



The Brooklyn Bridge connects the boroughs of Manhattan and Brooklyn in New York City.

one had done anything like it, and experts claimed it was impossible. Many people even doubted the necessity of the bridge.

But Roebling persevered, and he drew up plans for the longest suspension bridge in the world at that time. In 1869, construction began. Roebling had been working on the construction site for only a month when his foot was crushed in a tragic accident. Weeks later he died of complications from the injury. John's son Washington, also an engineer, took over.

Another tragedy soon emphasized the hazards of the project. One stage of construction required workers to go below the river. The effects of the changes in air pressure going from under the river to the surface killed several men and left Washington Roebling paralyzed and unable to speak. But Washington wasn't giving up. He could move one of his fingers a little. He slowly developed a code of communication with his wife Emily by tapping his finger on her arm. With her remarkable assistance, Washington continued to direct the project from his home. Emily took up studies in engineering to better understand Washington's plans. For thirteen years she oversaw work at the construction site.

Even before its opening on May 24, 1883, the bridge had come to symbolize triumph and ingenuity. Today the Brooklyn Bridge remains a tribute to perseverance and determination.

Complete the chart. Write the underlined verbs from the article in the correct categories.

Simple past	Past perfect	Past continuous	Past perfect continuous
wanted			

2 **Complete the sentences. Use the correct form of each verb in parentheses.**

1 John Roebling ..... (try) to convince people of his plans for the bridge long before the project ..... (become) a reality.
past perfect continuous
simple past

2 John ..... (die) before his son Washington ..... (take over) as chief engineer.
simple past
simple past

3 Construction of the bridge ..... (lead) to tragedies and triumph in the Roebling family.
simple past

4 Emily Roebling ..... (study) engineering while her husband Washington ..... (give) orders for her to carry out.
past continuous
past continuous

5 Emily ..... (help) Washington for thirteen years before the bridge ..... (be) finally complete.
past perfect continuous
simple past

3 **Read each sentence. Circle the action that occurred first.**

1 She was taking a nap when suddenly the alarm clock woke her up.

2 I had called the office three times before I finally got hold of someone.

3 Maribeth decided to take action when she got tired of waiting.

4 By the time I found out the news, everyone else had heard about it.

5 Dr. Stone was waiting for a phone call when someone knocked on the door.

6 They had sent several messages to the company before they got a response.

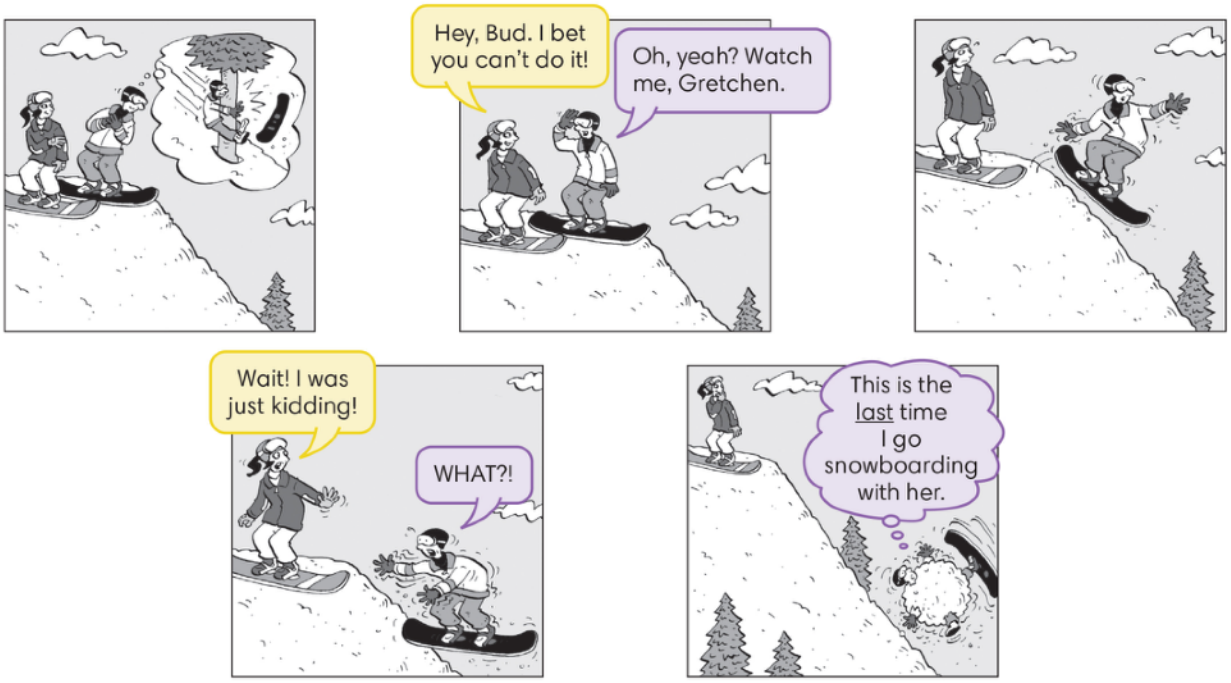
7 Blakelee had been engaged to someone else when she met Jonathan.

8 When the package finally arrived, they'd been expecting it for three weeks.

9 Jack saw the ad when he was looking through the newspaper.

10 It had been raining for two weeks when the sun finally came out.

4 **Look at the cartoon. Then complete the sentences. Use appropriate tenses (simple past, past perfect, past continuous, or past perfect continuous) and the verbs in parentheses. Some may have more than one correct answer.**



1 Bud ..... (consider) snowboarding down the mountain when Gretchen ..... (dare) him to do it.

2 Before Gretchen ..... (say) he should do it, Bud ..... (think) that snowboarding down the mountain was probably a bad idea.

3 Bud ..... (start) to snowboard down the mountain before Gretchen ..... (tell) him to stop.

4 When he ..... (hear) Gretchen yell, Bud ..... (get) really nervous.

5 While he ..... (roll) down the mountain, Bud ..... (decide) never to snowboard with Gretchen again.

LESSON 2

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

1 I believe Miles applied (in / for / by) a teaching position at the university.
2 Did you hear that Jordan has enrolled (in / into / on) cooking school?
3 Hiroe was studying engineering, but last year she switched (up / for / to) physics.
4 Isaac was accepted (on / into / up for) medical school when he was only 18 years old.
5 Katherine has always been interested in the environment, so she's decided (by / for / on) a career as a conservation scientist.
6 Florence took (up / up for / for) the violin a few months ago, and she's already been invited to join the school orchestra.
7 Aaron is planning a trip to Rome, so he's signed (up for / into / for) a class in conversational Italian.
8 Susanna applied (in / for / to) four law schools and unfortunately was rejected (on / by / up) them all!

2 **Read the text. Complete each sentence with a phrase from the box.**

apply for	apply to	be accepted into	be rejected by	
decide on	enroll in	sign up for	switch to	take up

Some high school students are encouraged by their parents and teachers to **(1)** ..... a career. Making that decision early allows them to **(2)** ..... the most useful programs and classes available at their high school—programs and classes that may help them **(3)** ..... the university of their choice.

Similarly, young students are often pushed to **(4)** ..... extracurricular activities that will look good on their college applications. However, many psychologists believe that students should not work toward a specific career while they are in high school. At this age, they say, students should **(5)** ..... a variety of activities and explore many interests. For example, if they join a computer club and don't like it, they should feel free to **(6)** ..... a different club or activity.

When students **(7)** ..... the college of their choice, are they more likely to **(8)** ..... the admissions office if they have developed many interests or just one? Later, when they **(9)** ..... their dream jobs, will they have a better chance of being hired if they have explored many career options or prepared for a specific one?

Unfortunately, there is no single answer to these questions. Thus, the needs and desires of individual students should be considered when planning their paths through high school and beyond.



3 **Read the email. Underline the verbs in the present perfect. Circle the verbs in the present perfect continuous.**

Hi Mom and Dad,
Well, I've arrived safely, and I'm in my hotel room. I still can't believe I'm here. My dream is finally about to come true! I'm going to skate in the winter Olympic Games! I've been training for this day since you took me to my first lesson when I was four years old. You both have given up a lot for me to be here. Everyone has supported me. I know you will all be watching the competition on TV—you've been watching me compete since I first started skating. I hope that I do well so I can make you proud.
Love you so much,
Trisha

4 **Complete the email reply from Trisha's mother. Use the present perfect continuous for uncompleted actions, except with stative verbs. Use the present perfect for completed actions.**

Trisha:

Since you were a little girl, I **(1)** have known (know) that you would become a great skater one day. You **(2)** _____ (talk) about skating in the Olympics since we bought you your first pair of ice skates. Although injuries **(3)** _____ (make) you slow down a few times, you never forgot your goal. And now your dream is finally a reality. We **(4)** _____ (watch) you grow from a child to the amazing athlete and beautiful person that you are today. Over the years, we **(5)** _____ (see) you win, lose, and try again. No matter what happens in the next two weeks, we'll be proud of you just like we **(6)** _____ (be) for so many years.

Love always,

Mom

5 **Complete the conversation with expressions from the box. There are two extra choices.**

a good art school	Correct me	Don't take it personally	for a job	I'll look into it
in a teaching course	on a career	steer me	to an art college	

A: So, Beryl, what brings you here today?
B: I'd like some advice about my studies. You see, I've decided to apply **(1)** .....
A: An art college? **(2)** ..... if I'm wrong, but didn't you decide **(3)** ..... in education?
B: I did. But I've been giving it some thought lately, and I think the arts are right up my alley. I can always enroll **(4)** ..... later if I ever decide to become an art teacher!
A: OK, that makes sense. So how can I help you?
B: I'd like to choose **(5)** ....., and I was hoping you could **(6)** ..... in the right direction.
A: Give me a day or two. **(7)** ..... and get back to you by Monday.
B: That's fantastic, thank you!

LESSON 3

1 **Read the article. What is the writer's purpose?** .....

Interviewing for Success



You sent your résumé to several employers, and you got an interview! Congratulations—that's an important step toward landing your dream job. Now you need to prepare for the interview. There's no way to know exactly what questions the interviewer will ask, but there's a good chance that you'll be asked at least some of the questions that follow. Preparing a basic answer to each of them will keep you from racking your brain for an answer at the last minute. Even more importantly, it will give you an extra measure of confidence. And a confident candidate is more likely to land the job.

1. Tell me a little bit about yourself.
This seems like a pretty easy question to answer, but you need to give this one some thought and tailor your answer to the job for which you are interviewing. The interviewer doesn't want to know everything about you; he or she is interested in the qualities that will make you the best person for the job. So, research the position and prepare a two- to three-minute answer that highlights what it is about you that makes you the best candidate. Remember, this will probably be the first question you are asked, so make your answer a good one so you make a good first impression.

2. Why are you looking for a new job?
This question will almost certainly come up in your interview, so it's best to be prepared for it. If you are a student looking for your first job, the answer is easy. But if you are currently employed, you'll need to explain why you want to leave your current position for a new one. The best thing to do is to highlight the positive aspects of the new job, rather than dwell on any negative aspects of the old job. For example, "I've learned a lot in my current position, but I'm ready for new challenges, which I think I can find at your company." Remember, the key is to avoid being negative about your current job, while telling the truth about why you want to move on.

3. What would you say are your greatest strengths?
This is another question that you will likely be asked, along with its inverse: What is your greatest weakness? Let's start with your strengths. It's hard for many people to talk about their strengths because it feels like bragging. Start by thinking about which of your strengths and qualifications would be valuable in the position for which you're applying. Those are the ones you want to focus on. Practice talking about them in a way that feels comfortable for you. Remember to provide examples of specific times you have demonstrated each strength.

And now for what might be the harder question:

4. What is your greatest weakness?
You may be thinking, "I don't want to say anything negative about myself; if I do, they won't want to hire me." The key when answering this question is to be honest but positive. You should choose a real weakness, but one which you are working to overcome. You want the interviewer to see that you are not afraid to admit that you can improve. For example, "I am not as proficient at [computer programming] as I would like to be, but I have enrolled in an evening training program, and I can see improvement already."

Finally, as you're thinking about your answers to these common interview questions, remember to be yourself. Your answers should be truthful and should reflect your qualifications in a way that feels natural to you. Good luck!

2 **Read the article in Exercise 1 again. Answer the questions according to the information in the article.**

1 Why is it important to prepare answers to commonly asked questions before an interview?

.....

2 When an interviewer asks you to tell him or her about yourself, what type of information should you include?

.....

3 What should you not do when explaining why you are looking for a new position?

.....

4 When listing your strengths, what else should you provide?

.....

3 **Read the article in Exercise 1 again and notice the underlined words and phrases. Complete the definitions. Circle the letter.**

1 If you landed a job, it means you ..... .
   a got hired
   b got fired
   c are interviewing

2 If you rack your brain, you ..... .
   a have a headache
   b have trouble remembering things
   c try really hard to think of something

3 When you tailor your answer, you ..... .
   a adapt it to fit a situation
   b practice it ahead of time
   c come up with it on the spot

4 If you dwell on something, you ..... .
   a try to put it out of your mind
   b can't stop thinking about it
   c consider it a weakness

5 The inverse of something is ..... .
   a an example of it
   b the same thing as it
   c its opposite

6 If you are bragging, you ..... .
   a are showing excessive pride
   b are demonstrating a strength
   c are looking for a new job

LESSON 4

1 **Imagine you are interviewing for your dream job. Answer the questions in your own way.**

1 Tell me a little bit about yourself. .....
.....

2 Why are you looking for a new job? .....
.....

3 What are your greatest strengths? .....
.....

4 What is your greatest weakness? .....
.....

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

1 I have experience ..... .
2 I want to get experience in ..... so I can ..... .
3 I need to get training in ..... if I want to ..... .
4 I have a degree or certificate in ..... .
5 I hope to get certified in ..... so I can ..... .

DID YOU KNOW...?
Recruiters spend an average of 3.14 minutes reading a job applicant's résumé. 40% of hiring managers spend less than a minute reviewing a résumé before deciding whether the candidate is qualified.

GRAMMAR EXPANDER

1 **Complete each sentence. Circle the letter.**

1 She ..... to work when her car suddenly started smoking.
   a would drive **b** has driven **c** was driving

2 I ..... Turkish food a few times, and I really like it.
   a used to eat **b** have eaten **c** was going to

3 We ..... soccer last weekend.
   a would play **b** used to play **c** played

4 They ..... vegetables at the market this morning, but it was closed.
   a would buy **b** bought **c** were going to buy

5 I ..... you yesterday, but I didn't have time.
   a had called **b** was going to call **c** was calling

6 Everyone ..... at the office at 8:30 this morning.
   a was **b** used to be **c** has been

7 They ..... painting the house before the storm started.
   a have finished **b** used to finish **c** had finished

8 I always knew I ..... a house near the beach one day.
   a would buy **b** bought **c** had bought

9 Tom ..... meat, but now he doesn't.
   a was going to eat **b** used to eat **c** was eating

2 **Cross out the word or phrase that does <u>not</u> correctly complete each sentence.**

1 As a child, Ben (used to bother / bothered / was bothering) his younger sisters a lot.
2 The team (had been working / used to work / had worked) on the project for months before it was finally finished.
3 I (had walked / walked / was walking) there several times before I learned I could take a bus.
4 The press secretary (had left / left / was leaving) a message for Mr. Reynolds on Monday evening before she went home.
5 She thought that she (would see / had seen / had been seeing) that movie by herself.
6 Troy (used to study / has studied / studied) all the time when he was a student.
7 They (used to wait / had been waiting / waited) for over two hours for their car to be repaired.

3 **Answer the questions with your own information.**

1 What did you do yesterday evening?

.....

2 What is something that you used to do when you were a child?

.....

3 What is something that you thought you would have done by the age that you are now?

.....

4 What is something that you've done a few times in the past year?

.....

4 **Read each sentence. Write C if the sentence is grammatically correct or I if it is incorrect. Then correct any errors in the incorrect sentences.**

I I
..... **1** ~~I'm~~ understand that this is a difficult time for many employees.

..... **2** Are you having a few minutes to discuss our plans for the project?

..... **3** I'm going to visit my travel agent today. I'm thinking of taking a vacation.

..... **4** This bag is really heavy. How much is it weighing?

..... **5** We're having steak for dinner. Would you like to join us?

..... **6** I'm believing that it's important for family members to live near one another.

..... **7** Mary is looking at photographs of her wedding.

..... **8** This sauce is tasting a little too salty.

WRITING HANDBOOK

1 **Look at the tree diagram. On a separate sheet of paper, create your own tree diagram about your experience, knowledge, training, and abilities. Write ideas under each section.**

JEFF BROCKMAN

Experience	Knowledge	Training	Abilities
• wrote articles for local newspaper • wrote weekly column for college newspaper • served on editorial board of college newspaper	• designed newspaper layout with computer software • speaks some Japanese • speaks German	• attended writers' workshop • received degree in journalism from Loyalton University	• types 55 words per minute • works well in groups • works independently

2 **You will often write a cover letter to apply for a specific job. Suppose you want to work for the company DreamTECH (or for another real or imaginary company) but do not know of a specific job posting. On a separate sheet of paper, write a cover letter to send your résumé to the Director of Human Resources at that company. Use some of your ideas from the tree diagram in Exercise 1. Use the cover letter on Student's Book page 144 as a model.**

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

- ☐ Does my letter have any spelling, punctuation, or typographical errors?
- ☐ Did I use formal letter writing conventions?
- ☐ Did I tell the employer the purpose of my letter?
- ☐ Did I say why I think I would be a good candidate?
- ☐ Did I tell the employer how to contact me for follow-up?

UNIT 2 Building Character

Preview

1 **Complete the conversations with expressions from the box. There are three extra choices.**

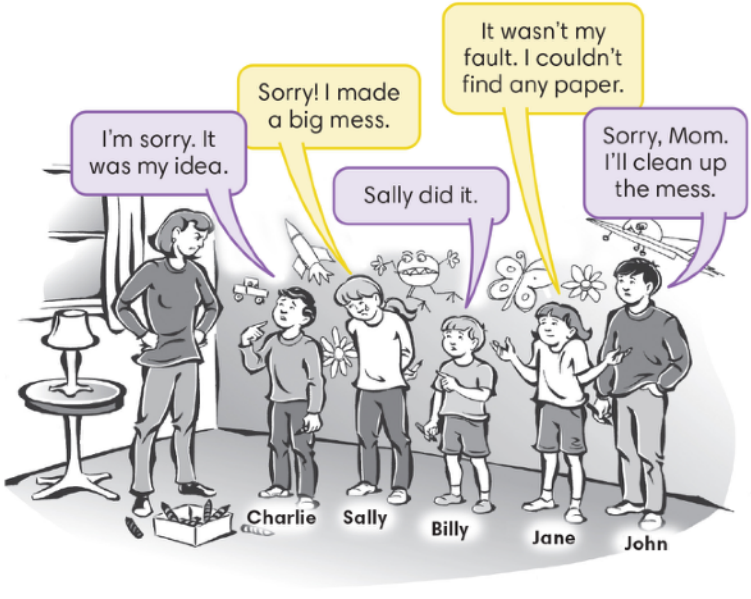
a snitch	got carried away	it serves him right	make things right
own up to	tell on me	that's not the worst of it	things got out of hand

1 **A:** I'm in trouble. I just broke mom's favorite vase. Please don't **(1)** ..... , OK?
B: Don't worry. Your secret is safe with me. I'm not **(2)** ..... !
2 **A:** Oh, no! I messed up big time. I forgot to hand in my final assignment.
B: Well, can you email the professor and ask if you can hand it in today?
A: But **(3)** ..... . I haven't even started the assignment!
3 **A:** Who ate all the cake? Billy?
B: I'm sorry, Mom. I **(4)** ..... . It was so good!
A: Billy, what am I going to do with you? Well, at least you didn't blame the dog this time!
4 **A:** Brenda, I'm so sorry I forgot your birthday!
B: Oh Amy, that's OK.
A: Still, let me **(5)** ..... . Can I buy you dinner this week?
B: Well, you certainly don't need to, but yes, I'd enjoy that.

2 **Look at the picture. Write sentences describing the attitude or action of each child. Use phrases from the box. There may be more than one correct answer.**

admit making a mistake	avoid taking responsibility for	express regret	
make an excuse	make up for	shift the blame to	take responsibility for

1 (Charlie) .....
.....
.....
2 (Sally) .....
.....
.....
3 (Billy) .....
.....
.....
4 (Jane) .....
.....
.....
5 (John) .....
.....
.....



LESSON 1

1 **Read the situations. How would you respond? Would you lie? Explain your answers.**

Situation	Your response
You go to a friend's house for dinner, and he serves fish. He says, "I hope you like seafood." You hate it.	
A co-worker is wearing a new outfit. She asks if you like it. You think it's inappropriate for the office.	
A neighbor who you don't really like invites you to a party. You don't have any plans for that evening but you don't want to go.	
You forgot to do your homework. Your teacher asks why you didn't complete the assignment.	

2 **Complete the sentences. Use who, whom, which, when, where, or whose.**

1 A liar is someone ..... doesn't tell the truth.
2 There are very few people, if any, ... never lie.
3 Most people feel at least a little bit uncomfortable ..... they lie.
4 Is there anyone to ..... most people never lie?
5 There are times ..... telling a lie can keep you out of trouble.



6 People ..... lie a lot are often people ..... reputations aren't very good.
7 Lying to avoid hurting someone's feelings is a situation in ..... people often find themselves.
8 Work is one place ..... people sometimes lie to avoid getting in trouble.

3 **Complete the sentences. Use your own words and who, whom, that, when, where, or whose.**

1 ..... is a person ..... I'd like to meet.
2 ..... is the city ..... I was born.
3 ..... is a holiday ..... many families get together.
4 ..... and ..... are things ..... interest me.
5 ..... is someone ..... ideas I find interesting.
6 ..... is a person with ..... I enjoy spending time.

4 Look at the pictures. Complete each conversation by creating a lie for the second speaker. Then answer each question. Decide whether the person is lying to avoid hurting someone else's feelings or to make an excuse.

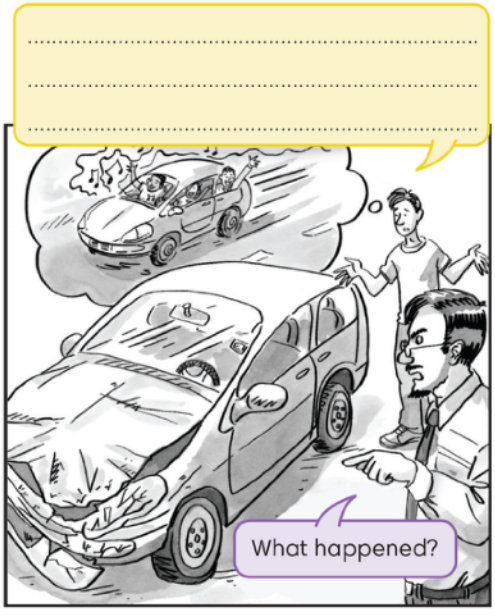


1 Why is the girl lying?

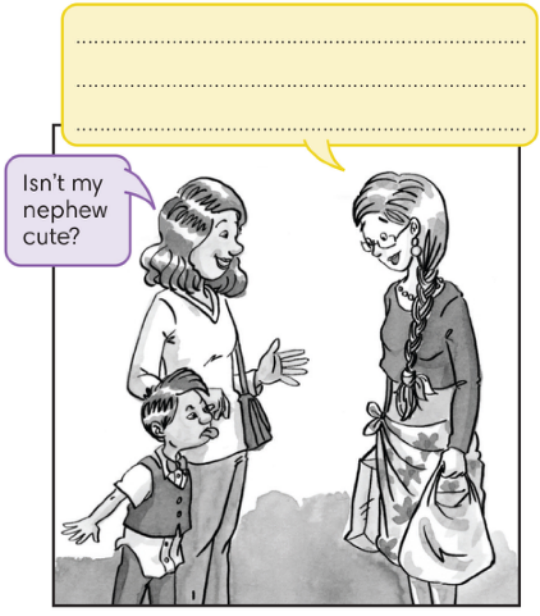
She's making an excuse to avoid being punished by her father.



2 Why is the employee lying?



3 Why is the boy lying?



4 Why is the woman lying?

DID YOU KNOW...?

- The average person tells 0–2 lies per day.
- 88.6% of these lies are white lies, such as telling someone you like a gift when you really don't.
- The top 1% of liars tell 17 lies per day.
- The most common reasons for lying are to avoid people (21%), to make a joke (20%), to protect oneself (14%), and to impress others (13%).

LESSON 2

1 **Complete the sentences. Circle the correct comment clause. Pay attention to punctuation.**

1 They knew I was lying (, which embarrassed us all / , it embarrassed us all / that embarrassed us all).

2 Jason made an excuse for not coming to the party (which, was totally unnecessary / it was totally unnecessary / , which was totally unnecessary).

3 My sister was borrowing my things (, which annoyed me / , which annoyed me, / which annoyed me,) so I started locking my door.

4 Terrance took out a big loan to buy a car (, which was a bad idea, / which, was a bad idea, / that was a bad idea,) and later regretted that decision.

5 She admitted her mistake and apologized (, was the right thing to do / that was the right thing to do / , which was the right thing to do).

6 I accidentally broke a lamp (, which made me feel very bad, / made me feel very bad, which, / that made me feel very bad) and I promised to replace it.

7 People didn't always return the books they borrowed (, which it drove me crazy / , which drove me crazy / , it drove me crazy).

8 They brought flowers when they came over for dinner (that was a nice gesture / , which was a nice gesture / , which it was a nice gesture).

2 **Complete each sentence with a comment clause with <u>which</u>. Use the ideas in the box.**

I don't think it's necessary. ~~I feel awful about it.~~ I find it annoying. I thought it was unfair.
It was OK since I was busy anyway. It was very sweet of him.

1 I forgot my aunt's birthday, *which I feel awful about* .

2 Jared still hasn't returned the book I lent him last year, ...

3 Sarah was half an hour late to our meeting, ...

4 Tommy helped his sister clean up her mess, ...

5 Stu wants to replace the vase that he broke, ...

6 There was material on the test that we hadn't studied in class, ...

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

awful about it got carried away I'm really sorry lost it at the charity ball
please accept my apology so embarrassed these things happen
to make things right was totally my fault wasn't really my fault

A: **(1)** ..... Caroline, but I have some bad news.

B: What happened?

A: You know that necklace you lent me? I **(2)** ..... . I looked all over for it, but couldn't find it anywhere. I'm **(3)** ..... !

B: How did it happen?

A: I'm not sure. I only noticed it was gone at the end of the evening.

B: Oh. I suppose **(4)** ..... .

A: Well, it **(5)** ..... and I want **(6)** ..... . I insist on buying you a new necklace. And **(7)** ..... . I'm so sorry!

4 Think of a time you needed to accept responsibility for a big mistake you made. What did you say to apologize and express remorse?

LESSON 3

1 Read the article. Then answer the questions according to the information in the article.

JOURNAL OF HUMAN BEHAVIOR VOLUME 27, ISSUE 5

The Trolley Problem

Does our behavior reflect our character and our values? Most people would answer yes to this question. Many researchers have studied what people do (or say they would do) when faced with having to choose between two opposing values. One classic dilemma is known as the "Trolley Problem."



Imagine this scenario: You are standing next to a track on which a runaway trolley car is speeding straight toward five people tied to the track. They are sure to die in seconds. However, you can save the five people by simply flipping a switch, which will divert the trolley onto another track, saving the five people. But there is one person tied to that second track, and he will surely be killed as a result of your action. What do you do?

This ethical dilemma was originally developed in 1967 by moral philosopher Philippa Foot and has been used since then by people studying human ethics, morals, and values. As it turns out, a majority of people would pull the lever and sacrifice the one person, thereby saving the five people. This seems to be a relatively clear mathematical equation for most people: one person's death is outweighed by the fact that five people were saved as a result.

Things get a little more confusing when you add a slightly different scenario to the problem. This version was developed in the 1980s by philosopher Judith Jarvis Thomson. In Thomson's version, you are again standing near the tracks, the trolley is again hurtling toward the five people tied to the tracks, and they are again certain to die. This time, there is no switch and no second track. However, there is a fat man standing next to the track. If you push the man onto the track, his body will stop the train. He will be killed, but the five people will be saved. Mathematically, this is the same calculation as in the first version of the dilemma. But the difference: the majority of people would NOT push the fat man.

Why the difference? The mathematical equation is the same: five people's lives versus one person's life. Researchers have been trying to solve this question for decades. Studies have shown that when people think about actually pushing someone to his death, areas of the brain that deal with emotion are active. However, when they think about flipping the switch, areas of the brain associated with higher reasoning are active. This may provide some clue as to why the responses to these two similar versions of the dilemma are so markedly different. What do you think?

1 Restate the two versions of the Trolley Problem in your own words.

.....

.....

.....

2 Do you think the two versions of the problem are morally or ethically different? Explain.

.....

.....

3 Why do you think most people would pull the lever but not push the man?

.....

.....

2 **What would you do if faced with the first version of the Trolley Problem? What about the second version? On a separate sheet of paper, explain your answers.**

LESSON 4

1 **Read the message board posts. What do all the replies have in common? Circle the letter.**

All the people who posted replies ..... .

a are passionate about helping people

b see family as more important than money

c have core values that are selfless

Posted by Mica • 2 months ago

What are your core values?



I've just received this prompt for my college admissions essay: What is your core value? Give an example of how this value has shaped your life. It's really making me evaluate my life! Out of curiosity: how would you have answered this question? What are your personal core values?

[6 comments] [Reply] [Share] [Report] [Save]

Paula4Pandas • 2 months ago

For me, it's a no-brainer: animals are my passion, and I wish to dedicate my life to promoting their welfare. I'm currently training to become a conservationist, and I regularly volunteer at an animal shelter. I've also participated in campaigns to stop animal testing in the cosmetics industry.

[Reply] [Share] [Report] [Save]

Mica • 2 months ago

I admire your compassion! Do you have lots of pets at home?

[Reply] [Share] [Report] [Save]

Paula4Pandas • 2 months ago

Sadly, I don't have enough space, time, or money to commit to a pet right now. I wouldn't be able to give it the life it deserves! But I spend a lot of time with animals at the shelter, which makes up for it.

[Reply] [Share] [Report] [Save]

Bruce77 • 1 month ago

If you'd asked me a year ago, I'd have said wealth. When I grew up, my parents couldn't afford luxuries. But they devoted their lives to making sure my sister and I would have a better future. We didn't have much financial security, but we did have a strong bond! It was my dream to buy them a beautiful home so they could retire in comfort. But when my sister passed away three months ago, it really hit me just how short life can be. Now I'd say my core value is to live life to the fullest. Instead of buying my parents a home, I'm planning to take them on a big round-the-world adventure. We only have one life, and we're not going to let a single day of it go to waste!

[Reply] [Share] [Report] [Save]

Mica • 3 weeks ago

I'm sorry for your loss. I hope your parents love every minute of the incredible treat you're planning for them!

[Reply] [Share] [Report] [Save]

GenJen • 1 week ago

Tough one. I don't have ambitions to save animals or aspirations to travel the world. Those are great values, but for me the most important principle is generosity. Not in the sense of giving expensive gifts—I don't have the means for that! I define "generosity" in terms of sharing time and affection ... I work hard to build new connections and to nurture existing relationships, and I do it through kindness. After all, it's love that makes the world go round!

[Reply] [Share] [Report] [Save]

2 **Read the message board posts again. Complete the sentences. Circle the letter.**

1 Mica hopes to ..... .
   - **a** be accepted into college
   - **b** train as a conservationist
   - **c** buy a beautiful home

2 Paula4Pandas ..... .
   - **a** works as a conservationist
   - **b** is hoping to work in the cosmetics industry
   - **c** believes it's wrong to test beauty products on animals

3 Paula4Pandas ..... .
   - **a** spends a lot of time with her pets
   - **b** doesn't have any pets at home
   - **c** adopted her pets from the animal shelter

4 According to Bruce77, his core value is ..... .
   - **a** financial security
   - **b** living a luxurious lifestyle
   - **c** living life to the fullest

5 Bruce77 changed his core value ..... .
   - **a** after he bought a home for his parents
   - **b** after his sister passed away
   - **c** after he traveled around the world

6 GenJen's core value is ..... .
   - **a** traveling the world
   - **b** saving animals
   - **c** being generous

7 GenJen shows her core value by ..... .
   - **a** treating her loved ones with special gifts
   - **b** giving others her time and attention
   - **c** making friends with strangers

3 **Read the message board posts again. Cross out the word that has a different meaning from the others.**

1 ambitions / aspirations / dream / passion
2 bond / connections / generosity / relationships
3 gifts / luxuries / treat / wish
4 security / means / wealth / welfare
5 commit / dedicate / deserve / devote
6 comfort / compassion / generosity / kindness

4 **Answer the questions in your own way.**



1 What is the difference between ambitions and core values?

.....

.....

.....

2 What are some of your personal core values?

.....

.....

3 What actions are you taking or could you take to live out your core values?

.....

.....

GRAMMAR EXPANDER

1 **Mark the grammatically correct sentences with a checkmark. Mark incorrect sentences with an X. Then correct any errors in the incorrect sentences. Some may have more than one correct answer.**

- [x] **1** The woman with whom I spoke was very helpful.
- [ ] **2** The company for whom I worked was very generous.
- [ ] **3** Now's the time when the truth comes out.
- [ ] **4** Shirley is a girl that I've known all my life.
- [ ] **5** The First Avenue Market is one place which I've always gotten fresh fish.
- [ ] **6** Her ideas are ones what aren't very common.
- [ ] **7** Is that the teacher which all the students have been talking about?

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

1 The band has four members, (all of whom / both of whom) were born in Orlando.

2 The guest brought a pie to dinner, (half of which / some of whom) was later eaten.

3 There are several rumors going around now, (a little of which / none of which) are true.

4 The concert includes the compositions of several local musicians, (a little of whom / a few of whom) have gone on to record their own albums.

5 I've heard two versions of the story, (none of which / neither of which) is very believable.

3 **Rewrite each sentence. Reduce the adjective clauses to adjective phrases.**

1 Harry Goldman works for a large company that is located in Madrid.
Harry Goldman works for a large company located in Madrid.

2 The file that holds all the documentation of the study was accidentally misplaced.

3 Those photos, which prove the innocence of the defendant, have been turned over to the police.

4 People who smoke inside the building may be fined.

5 Guadeloupe, which is an island territory of France, is located in the Caribbean Sea.

6 Any student who breaks school rules will be punished.

WRITING HANDBOOK

1 **Think about an incident in your life that you regret. Then write Wh– questions about the incident to help generate ideas.**

Who .....

What .....

When .....

Where .....

Why .....

How .....

On a separate sheet of paper, answer your questions. Read what you wrote and add other ideas.

2 **Describe your experience from Exercise 1. Use the answers to your questions. Include details, using adjective clauses when possible.**

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

- ☐ Did I include at least three adjective clauses?
- ☐ Did I distinguish between essential and additional information?
- ☐ Did I use commas correctly in non-restrictive adjective clauses?

WRITING MODEL

When I was sixteen years old, I had a part-time job at an ice cream shop. I always worked on weekends. If I wanted to make plans to do something with friends, I had to request time off from work in advance.

One week, one of my favorite bands was coming to town for a concert. My friends and I bought tickets. We couldn't wait! I requested the night off from work weeks ahead of time. I wanted to be sure that the plans were set.

Then, on the day of the concert I got a call from another girl, Shelly, who worked at the shop. She was older than me, and she'd worked there longer than I had. She said a guy who she really liked had asked her out that night, but she was supposed to work. She asked me to go in for her. I said I couldn't because I was going to the concert. She'd have to work or figure something else out.

A little while later my boss called. He said that Shelly was really sick and she couldn't work that night. He asked me to go in instead. I couldn't believe it! She was lying to our boss! I told my boss that I had plans and couldn't do it, but he said that he really needed me and that he was counting on me. I caved. I went in to work that night, and I missed the concert.

That was a decision which I've always regretted.

UNIT 3 Confronting Difficulty

Preview

1 **Match each expression and statement with its similar meaning. Draw a line.**

1 face the music	**a** let it go
2 just chill for a day	**b** extremely intelligent
3 no sense dwelling on it	**c** What were you thinking?
4 put your head in the sand	**d** it's not a possible choice
5 put your foot in your mouth	**e** take a day to think about it
6 smart as a whip	**f** not thinking before you speak
7 That's not an option.	**g** not feeling well
8 under the weather	**h** take responsibility for your actions
9 We all slip up sometimes.	**i** everyone makes mistakes
10 What got into you?	**j** just ignore it

2 **Read the quotes. Then write what you think each one means.**

"Do one thing every day that scares you."
—Eleanor Roosevelt

1 _____

"Fear doesn't shut you down; it wakes you up."
—Veronica Roth

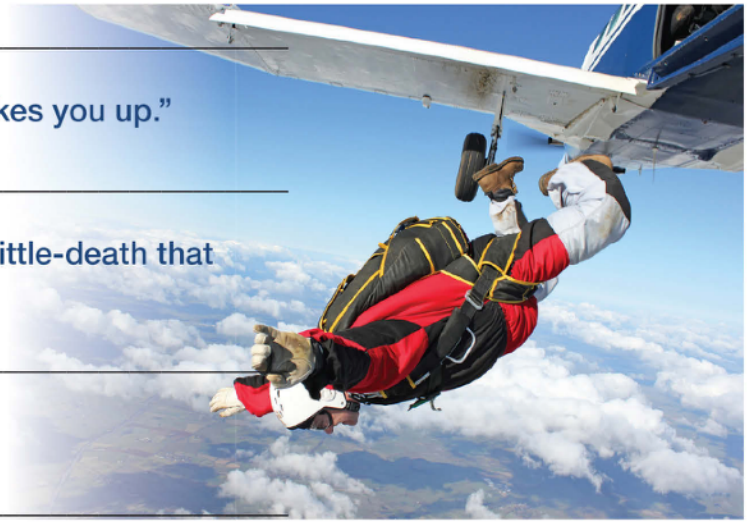
2 _____

"Fear is the mind-killer. Fear is the little-death that brings total obliteration."
—Frank Herbert

3 _____

"Fear cuts deeper than swords."
—George R. R. Martin

4 _____



DID YOU KNOW...?
It's possible to literally be scared to death. The actual cause is a heart attack brought on by sudden, intense stress. In the hundreds of documented cases, most of the victims had heart disease, and their already weak hearts were pushed beyond their limits by the emotional jolt of fear.

3 Pick one of the quotes from Exercise 2. Describe how it applies to your life and how you approach your fears.

LESSON 1

1 Look at the pictures. Write the sentence from the box that describes the physical effect of fear shown in each picture.

I get palpitations.	I get sick to my stomach.	I get sweaty palms.	My hands shake.



1 .....

.....



2 .....

.....



3 .....

.....



4 .....

.....

2 Complete each sentence. Circle the correct phrase.

1 I (got sweaty palms / got sick to my stomach / got palpitations) before my presentation. I was so anxious that I thought I might vomit.

2 The first time I played before a big audience, (my hands shook / I got sick to my stomach / I got palpitations) so badly that I almost dropped my guitar!

3 Whenever I'm nervous, I (get palpitations / get sick to my stomach / get sweaty palms). Any papers I'm holding end up damp, which is embarrassing!

3 **Complete the sentences. Use so . . . (that) or such . . . (that) and the words in parentheses.**

1 The weather was ..... I decided to walk to work. (beautiful)

2 My meal was ..... I ate the whole thing and ordered more. (delicious)

3 That was ..... my ears are still ringing. (a loud concert)

4 The film was ..... I had to leave the movie theater. (scary)

5 She gave ..... no one wanted it to end. (a good speech)

6 Ella performed ..... she has a chance to be on the Olympic team. (well)

7 Your room is ..... you really need to spend the weekend cleaning. (messy)

8 The week went by ..... I feel like we just got here. (quickly)

9 Todd made ..... it was gone within an hour. (fresh lemonade)

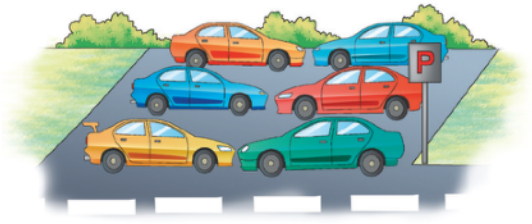
4 **Complete each sentence with so + much, little, many, or few.**

1 ..... people signed up for the class that they had to cancel it.

2 There were ..... cars in the parking lot that I couldn't find a place to park.

3 There were ..... storms in the area that our plane had to land in another city.

4 We had ..... time in Quebec that we really didn't get to see much of the city.



5 There are ..... forms to fill out that I'm not sure I'll finish in time.

6 ..... children came to the party that the room was almost empty.

7 I ate ..... breakfast that I wasn't hungry for lunch.

5 **Rewrite each sentence with such . . . (that).**

1 That blouse is so pretty that I think I'll buy it.
It's *such a pretty blouse that I think I'll buy it* .....

2 The concert was so good that I didn't want to leave.
It was .....

3 That meeting was so frustrating that I'm glad it's finally over.
That was .....

4 Stu's voicemail was so encouraging that I feel much better.
Stu left .....

5 The weather was so bad that they canceled the concert.
It was .....

6 The flight was so turbulent and scary that I got palpitations.
It was .....

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

1 People react to fearful situations differently. What physical symptoms are you most likely to experience when you are afraid? .....

2 What type of situation might cause you to get sweaty palms? .....

.....

3 Movies and television programs often show frightening events. Why do you think some people like to watch things that scare them? .....

.....

LESSON 2

1 **Complete the chart. Write expressions from the box in the correct category.**

Don't let it get you down. Don't lose heart. ~~I give up!~~ I hear you. I'm totally fed up.
I've had it! Stick with it. That must be tough. That's a bummer.

Frustration	Empathy	Encouragement
I give up!		

2 **Choose the best sentence to complete each conversation. Circle the letter.**

1 **A:** That's the third time this week my car has broken down. .....
B: Looks like it's time for a new car.
a I've had it! **b** Don't give up!

2 **A:** Oh. I really didn't do well on that test.
B: ..... You'll do better on the next one.
a I know what you mean. **b** Don't let it get you down.

3 **A:** How did your interview go?
B: Not well. I really don't think I'm going to get the job.
A: ..... I bet the next one will go better.
a Hang in there. **b** I know what you mean.

4 **A:** ..... I can't figure out this invoice.
B: Let me see if I can help.
a I give up! **b** That must be frustrating!

5 **A:** I've been taking tennis lessons for a year, but I'm not getting any better.
B: .....
a I know what you mean. **b** That must be discouraging.

3 **Complete the sentences. Circle the correct phrases.**

1 No matter how often (people praised / did people praise) her work, she refused to believe it was any good.
2 He won't give up, no matter how tired (is he / he is).
3 No matter (I do / what I do), I can't seem to please my boss.
4 They never answer the phone, no matter (I call / when I call) them.
5 No matter how many times (have you done / you've done) this before, you still need to work slowly and carefully.
6 I can't seem to improve, no matter (how much / how much do) I practice.

4 **Complete the conversation with words and expressions from the box. There are three extra choices.**

don't lose heart encouragement frustration I hear you I'm totally fed up It's not the end of the world
just can't take it anymore know what you mean to hang in there Well, basically

Helen: Hey, Martin? You look a little upset. Is everything OK?
Martin: Actually, no. **(1)** ..... with this computer programming course.
Helen: What's going on?
Martin: **(2)** ....., I'm really struggling with the work. No matter how hard I try, there's just too much that I don't understand.
Helen: I **(3)** ..... . I took the same course last year, and it wasn't easy.
Martin: It really isn't! And when I talked to the teacher, she just told me **(4)** ..... . But I don't need **(5)** ..... from her. I need *help!*
Helen: **(6)** ..... . But **(7)** ..... . I'd be happy to help you!
Martin: Really? Wow, thanks, Helen!
Helen: Anytime.

LESSON 3

1 **Complete the chart with the correct parts of speech.**

Adjective	Adverb	Noun
	bravely	bravery
willing		
courageous		
	heroically	
	fearlessly	
		confidence

2 **Complete the sentences. Use words from the chart in Exercise 1. Some may have more than one correct answer.**

1 Although Jim has studied French for many years, he lacks ..... in his language ability. He never speaks in class because he's sure that he'll make a lot of mistakes.

2 Tessa ..... jumped in the water to save the little girl who couldn't swim.

3 My neighbor helped a lot of people escape from their houses after the flood. The mayor gave her a medal for her ..... actions.

4 The salespeople at the All-Terrain Sports Shop are always ..... to help their customers. They usually offer to help before you even ask.

5 My two-year-old son isn't afraid of anything—he loves climbing, jumping, and swimming. He even loves snakes and spiders! He's completely ..... .

3 **In your opinion, what are the personal qualities that make someone a hero? On a separate sheet of paper, write about someone famous or someone you know who represents these qualities.**

LESSON 4

1 **Read the article. What is it about? Circle the letter.**

a researching cancer treatment **b** confronting adversity **c** being an athlete

STORIES THAT INSPIRE

Terry Fox: The Marathon of Hope



In 1977, Terry Fox was an athletic teenager growing up near Vancouver, British Columbia. But X-rays taken after Fox felt sharp pains in his right knee revealed unthinkable results: bone cancer. Fox's right leg was amputated 15 centimeters above the knee when he was only 18 years old.

But Fox wouldn't be discouraged. Just three weeks after his surgery, he was walking with an artificial leg. He took up sports and running again, and then fostered a new, incredible plan: to run across Canada and raise money for cancer research. He set a goal of $1 for every Canadian. In letters he sent asking for sponsorship, he said, "I'm not saying that this will initiate any kind of definitive answer or cure to cancer, but I believe in miracles. I have to." He called his run "The Marathon of Hope."

On April 12, 1980, Fox splashed his artificial leg in the Atlantic Ocean and began his coast-to-coast run. He ran 42 kilometers a day (the equivalent of a marathon!) through the provinces of Newfoundland, Quebec, and Ontario. News of Fox's journey and the money he collected grew. By the time he reached Toronto, he had attained celebrity status. Crowds lined the streets to watch him pass by, providing a flood of emotional and financial support.

But on September 1, after 143 days, adversity rose again. Cancer had appeared in Fox's lungs, forcing him to stop running. At a press conference announcing the news, he said, "I just wish people would realize that anything's possible if you try. Dreams are made if people try." Inspired by these words, people rallied to collect even more money. By February 1981, $24.17 million had been raised, equal to Canada's population at the time. But while Fox's dream was coming true, he was fighting for his life. The cancer progressed quickly. Canada and the world were devastated when Terry Fox passed away on June 28, 1981, at age 22.

That September, the first Terry Fox Run was held. Over 300,000 people participated, raising $3.5 million. Terry Fox Runs are now held in 60 countries annually, through which more than $360 million has been raised for cancer research.

2 **Read the article in Exercise 1 again. Answer the questions.**

1 What obstacles did Terry Fox face? .....

.....

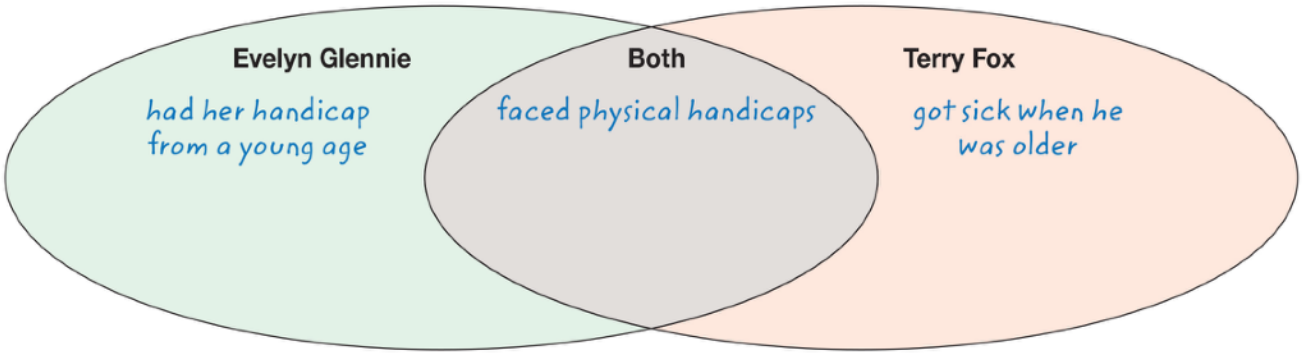
2 How would you describe Fox's attitude in dealing with adversity? If you were faced with challenges like Fox's, what do you think your attitude would be? .....

.....

3 Do you know someone who has inspired people by overcoming an obstacle? What obstacle did the person overcome? .....

.....

3 **Read the article again about Evelyn Glennie on Student's Book page 32. Compare Evelyn Glennie and Terry Fox. How are they similar? How are they different? Complete the diagram.**



GRAMMAR EXPANDER

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

1 A (cloud / clap / gust) of smoke covered the burning building.
2 There's a (can / box / tube) of detergent for the dishwasher under the sink.
3 Would you mind picking up a (loaf / carton / liter) of bread for dinner?
4 A (clap / bolt / ray) of sunshine cut through the cloudy sky.
5 I'd like a (liter / cup / glass) of coffee with cream and sugar, please.
6 The recipe calls for one (drop / clove / bar) of garlic.
7 A (drop / bar / gust) of wind lifted the kite into the sky.
8 Sarah ordered a (carton / can / drop) of soda with her takeout pizza.



2 **Complete each sentence with a phrase from the box. Some phrases may be used more than once.**

a piece of a sense of a state of an act of

1 Let me give you ..... advice.
2 When the new handbook came out, many of the employees were in ..... confusion.
3 Mr. Benson always maintains ..... control in his classroom.
4 The students' refusal to attend classes was ..... defiance.
5 After finally finishing the project, we enjoyed ..... accomplishment.
6 To do this job, it's really helpful to have ..... humor.
7 That's just ..... gossip. I wouldn't pay any attention to it.
8 After standing empty for over 20 years, the old house was in ..... disrepair.

3 **Choose the correct noun to complete each sentence. Circle the letter.**

1 There's ..... it will rain tomorrow.
a a chance **b** chance
2 Do you like .....?
a a fruit **b** fruit
3 I've planned everything—I'm not leaving anything to ..... .
a a chance **b** chance
4 Did you use ..... on your hair?
a a shampoo **b** shampoo
5 There's ..... on the table. Can you turn it on, please?
a a light **b** light
6 Gold is ..... that is fairly soft.
a a metal **b** metal
7 There's so much ..... coming through the windows.
a a light **b** light



4 **Rewrite the questions as embedded questions. Use the phrases in parentheses.**

1 Why is Randy afraid to fly? (I wonder)
I wonder why Randy is afraid to fly.
2 When will our guests arrive? (Do you know)
.....
3 Where is the office? (Can you tell me)
.....
4 How far is it to Las Vegas? (Would you mind telling me)
.....
5 How did the pilot land the plane safely in the water? (I don't know)
.....
6 Is Laura disappointed that she didn't get the job? (Do you think)
.....
7 Can we stay after class to study? (Let's ask)
.....

WRITING HANDBOOK

1 Think of a story about a hero. It can be a true or fictional story. It could be about someone you know personally or someone famous. Write for five to ten minutes all the details about the story you can recall. Write quickly. Do not take time to correct spelling, punctuation, verb forms, time order, etc.

Read what you wrote. Choose ideas you would like to develop and put them in logical order.

2 Write your story. Use adverbial clauses and phrases, as well as prepositional time phrases and sequencing words and phrases to narrate past events logically.

Prepositional time phrases
on Fridays
in May
from January to May
at 8:00
by April
during that time

Sequencing words and phrases
First,
Next,
Then,
After that,
Finally,

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

- ☐ Did I write two or more paragraphs?
- ☐ Does my writing tell the story in the order that the events occurred?
- ☐ Did I use at least three adverbial clauses or reduced adverbial phrases to clarify time relationships?

UNIT 4 Building Relationships

Preview

1 **Complete the sentences with expressions from the box. There is one extra choice.**

flew off the handle | lost my cool | made a big issue of | make up | set her off | tell me off | took it out on

1 I've never seen Darla so angry. She got into an argument with a clerk at the store and totally ..... .

2 Cedrick doesn't mind having minor arguments with his wife. He knows they always kiss and ..... .

3 Why was April such a hothead today? Does anyone know what ..... ?

4 I can't believe I ..... in the carpool lane. It was extra frustrating this afternoon.

5 My brother wouldn't let me explain why I was late to our lunch date. All he wanted to do was ..... .

6 Unfortunately, the boss was having a bad day, and he ..... everyone in the office.

2 **Match the phrases with their definitions. Draw a line.**

1 be negative	a try to make other people do things your way
2 be a procrastinator	b get too easily upset or offended
3 be a perfectionist	c put things off; wait until the last minute
4 be oversensitive	d be pessimistic; focus on bad aspects of everything
5 be disorganized	e get angry very easily
6 be a hothead	f be messy; be unable to arrange things effectively
7 be controlling	g try to do things exactly right or in the best way

3 **Read about Santiago. Which phrases from the box describe his shortcomings? Write the words on the line.**

a perfectionist | a hothead | a procrastinator | controlling | disorganized | negative | oversensitive

Santiago is a talented guitar player. He always performs well, and he works hard to make every concert the best it can be. In fact, he gets angry if a detail is forgotten or a piece of equipment doesn't work. Santiago believes his ideas are always the best, so he insists that people do things his way. Offstage, he isn't very reliable. He doesn't keep a calendar, so he often forgets about rehearsals and meetings. When he does write down important information, it's often on scraps of paper that he can't find later. Then he has to ask for the information again. Santiago may be a big star, but he isn't very popular with his band and crew.

Santiago is ..... .

4 Describe a time when you lost your cool. What set you off? Did you take out your anger on someone?

LESSON 1



1 Rewrite each sentence as a cleft sentence with What. Use the correct from of be.

1 I don't understand procrastination.
What I don't understand is procrastination.

2 I love getting surprised with flowers.

3 You need a day off.

4 The dozens of people who visited Eloise at the hospital made her happy.

5 Seeing so many people at the reception made me grateful.

2 Combine each pair of sentences. Write a cleft sentence with What and a noun clause subject complement.

1 You were late for the presentation. It bothered me.
What bothered me was that you were late for the presentation.

2 James is so sensitive about his grades. It surprises me.

3 You need to be more organized. That's what she means.

4 I really appreciated your help yesterday. That's what I was trying to say.

5 You need to be more confident. That's what I think.

3 Rewrite each sentence as a cleft sentence with It.

1 Rodney made us late.
It was Rodney who made us late.

2 Kim's perfectionism annoys me.

3 Lou's negativity bothers his co-workers.

4 Good friends make all the difference.

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

don't mind my	lost my cool	lost your temper	make an issue of it	on the contrary
such a hothead	talk about something	tell you what's on my mind		
what concerned me	what was concerning	you told him off		

Ash: Chris, we need to **(1)** _____ .

Chris: Sure, Ash. What's wrong?

Ash: Well, it's about how you **(2)** _____ this morning. I understand that you were upset, but it seemed a little unnecessary.

Chris: You're right. I really **(3)** _____ this morning. I was at my wits' end with John.

Ash: I realize that. But **(4)** _____ the most was that **(5)** _____ in front of everybody. I know he made a big mistake but I think it would have been better to talk to him in private instead of humiliating him in front of his colleagues.

Chris: I feel horrible. I'll apologize to John for being **(6)** _____ .

Ash: Great. I hope you **(7)** _____ pointing it out.

Chris: No, **(8)** _____—you've done me a favor.

LESSON 2

1 **Write complete sentences. Use <u>even if</u> or <u>whether or not</u> with a clause from column 1 and combine with a clause from column 2.**

1 we had set an alarm	she still tends to feel hurt
2 you don't mean to criticize Ellen	my room still ends up being a mess
3 it's not a big deal	we still would have missed the bus
4 I try to be organized	my boss will still make a big issue out of it
5 I had brought the issue up privately	Jen would probably still have overreacted

1 Even if we had set an alarm, we still would have missed the bus.

2 _____

3 _____

4 _____

5 _____

2 **Complete the sentences, using <u>only if</u>. Then rewrite the sentences, reversing the order of the clauses.**

1 Only if you get started now will you have time to finish the job.

You will have time to finish the job only if you get started now.

2 Tom will succeed in controlling his temper _____ he works hard at it.

_____

3 _____ Jennifer gets more organized _____ get a promotion.

_____

4 Your problem will affect your career _____ you make a big issue out of it.

_____

3 **Choose the correct word or phrase to complete each sentence. Circle the letter.**

1 ..... he apologizes for yelling at me, I won't help him with his project.
   a Unless **b** Only if

2 Can you call me at 6:30 tomorrow morning? ....., I'm afraid I'll sleep in.
   a Unless **b** Otherwise

3 ..... it makes you uncomfortable, I still think you should tell him what's bothering you.
   a Even if **b** Only if

4 We won't make it to the airport on time ..... we leave right now.
   a unless **b** if only

5 Things are going to change, ... we're ready.
   a unless **b** whether or not

6 Only if you learn to control your temper ..... succeed at this company.
   a will you **b** you will

7 I have to put things away as soon as I'm finished using them. ....., I forget where I left them.
   a Whether or not **b** Otherwise

8 ..... Jack loses his temper easily, he usually calms down pretty quickly.
   a Even if **b** Only if

4 **Describe a time when you gave or received positive feedback. What was it about? How was it received?**

LESSON 3

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

blow one's top flip out go bananas go ballistic hold it in keep it inside
let it go let off steam lose it ~~lose one's temper~~ shrug it off vent

Expressing anger	Controlling anger
lose one's temper	

2 **Circle the correct answer to complete each sentence.**



1 Caroline never gets angry in public, but at home she isn't so calm. She frequently (loses her temper / shrugs it off / keeps it inside) when her kids misbehave or make a mess.

2 Zach is pretty hot-tempered. I'm afraid he'll (shrug it off / hold it in / blow his top) when he sees the dent in his car.

3 I was really upset with Phoebe for losing my keys, but I tried to stay calm. Instead of yelling at Phoebe, I called my sister to (vent / go bananas / lose my temper) about it.

4 When I'm under a lot of stress, I have trouble controlling my anger. I know I was overreacting, but yesterday I (let it go / went ballistic / let off steam) when Darnell forgot to bring the updated contract.

5 You look like you're about to blow your top! Why don't you take a walk and try to (lose your temper/ flip out / let off steam) so you don't say anything you'll regret.

6 Janine kept interrupting Suresh during the staff meeting yesterday, but he didn't get upset. He just (blew his top / went ballistic / let it go) and stayed focused on the agenda.

7 When Arnold heard that his plane was delayed, he just (shrugged it off / blew his top / went ballistic). He didn't act upset at all.

8 I didn't want Samantha to know how angry I felt, so I tried to (lose it / hold it in / blow my top).

9 Wendy forgot to take the garbage out before school. She's afraid her dad will (vent / keep it inside / go bananas) if the house smells bad tonight.

10 I'm sorry Coach Carson (held it in / flipped out / shrugged it off) when you were late for football practice. Don't let it get you down! You had a good excuse.

3 **Answer the questions with your own information.**

1 Describe a time when you lost your temper. What was the reason? .....

.....

2 What is one thing you do when you need to let off steam? Does it help? .....

.....

.....

3 How often do you hold in your anger? Are you good at shrugging off something that bothers you?

.....

.....

4 When you need to vent, who is the best person for you to talk to? .....

.....



DID YOU KNOW...?

One minute of anger weakens the immune system for 4 to 5 hours.



One minute of laughter boosts the immune system for 24 hours.

LESSON 4

1 **Read the blog post. What is the topic? Circle the letter.**

a the limitations of virtual friendships

b the value of social networking

c how many friends one should have

Getting Along



Being There

Just the other day, someone I know in another city posted this on a social networking site: "My paint tray just fell off the ladder. I'm done. I'm just done. I hate everything and I just can't handle moving into this new apartment all by myself." I felt sorry for her, alone in her apartment, with paint all over the place. I could see why it set her off. I commented, "I'm sorry Sara. I know how you must feel." Dozens of other people commented, too. One said,"RATS! I hate when that happens." Another said, "Sorry, Sara. But don't hold on to your negative feelings. Let it go." Maria, who is Sara's neighbor, commented, "I'm coming over NOW!"

Soon after, Maria came over to Sara's place, and let her vent. (Sara talked and yelled for half an hour about how hard things were.) Maria helped her clean up the paint and then finished painting the hallway. Of course, with all that help, Sara was able to calm down.

Sara's experience got me thinking about friendship and social networking. Can a virtual friend be a real friend? This is what I decided. Even if you have a thousand "friends" on a social networking site, it's likely you will have only a few real friends in your life. Here's why.

Can a virtual friend help you clean up the spill?

When something goes wrong in your life, lots of people will sympathize with you and try to make you feel better. Social networking does that very well, and it can be a good thing. Unless you have a friend nearby, though, you probably won't have someone to help you fix things, whether you make a little slip or mess up big time. What I mean is that actually being there to help you pick up the pieces matters. For one thing, friendships are built while we help each other. When someone helps you clean up spilled paint or fix your broken bike, they are showing that you can depend on them. When someone comes to your grandfather's funeral and sits beside you, you are learning that this person truly cares. A virtual friend can cheer you up or give you good advice, but it is the friend who stands next to you who earns your trust.

Can a virtual friend really believe in you?

Most of us have goals in life. Whether or not you are sure you are going to succeed, a friend's belief in you will put the wind beneath your wings. You may post a video of yourself singing online and get a hundred "likes." But when the person shows up at your recital and gives you a vote of confidence in person, you can really feel it. And when someone helps you find new songs, goes shopping with you to look for a recital outfit, and helps you let off steam when you're frustrated, you have a real friend.

Can a virtual friend really know you?

The American writer and historian Henry Adams said, "One friend in a lifetime is much; two are many; three are hardly possible." What Adams is talking about is a very special kind of friend, one who actually knows you. On a social networking site, you choose how you present yourself. What your virtual friends learn about you is entirely up to you. It's not at all the complete picture. But someone who is actually part of your life sees the sorrow even when you try to hold it in and the courage you're too modest to brag about. They also know that you are sometimes too critical, and you lose your cool about things that shouldn't really bother you. They know you're not perfect. And they care about you anyway. Only someone who genuinely knows all the parts of you—good and bad—can really accept you as you. That person knows the real you and is, therefore, a true friend. And virtual friends just can't do that.

2 **Read the article in Exercise 1 again. Answer the questions.**

1 How does the writer define a "real" friend? .....

.....

2 According to the writer, what are some things real friends do that virtual friends can't do?

.....

.....

3 What does the writer mean when she says that a real friend "earns your trust"?

.....

.....

4 Why does the writer feel that online friends can't know the real you?

.....

.....

3 **Answer the questions with your own information.**

1 Do you agree with the writer's description of what a friend is? Would you define friendship differently? How?

.....

.....

2 Do you agree that virtual friends cannot be as "real" or as "good" as friends who are part of your daily life? Explain.

.....

.....

3 Think about your virtual friends and the friends who are part of your daily life. Do you have any examples to support or refute the writer's opinion? Explain.

.....

.....

GRAMMAR EXPANDER

1 **Complete the answers with information about yourself and your friends. Use a cleft sentence with <u>What</u> and the underlined information.**

1 <u>Are you looking forward to</u> relaxing this weekend?
Actually, *what I'm looking forward to is going to the gym.*

2 <u>Do your friends like</u> going to concerts?
Actually, ...

3 <u>Does it bother you</u> when someone interrupts you?
Actually, ...

4 <u>Would your friends say</u> that you're oversensitive?
Actually, ...

5 <u>Do you enjoy</u> exercising?
Actually, ...

6 <u>Are you looking forward to</u> spending time with your family this weekend?
Actually, ...

2 **Restate the answers in parentheses. Use cleft sentences with it to clarify *who, what, when, where,* or *why.***

1 **A:** Did they decide to have the meeting in Boston?
B: (They decided to have it in Houston.) Actually, *it was Houston where they decided to have it*.

2 **A:** Did you yell at your boss in the meeting today?
B: (I didn't, but Janie did.) Actually, ...

3 **A:** Do long meetings really bother Gretchen?
B: (They don't, but unnecessary meetings do.) No. It's .....

4 **A:** Is the restaurant usually crowded at 6:00?
B: (No, but it's crowded from 7:00 to 8:30.) No, usually .....

5 **A:** Are you mad because Tammy interrupted you?
B: (I'm mad because she's always late.) No, ...

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

1 (Although / As long as / Besides) she drank coffee for over 20 years, my mother has recently switched to green tea.

2 The amount of trash produced in this country has decreased. (Otherwise, / Still, / In fact,) there are people who throw away things like glass, paper, and aluminum that could be recycled.

3 In my opinion, the high price of those concert tickets is worth it. (That is, / Now that / Similarly,) I'd pay $100 to go if tickets were still available.

4 The best way to lose weight is through a nutritious diet and exercise. (Nonetheless / Whereas / Unless) you change your eating and exercise habits, you'll never get results.

5 Donald Frank is an excellent candidate for the job because of his education. (While / Moreover, / As a result,) he has professional experience in the field.

6 Georgia King is very generous with her time. (For instance, / Consequently, / Furthermore,) last week she volunteered 30 hours at the public library.

4 **Complete each sentence with a conjunction or transition from the box. There are two extra choices.**

As long as	Besides	In other words	Likewise	Nonetheless	Now that	So	Whether

1 Charlie did poorly at school but was successful in life. ....., his son James was never a good student but started a very profitable business.

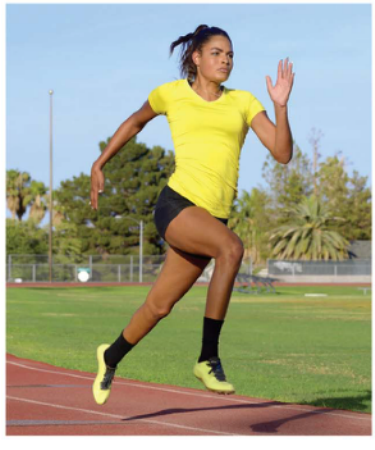
2 ..... we're tested on this information or not, we should still study it. It could be very useful later on.

3 Bob Alderson really dislikes public speaking. ....., he does it frequently for his job.

4 People were stressed out for a while. ..... a decision has been made, everyone is feeling relieved.

5 Clark College appeals to a lot of non-traditional students. ..... night and weekend classes, the school offers several online courses, which allow people to continue to work while they study.

6 ..... Jean Hicks continues at her current pace, she'll easily win the race.



5 **Combine each pair of sentences. Use the conjunction or transition in parentheses and correct punctuation.**

1 Harry has only studied Italian for a year. He is the best student in the class. (however)

.....

2 Karen has a good head for numbers. She's very good at chemistry and physics. (furthermore)

.....

3 We're facing a big challenge. We're managing to stay positive. (even though)

.....

4 Sharon is saving money right now. She can buy a house in a few years. (so that)

.....

WRITING HANDBOOK

1 **Think about some tips for making a change. Choose one of the changes in the box or think of your own. Write it on the line labeled "Change" and then propose three ways to make the change. Read what you wrote. Choose ideas you would like to develop and put them in logical order.**

Change: .....

Ways to make the change:

1 .....

2 .....

3 .....

Change: overcome perfection

Ways to make the change:

1. be less critical of myself when I make mistakes
2. learn to accept myself the way I am
3. set realistic goals

Changes:
- Overcome a shortcoming
- Reduce stress
- Manage anger
- Adopt a new lifestyle
- Your own idea

2 **On a separate sheet of paper, develop each way listed in Exercise 1 into a paragraph. Start all three paragraphs with topic sentences. Be sure to use a transitional topic sentence for paragraphs 2 and 3.**

Prepositional contrasting information
Although
However,
On the other hand,
Even though
Despite the fact that
Nevertheless,

Presenting additional information
Furthermore,
Moreover,
More importantly,

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

- ☐ Does the first paragraph have a topic sentence?
- ☐ Do the paragraphs that follow have transitional topic sentences?
- ☐ Does each transitional topic sentence clearly link to previous content?

UNIT 5 What's Funny?

Preview

1 **Complete each conversation with a word or phrase from the box.**

a good sport | bigshot | go on | prim and proper | took offense | what's the big deal

1 **A:** Ever since Mike got that promotion, he's been acting like he's too important to talk with us.
B: I know! He thinks he's such a ..... now.

2 **A:** Wait until you hear what happened at the office yesterday while you were out.
B: Well, ... What did I miss?

3 **A:** I heard that Charles ..... when Grace teased him about his bowtie.
B: Oh, you know Charles. He's always been oversensitive.

4 **A:** Did you hear that April was at a concert on Saturday?
B: So, ... about that?
A: She was supposed to be working, but had called in sick.

5 **A:** I can't believe Mr. Adams joined in on our prank yesterday.
B: I know. He's such ..... . I love working for him.

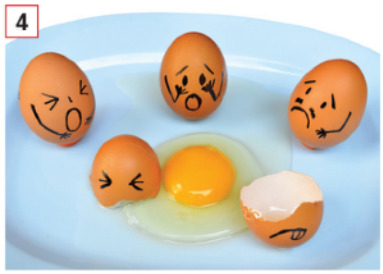
6 **A:** Did you hear about the wild outfit that Julia wore to the conference?
B: Really? She's usually so ..... .

2 **Look at the pictures. Do you find any of them funny? Explain why or why not.**

1


2


3


4


LESSON 1

1 **Complete the chart. Write sentences from the box in the correct category.**

I don't get it. I must have missed something. Run that by me again? Sorry, but that's ridiculous.
~~That cracks me up!~~ That went over my head. That's hysterical! That's priceless!
That's a hoot! That's too much! You're kidding, right?

Ways to respond to jokes and other funny things		
If you think something is funny	**If you don't understand what's funny about something**	**Other ways to respond (but it might hurt someone's feelings)**
That cracks me up!		

2 **Read the jokes. Circle the best response to complete the conversations.**

1 **Bianca:** What's the worst question you can hear when a surgeon checks on you after your surgery?
Eric: Hmm. I don't know.
Bianca: Have you seen my cell phone?
Eric: (I don't get it. / That's hysterical! / That's offensive.) What a great joke!

2 **Emilio:** Knock knock!
Colleen: Who's there?
Emilio: Lettuce.
Colleen: Lettuce who?
Emilio: Lettuce in and you'll find out!
Colleen: (That's silly. / That's too much! / I must have missed something.) I don't know why you even like knock-knock jokes.

3 **Quan:** Why are you laughing?
Gina: The radio announcer just said something funny.
Quan: What was it?
Gina: My neighbors are listening to great music . . . whether they like it or not!
Quan: (That went over my head. / That's so funny! / That cracks me up.) Could you explain it to me?

4 **Yvette:** What did one candle say to the other candle?
Jamal: I don't know. What did it say?
Yvette: I'll be going out tonight!
Jamal: (That's priceless. / That's hilarious! / That's ridiculous.) It doesn't make sense. Candles can't even talk!

5 **Vivian:** What do you get when you cross a cheetah with a hamburger?
Anya: I don't know. What do you get?
Vivian: Fast food!
Anya: (That's offensive. / That's so funny! / I don't get it.) I'm going to remember that joke to tell my family. They'll like it, too!

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

1 Candace asked, "Did you think that comedian was funny?"

.....

2 Sharon asked, "Are you going to the party tonight?"

.....

3 Tony asked me, "How do you remember all those jokes?"

.....

4 Maya asked Jake, "How many years have you been working here?"

.....

5 Steve asked Hanna, "What time are you going swimming tomorrow?"

.....

4 **Complete the summary of each conversation. Use indirect speech.**

1 **Pete:** Did you hear the joke about the rude parrot?
Angela: Yes, I heard it, but I didn't think it was funny.
Pete asked *if Angela had heard the joke about the rude parrot*.
Angela said *that she had heard it, but she hadn't thought it was funny*.

2 **Mr. Adams:** How will you get to the city tomorrow?
Mr. Jensen: I'll take the train.
Mr. Adams asked .....
Mr. Jensen said .....

3 **Sara:** How many children do you have?
Alex: I have two boys.
Sara asked .....
Alex said .....

4 **Stu:** How can you laugh at that childish movie?
Ben: I actually think it's really funny.
Stu asked .....
Ben answered .....

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

cracks him up	don't get it	get it now	That's a hoot	it's hysterical	must have missed
over my head	run that by you	this cartoon	too much	Wait, what	

A: Joan, come see this—**(1)** .....
B: What is it?
A: Look at **(2)** ..... This egg is laughing so hard, his shell is starting to break. A clown is asking the egg if the joke **(3)** .....
B: **(4)** .....? I **(5)** ..... something . . .
A: Let me **(6)** ..... again. The egg is laughing so hard, his shell is starting to break . . . get it?
B: Oh, hang on, I **(7)** .....—his shell is actually cracking! Ha ha! **(8)** .....!

LESSON 2

1 **Rewrite each quote in indirect speech.**

1 One woman reported, "I've never laughed so hard in my life!"

.....

2 A laughter yoga teacher advised me, "Let go of your inhibitions."

.....

3 A man admitted, "I was laughing to the point of crying!"

.....

4 Before his first session, he thought, "I can't make myself laugh in front of other people."

.....

5 An experienced member warned me, "You might feel a little uncomfortable at first."

.....

6 After her first meeting, a woman said, "I'll be here again next week."

.....

7 Some laughter club members claim, "The group has changed our lives."

.....

8 One doctor said, "I'm recommending laughter yoga to all my patients."

.....

9 The doctor insisted, "Laughter is good medicine."

.....

10 He said, "I would join the health club if it didn't cost so much money."

.....

2 **Read the conversation in direct speech. Then complete the sentences in indirect speech. Circle the correct words or phrases.**

Buck: Have you heard the weather report?

Henry: It's supposed to be cold tomorrow.

Buck: Well, it'll be like every other day this week then.

Henry: Yeah, I'm tired of the cold weather.

Buck: Me too. I can't wait for spring.

1 Buck asked if Henry (has heard / had heard) the weather report.

2 Henry said it (was / had been) supposed to be cold (the next day / that day).

3 Buck replied that it (would be / would have been) like every other day (that week / last week).

4 Henry said that (I am / he was) tired of the cold weather.

5 Buck agreed and said he (didn't wait / couldn't wait) for spring.



DID YOU KNOW...?

Laughing out loud for 10 to 15 minutes burns between 10 and 40 calories, depending on a person's body weight. This translates to a potential weight loss of approximately 2 kilograms a year if you do it every day.

1 Read the article. Then answer the questions. Circle the letter.

What's so funny?

Want to make people laugh? Then you've got to know what's funny. Here are a few tips to keep in mind if your goal is to tickle some funny bones.

Consider your audience.

Your audience, whether it's your kids in your living room or a paying crowd in an auditorium, must be able to connect with any situation you describe in your jokes. If they can't relate to the joke, or if they don't completely understand it, then it's simply not funny to them. People love jokes that, based on their experience, make them say, "That's so true!" If you have to explain a joke to someone, the person might eventually understand it, but he or she probably won't think it's funny.



This is the reason that many jokes don't translate well into another language. They rely on an understanding of a particular culture. You can translate the words, but without an appreciation for the background, many translated jokes aren't very funny.

Use surprise.

There's a reason that people say, "Stop me if you've heard this one" before telling a joke. If your audience already knows (or can guess) the end of a joke before you tell it, then it's not going to make them laugh. People laugh at the end of a joke because they've been told a story and are led toward its ending, (unconsciously) thinking about what will happen next or how it will end. When we hear something that wasn't what we were expecting, we find it funny.

Surprise is part of the reason that you want to learn to tell jokes without laughing. If you laugh, then your listeners expect you to say something funny. If you tell a joke without laughing or smiling, then they're more surprised when you get to the funny part.

Check your timing.

Another important part of humor is timing, or delivering the punch line at the best possible moment. It's often useful to pause before telling the last line of a joke. The reason is that this builds tension. The listener knows the end is coming and is waiting for it. When you finally tell the punch line, the listener feels a sense of relief and is more inclined to laugh.

1 Which of the following is not included in the article?
   - **a** an explanation of why people laugh
   - **b** advice on how to tell a joke
   - **c** a story about a comic experience

2 What should you keep in mind when choosing an audience for your joke?
   - **a** that the humor of the joke be easy for someone of any culture to understand
   - **b** that the audience be able to relate to the situation described in your joke
   - **c** that the audience be able to understand your explanation, in case they don't get the joke

3 Why do people laugh when they hear the punch line of a joke?
   - **a** because the ending is unexpected
   - **b** because they can guess the ending before you say it
   - **c** because you laugh and smile while telling the joke

4 What is one technique to make a punch line funnier?
   - **a** speak quickly before the audience can guess the ending
   - **b** pause before the last line, to build suspense
   - **c** laugh, to indicate that the funny part is coming

2 **Do you think it's ever OK to tell the following types of jokes? Explain why or why not.**

1 a dirty joke .....

.....

2 an ethnic joke .....

.....

3 a sexist joke .....

.....

3 **Describe a joke or something you saw online that made you laugh. Explain why you found it funny.**

LESSON 4

1 **Match the types of jokes with their definitions. Write the letter on the line.**

..... **1** a verbal joke
..... **2** a political joke
..... **3** an ethnic joke
..... **4** a sexist joke
..... **5** a dirty joke
..... **6** a practical joke

a a joke about a political candidate, party, opinion, government, or government official
b a joke with sexual content (often considered in bad taste or offensive)
c a joke about all the people of a particular cultural background (often considered in bad taste or offensive)
d an action that causes someone to be laughed at by others (often considered unkind or cruel)
e a joke that uses language in such a way that the language itself becomes funny
f a joke about men or women in general (often considered in bad taste or offensive)



DID YOU KNOW...?
Many comedians warn against analyzing humor too much. As American author, poet, and humorist E. B. White once said, "Analyzing humor is like dissecting a frog. Few people are interested and the frog dies of it."

2 **Complete the conversation with words from the box.**

dirty	ethnic	political	practical	sexist	verbal

Tim: Hey, guys, did you hear the one about the girl on the moon?

Tina: Oh, no, it's not going to be another one of your **(1)** ..... jokes, is it? I hate it when you make fun of girls.

Tim: Um, no, it's not. So the girl on the moon . . .

Brad: I hope it's not a **(2)** ..... joke either. You know I think jokes about sex are in bad taste.

Tim: But it's not! It's really funny!

Kim: Remember that awful **(3)** ..... joke you told us last time, about green people from Mars? It was extremely offensive.

Tim: I know, and I apologized. So anyway, the girl on the moon . . .

Tina: Wait, I know this one! It's a **(4)** ..... joke about how the girl on the moon forms a government and calls an election. It cracks me up every time!

Tim: Oh, never mind. Maybe I'll just stick to **(5)** ..... jokes. So watch out—one of you might end up with a bucket of water over your head!

Brad: Oh no, please don't do that! We're sorry for spoiling your joke. We won't do it again.

Kim: Yeah, we're sorry, Tim. But please don't tell us any more offensive jokes. Why not find a good **(6)** ..... joke? Playing with words can be hilarious—and it's so much better than making fun of other people!

3 **In your opinion, when does a joke cross the line? On a separate sheet of paper, write a short paragraph. Use the expressions from the box or your own ideas. Give examples to explain your opinion.**

- if it is intended to make someone feel bad
- if it causes damage to personal property
- if the person who is the butt of the joke doesn't laugh
- if it embarrasses someone
- if it offends someone
- if someone gets hurt

GRAMMAR EXPANDER

1 **Read each conversation and complete the sentences in indirect speech. Then circle all the nouns, pronouns, and possessives that change from direct speech to indirect speech.**

Stan: Stop me if you've heard the joke.

Will: I'll tell you if I know it.

1 Stan said ..... *to stop* ..... (him) if (Will) ..... *had heard* ..... the joke.

2 Will answered that (he) ..... *would tell* ..... (Stan) if (he) ..... *knew* ..... it.

Maya: When can I expect to receive the finished report?

Ross: Actually, it's on your desk. I left it there earlier.

3 Maya asked when she ..... to receive the finished report.

4 Ross replied that it ..... on her desk. He said he ..... it there earlier.

Kellie: What are you doing this weekend? Is anything interesting going on?

Chris: I don't know. I haven't heard about anything big.

Kellie: Well, give me a call if you want to do something.

5 Kellie asked Chris what he ..... that weekend. She asked if anything interesting ..... on.

6 Chris said he ..... . He told Kellie he ..... about anything big.

7 Kellie told Chris ..... her a call if he ..... to do something.

Angie: Will you be able to meet us for dinner?

Grace: I'm not sure. I'll have to check my schedule. I'll call you later to let you know.

8 Angie asked whether she ..... to meet them for dinner.

9 Grace replied that she ..... sure. She said she ..... to check her schedule. She told Angie that she ..... her later to let her know.

Paula: Could you please move your plant? It's blocking my view.

Steve: I'll move it as soon as I finish these reports.

10 Paula asked Steve ..... his plant. She said it ..... her view.

11 Steve replied that he ..... it as soon as he ..... the reports.

2 Rewrite each sentence in indirect speech.

1 Jackie asked Beth, "When did you see Barbara?"

.....

2 Seth asked me, "Can you make it to dinner on Tuesday?"

.....

3 The teacher instructed the boy, "Put your books on your desk."

.....

.....



4 John promised her, "You won't be disappointed."

.....

.....

5 Jen told Ben, "Please come to the party at my house on Friday."

.....

.....

6 The patient admitted, "I haven't filled my prescription yet."

.....

7 My mom told me, "Don't put too much sugar in my coffee."

.....

8 Heather asked her sister, "Do you want to go shopping with me?"

.....

9 Steve said, "Don't tell me that joke again."

.....

3 **Mark the grammatically correct sentences with a checkmark. Mark incorrect sentences with an X. Then correct any errors in the incorrect sentences.**

- [x] **1** Hana told ~~to~~ her friend that she didn't find the movie funny.
- [ ] **2** Larry said that slapstick was his favorite type of humor.
- [ ] **3** Tori asked to Joe if he wanted to get something to eat.
- [ ] **4** My boss said me that I was getting a raise.
- [ ] **5** I told him that was the funniest joke I'd ever heard.
- [ ] **6** Donna asked what the weather forecast was.
- [ ] **7** Yoshiko told that the party would be on Friday.

4 **Complete the sentences with reporting verbs. Use as many different reporting verbs as you can.**

1 The CEO ..... that the company had been sold.
2 The newspaper ..... that the soccer team had won the championship.
3 My dentist ..... that I needed to floss every day.
4 Harry ..... that the show really wasn't that funny.
5 Lori ..... that the play was the best she had ever seen.
6 Luke ..... that he would text me every day.
7 Jason ..... that his sister never had to do any work around the house.
8 Phil ..... that he hadn't made a mistake.

claim	declare
explain	report
add	maintain
announce	mention
answer	promise
comment	remark
complain	reply
exclaim	reveal
imply	write
state	

WRITING HANDBOOK

1 **Think of a joke or a story that you can tell. It doesn't have to be a funny story. It can be something that you've experienced, or it can be something you've heard about, read, or seen in a movie or on television. Write a list of the main events that happened. Then make sure the events are in the correct order.**

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

2 **On a separate sheet of paper, write the story, tell what happened, and note what people said. Use dialogue. Each time you use the direct speech of a new speaker, begin a new paragraph.**

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

- [ ] Did I use direct speech in my story?
- [ ] Did I punctuate direct speech correctly?
- [ ] Did I correctly paragraph the dialogue?

UNIT 6 On the Move

Preview

1 **Complete each conversation with an expression from the box. There are two extra choices.**

are playing with fire	can't be too careful	can't beat	leave me be
over the top	Take my word for it	the umpteenth time	What are the odds

1 **A:** Mary?
B: Sheila! This is incredible! I didn't know you were traveling to Paris!
A: I can't believe we bumped into each other on the street! ..... ?

2 **A:** Are you kidding? Can't they ..... ?
B: What's the matter?
A: I'm tired of ads popping up in this travel app. It's so annoying.

3 **A:** Did you see Sharon's new hairstyle?
B: I did, and I really don't like it. It seems to be a bit ..... for a pilot.

4 **A:** I heard that you just returned from a trip to Panama. What did you think?
B: ....., you don't want to travel there during this busy time of year. Flights were being delayed and canceled daily.

5 **A:** Have you booked your cabin on the group cruise yet?
B: No, not yet. I'm waiting to see if there are any last-minute specials.
A: You ..... . If you don't book soon, you might not get a room.

6 **A:** What did you think of Bali?
B: Oh, you ..... Bali for a beautiful, relaxing vacation!



2 **Think about the worst travel hassles you or someone you know have experienced. Write a paragraph. How did they affect the trip? How have you changed your travel habits to avoid similar troubles in the future?**

LESSON 1

1 **Complete each statement. Circle the correct verb phrases.**

1 If we (had taken / would be taking) the train, we (wouldn't sit / wouldn't be sitting) in traffic right now.

2 If she (hadn't talked / hadn't been talking) on her phone, she (would have been hearing / would have heard) the boarding announcement.

3 If the children (had slept / had been sleeping) better, they (wouldn't be arguing / would argue) so much today.

4 If she (isn't traveling / weren't traveling) outside the country, she (wouldn't need / didn't need) her passport.

5 I (wouldn't be using / wouldn't have been using) my smart phone if the plane (would be taking off / were taking off).

2 **Read each sentence. Complete the unreal conditional sentences with the correct form of the verb phrases. Use at least one continuous verb form in each sentence. Some may have more than one correct answer.**

1 **Alan:** It's too bad they overbooked the flight. I was supposed to fly to Spain tonight.
If they *hadn't overbooked* (not overbook) the flight, I *would be flying* (fly) to Spain tonight.

2 **Jules:** I'm so glad I sat in this seat. I got to meet Sam.
If Jules ..... (not sit) in this seat, she ..... (not met) Sam.

3 **Cara:** I wish I'd used the bathroom before we left! Now I can't find one.
If Cara ..... (use) the bathroom before she left, she ..... (not look) for one now.

4 **Rob:** I'm glad I'm not hanging out at home tonight. There's nothing to do but watch TV.
If Rob ..... (hang out) at home tonight, he ..... (watch) TV.

5 **Tim and Marcy:** We're glad we're traveling during the week. This train is very crowded on the weekend.
If we ..... (travel) on the weekend, the train ..... (be) much more crowded.

6 **Sara and Jeff:** We should have packed some snacks to take on the plane. We really don't like the airline food.
Sara and Jeff ..... (not eat) the airline food now if they ..... (pack) some snacks.



3 **Complete the unreal conditional sentences. Use continuous verb forms and your own ideas.**

1 If I were with my family right now, I .....

2 If it were the weekend, I .....

3 If I hadn't decided to study English, I .....

4 If I could be doing anything I wanted right now, I .....

LESSON 2

1 **Complete each polite request with a phrase from the box. There is one extra choice.**

Could I ask	Could you possibly	Do you think
you be nice enough to	you please let	Would you mind

1 ..... giving me a hand with this?
2 ..... you could point me in the right direction?
3 ..... you to keep an eye on my things?
4 ..... grab that for me?
5 Would ..... save my place in line?

2 **Complete the conversations. Use the correct words to politely ask for a favor.**

1 **A:** Excuse me, ... you could open the door for me? My hands are full.
B: Of course!
2 **A:** Excuse me, ... possibly tell me what time it is?
B: It's 10:00 A.M.
3 **A:** Do you need any help?
B: Yes, please—would ..... telling me where the check-in counters are?
4 **A:** Could ..... you to move your bag off this chair? I'd like to sit here.
B: No problem.
5 **A:** Would you ..... to swap seats with me? I'd like to sit next to my friend.
B: Sure, I don't mind.

3 **Look at the pictures. Write a request for a favor for each situation. Use phrases from the box in Exercise 1.**



1 .....
.....



2 .....
.....



3 .....
.....



4 .....
.....

4 **Complete each statement of relief or regret. Use if it weren't for or if it hadn't been for.**

1 ..... the express bus, we would have missed our flight.

2 I would go for a walk with you ..... my sore ankle.

3 ..... Angela, our travel agent, we might have been waiting overnight for a flight.

4 ..... the icy roads, we wouldn't have had an accident.

5 We would be in the museum by now ..... these long lines.

5 **Rewrite each statement of relief or regret. Use if it weren't for or if it hadn't been for.**

1 Without your help, I never would have passed this class.

.....

2 This would be a perfect flight, except for the uncomfortable seats.

.....

3 Without the confusion at the airport, our bags wouldn't have gotten lost.

.....

4 If we didn't have a scheduling conflict, we would go to your party.

.....

5 We would have gotten lost without that stranger's help.

.....

6 If you hadn't hired that speaker, this would have been a boring meeting.

.....

6 **Put the sentences in order. Write the number on the line.**

..... **Brian:** Thanks so much. I really appreciate it.

..... **Amy:** What's that?

..1.. **Brian:** Amy, could you do me a favor?

..... **Amy:** I'd be happy to.

..... **Brian:** I've got a horrendous headache. Would you mind getting me some aspirin?

7 **Choose one of the situations in Exercise 3. Write a conversation in which someone asks for a favor and expresses gratitude. Refer to the Conversation Model on Student's Book page 61 as an example.**



LESSON 3

1 **Read the advice column. What type of advice are the people asking for? Circle the letter.**

a how to avoid losing a phone or passport while traveling

b what essentials to pack for a long backpacking trip

c which smart phone apps to use while traveling



Lost, Stolen, or Damaged

featuring Tom Kramer

Dear Tom,
Next month, I'm going on a big backpacking adventure. I'm not packing a lot—but I am taking my smart phone! I'll be using it as a camera, boarding pass, watch, alarm clock, map, you name it. I'm worried that losing it will ruin my entire trip. What can I do to avoid this?—*Isla, Melbourne, Australia*

There are a few things to do before you leave. First, buy travel insurance that covers your phone against theft and loss. Second, make sure your phone's security is up to date. Back up your personal information and photos. Third, turn on remote tracking so that you can locate it in the event it gets lost. And finally, consider making room in your bag for a few old-fashioned backups, like a watch with an alarm clock and paper maps. These could really save the day if your phone loses service or runs out of battery!

If you do lose your phone, don't panic. These things happen, no matter how carefully you look after your phone. Just access your phone from another device to try and locate it, and also to delete everything on it so that strangers can't access your sensitive information even if they manage to crack your security. Then contact your insurance company to get a replacement. Above all, have an amazing adventure!

Dear Tom,
The last time I traveled abroad, my passport got stolen. It was a total disaster! Now I'm about to go to Paris on business, and I'm very nervous. What if it happens again?—*Ricardo, Guadalajara, Mexico*

You're not alone: at least a million passports are reported as stolen or missing across the world each year. And as you obviously know, replacing a passport while traveling can be difficult and stressful. You can avoid some of the hassle, however, by taking some precautions. Each country has its own passport rules and regulations. Before you leave, check your government's website to find out what to do and where to go when you lose your passport. Second, have digital copies of your passport and passport photos. These will come in very useful when you need to replace your travel documents.



To avoid this bad situation in the first place, keep your passport as safe as you possibly can. The best thing is to leave it in your hotel safe. If that's not possible, keep it on your person. Make sure it's not visible to anyone else, and never, ever hand it to strangers. Good luck—and enjoy Paris!

2 **Read the advice column in Exercise 1 again. Then read the statements. Check True, False, or No information (NI).**

	True	False	NI
1 Isla is planning on traveling for business.	☐	☐	☐
2 Tom suggests traveling with low-tech devices like watches and alarm clocks.	☐	☐	☐
3 Your insurance company won't replace your stolen phone unless it was insured against theft.	☐	☐	☐
4 Tom warns that a thief can use remote access to steal private information on a stolen phone.	☐	☐	☐
5 Ricardo's passport was stolen last year while he was on a business trip to Paris.	☐	☐	☐
6 Every year, more than a million smart phones are stolen or lost globally.	☐	☐	☐
7 Every country has a different process for replacing a lost or stolen passport.	☐	☐	☐
8 According to Tom, it's best to carry your passport with you at all times.	☐	☐	☐

3 **Read the advice column in Exercise 1 again. Complete the summary of Tom's advice to each traveler.**

Advice for Isla

Before your trip:

.....

.....

In case of loss or theft:

.....

.....

Advice for Ricardo

Before your trip:

.....

.....

To prevent loss or theft:

.....

.....



DID YOU KNOW...?

Of the 4 billion bags that passengers check in each year, 28 million are mishandled by the airlines. 18%, or 5,040,000 bags, are damaged and 77%, or 21,560,000 bags, are delayed. Sadly, 5%, or 1.4 million bags, are lost and never returned to their owners.

LESSON 4

1 Read the interview with an Internet hacker. Answer the questions.

The Public Wi-Fi Blues



DD: This is Donald Dean, your roving reporter, going all over the city to give you information on the things that matter in your life. Thanks for listening. I know one of the things that matters to you is security—for your information, for your money, and for your identity. You may feel pretty safe, but in the first six months of this year, there were 1,860 incidents of hacking reported, exposing 228 million records. And we don't know how many went unreported. Of course, most hacking targets business and industry. But you could be a target, too, if you're not careful.

So, today I'm talking to a hacker! Well, she's not really a hacker. Veronica Tyler is a computer security specialist, a real expert. But if she hadn't learned how hackers get into your personal computer, she couldn't help you keep them out. So, Veronica, thank you for agreeing to talk to me and my listeners.

VT: It's my pleasure, Donald.

DD: We're here at Ground Up coffee shop so that you can show me up close what hackers can do in a place like this. Where do we start?

VT: Well, we already took the first step. When we ordered our coffee, we got the Wi-Fi password. Now, I'm turning on my laptop and this clever, but nasty little device.

DD: What's it doing? What's that on your monitor?

VT: Information. I'm intercepting signals from laptops, tablets, and smart phones all over the café. This is really basic hacking, and I can already tell you a lot. For example, I can see what Wi-Fi networks each of these people has joined before. And that means I know a lot about them.

DD: Like what?

VT: The guy in the red baseball cap has recently been to Boston. He was logged in to the Logan International Airport network. He stayed at the Morris Hotel, which is very expensive. If I were a real hacker, I would pay close attention to him. He also likes to play golf and eat at fast food places, which are often Wi-Fi hotspots. But let's get serious now. One of the most effective hacking techniques involves setting up an evil twin.

DD: What in the world is an evil twin?

VT: On a soap opera, it's a character who is supposed to be the twin brother or sister of one of the regular characters. But while the regular character is good and moral, the twin is evil and dangerous.

DD: OK. If we were talking about soap operas, I would know exactly what you mean. But we're talking about hacking.

VT: And in hacking, an evil twin is a hidden WiFi access point that impersonates a legitimate access point. Hackers use it to get sensitive information, like usernames and passwords to various accounts.

DD: How does that work?

VT: Well, when someone tries to log in, they see a list of possible networks, right? The name of this coffee shop's Wi-Fi network is on that list, but it's not the same as the name of the shop. It's just a selection of letters and numbers. Now, people are more comfortable with names than with random letter and number combinations. So, on my access point, I've set up another network called GroundUp. It's now on the list, too. Now I'm going to disrupt service for a moment. OK. Everybody's Wi-Fi connection is now off. Let's see what happens when people try to reconnect.

DD: They're connecting to GroundUp! The evil twin! So they don't remember or care that what they originally logged in to, the actual coffee shop network, was not named for the shop at all?

VT: No. They happily log in to the evil twin because it's named GroundUp.

DD: I'm afraid I would, too. That's scary.

VT: So, at this point, I can get into their computers and get anything I want. Their online banking credentials, credit card numbers, even Social Security numbers. If it weren't for my honesty and integrity, I could cause a lot of trouble, even commit identity theft. But I couldn't touch the young woman in the green shirt. Her information is encrypted, and I wouldn't be able to break the code.

DD: Fascinating. Well, that's all the time we have, Veronica. Thank you for some great information. And now, this is Donald Dean saying, "See you next time."

1 What is Veronica Tyler's job? How does she use her hacking skills? .....

.....

2 What does Tyler's little device allow her to do? .....

.....

3 Why does knowing what Wi-Fi networks people have joined before tell Tyler a lot about them? .....

.....

4 Why would a hacker pay close attention to the man in the red baseball cap? .....

.....

5 What is an evil twin? What does it allow hackers to do? .....

.....

6 What information can't be accessed using the evil twin? .....

.....

7 Before reading this interview, if you were using the Internet, and the Wi-Fi connection were interrupted, do you think you would pay much attention to the name of the network when you logged back in? .....

.....

8 Did anything in the interview surprise you? What was it? .....

.....

2 **After reading the interview in Exercise 1, what will you (or should you) do differently the next time you use a public Wi-Fi network?**

3 **Complete the sentences. Use the verb in the first sentence as a past participial adjective to modify the noun in the second sentence.**

1 On my last vacation, my luggage was lost. When the airline was unable to locate my ..... lost ..... luggage, they reimbursed me promptly.

2 A waiter spilled a glass of red wine, staining the front of my dress. I took the ..... dress to the dry cleaners, but they couldn't get the stain out.

3 My son accidentally broke a vase in a souvenir shop. Of course, we had to pay for the ..... vase.

4 A thief stole my laptop while I was eating in an outdoor café. Surprisingly, the police caught the thief and recovered the ..... laptop within 24 hours.

5 I dropped my new camera and damaged the lens. Luckily, it's still under warranty, so when I called customer service they offered to repair or replace the ..... lens.

6 Someone burglarized a suite in the hotel. The police are now searching for evidence in the ..... suite.



GRAMMAR EXPANDER

1 **Read each conditional sentence. Then read the two statements. Check True or False.**

	True	False
1 If Dave were here, he'd tell us what to do.		
Dave is here.	☐	☐
Dave is going to tell us what to do.	☐	☐
2 If she hadn't read the letter, she would have been shocked by the news.		
She didn't read the letter.	☐	☐
She wasn't shocked by the news.	☐	☐
3 We might be on the train now if we hadn't gotten stuck in traffic.		
We're not on the train.	☐	☐
We got stuck in traffic.	☐	☐
4 If I have time, I may be able to help you out.		
I am certain that I'll have time.	☐	☐
I will definitely help you out.	☐	☐

2 **Complete the sentences. Circle the letter.**

1 If the park gets too full, you ..... wait for some people to leave before they let anyone else in.
a had to **b** wouldn't have had to **c** have to **d** didn't have to

2 The air-conditioning automatically turns on if the temperature ..... above 27 degrees Celsius.
a goes **b** will go **c** would go **d** would have gone

3 If we had gotten the call earlier, we ..... help.
a would **b** will **c** were going to **d** might have been able to

4 Kyle studied very hard for his test. But if he ....., he would be really nervous.
a had studied **b** would have studied **c** hadn't studied **d** doesn't study

5 I ..... so excited to go to Paris tomorrow if I had been there before.
a wouldn't have been **b** wouldn't be **c** won't be **d** hadn't been

6 If we had time, we ..... the Grand Canyon.
a would visit **b** had visited **c** visited **d** visit

3 **Complete the conditional sentences with your own ideas.**

1 If I had more free time, ...
.....

2 If we arrive at English class late, ...
.....

3 If I hadn't decided to .....
.....

4 If I spoke English fluently, ...
.....

WRITING HANDBOOK

1 Complete the chart. Compare two vacation destinations that you'd like to visit. Write each destination name at the top. Then describe how they are similar and how they are different.

COMPARING VACATION DESTINATIONS

DESTINATION 1: _____	DESTINATION 2: _____
Similarities	
_____	
_____	
_____	
Differences	
_____	_____
_____	_____
_____	_____

2 On a separate sheet of paper, compare and contrast the two destinations. Use the information in your chart. Explain which place you would prefer to visit for a vacation. Use expressions of comparison and contrast.

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

- ☐ Did I use expressions of comparison and contrast?
- ☐ Does my essay have an introductory and a concluding paragraph?
- ☐ Do the supporting paragraphs follow one of the formats illustrated on Student's Book page 149?

WRITING MODEL

Two places that I'd love to visit for a vacation are Nice in France and Cinque Terre in Italy. Both places are very beautiful and great vacation destinations. However, there are some differences.

Nice is a busy, beach city. There are people from all over the world shopping, eating in world-class restaurants, and going to dance clubs that stay open very late. Similarly, Cinque Terre is also by the water, but the environment is very different. It is still undiscovered by many tourists. In contrast to the fast pace of Nice, most visitors to Cinque Terre spend their days hiking, swimming, and visiting olive groves and vineyards.

Both Nice and Cinque Terre are great for vacation. But if I had to choose just one of those places, I think I would choose Cinque Terre. For me, it would probably be more relaxing.

UNIT 7 Belief and Reality

Preview

1 **Complete the conversations with expressions from the box. There is one extra choice.**

a grain of salt	a safe bet	wishful thinking	raise a red flag	run something by	one catch

1 **A:** Is Dana still in her office? I'd like to ..... her.
B: I think so. Actually, I'll come with you. I need to ask her opinion about something, too.
2 **A:** Did you hear about the amazing offer Milton got for a free stay at a beautiful resort? There was only ..... .
B: Let me guess. He had to sit in on a timeshare presentation.
A: Yes! How did you know?
3 **A:** Oh, look! This email says I won a free big-screen TV. All I have to do is pay for delivery.
B: Don't fall for it! Offers like that always ..... for me.
A: You're right. It's probably a scam to get my credit card information.
4 **A:** What do you think about purchasing company stocks with our discount?
B: Well, the company is doing well. So, it sounds like ..... to me.
5 **A:** I heard that Eli got a new boat and it's very luxurious. Maybe he'll invite us to go out on it.
B: I think that might be ..... on your part. He doesn't even know us.

2 **Think about a time when something you thought sounded good at first ended up not being trustworthy. What raised a red flag for you? Describe your experience.**

LESSON 1

1 **Write a, an, or the before the noun where necessary. Write X if the noun should not have an article. Then write definite, indefinite, unique, or generic.**

1 ..... The ..... ingredients in this soup are all organic. ..... definite .....
2 ..... CEO of our company announced budget cuts. .....
3 ..... Apples are a very popular fruit. .....
4 You should eat ..... apple a day. .....
5 ..... rain is coming down really hard now. .....
6 It's so dry out. Our garden needs ..... rain. .....
7 ..... scam that fooled you also fooled me. .....

2 **Read the paragraphs. Complete the sentences. Write a, an, or the before the noun or noun phrase where necessary. Write X if the noun should not have an article.**

1 Phishing is ..... scam designed to steal a person's identity. Victims of ..... scam receive ..... email that appears to come from ..... trusted website such as their bank or favorite shopping site. ..... email attempts to trick people into disclosing valuable personal information like credit card numbers, passwords, or account data.

2 Until the 1800s, British doctors believed that ..... tomatoes were poisonous and caused conditions like "brain fever" and cancer. In fact, ... tomato is highly nutritious and a good source of vitamin A, which is important for healthy hair and skin.

3 There's ..... new product being marketed on..... Internet called "Exercise in a Bottle." In pop-up ads, the company claims that ..... product will burn fat while the user is just sitting around doing nothing or even sleeping. ..... ads also state that consumers can enjoy fried chicken, pizza, and other high-calorie, high-fat products and still lose weight.

4 ..... U.S.-based company is in the business of selling stars. For US $48, you can purchase ..... star and name it. ..... company has faced a great deal of criticism from ..... astrologers and consumer groups, who point out that the certificates of purchase issued by the company aren't recognized by any other organization. "They can't sell ..... sun because it's not theirs to sell," states one critic of the company.

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

a drug trafficking scam	Don't ask	Don't tell me	exactly what happened
hear what happened	That seems a little fishy	the foreign lottery scam	
there's one catch	Why am I not surprised	why she was so gullible	

A: Did you **(1)** ..... to Tracey?

B: No, what?

A: She got an email saying she'd won the lottery in a different country.

B: Oh, no. **(2)** ..... she fell for **(3)** .....—the one where someone tells you you've won a lot of money, but **(4)** ....

A: You have to pay a fee first before you can collect your money? Yeah, that's **(5)** ..... . She paid the "tax" . . . and that was the last she heard from them.

B: **(6)** ..... ? How much did she lose?

A: **(7)** ..... . Let's just say she won't trust emails from foreign lotteries again!

B: Right. I wonder **(8)** ..... in the first place.

4 **Have you ever received an email or phone call that was a scam? Describe the message that you received. What did you do?**

LESSON 2

1 **Complete the sentences. Replace the subject and active verb with it + a passive reporting verb.**



1 Many people believe that hanging a horseshoe with the ends pointing up brings good luck.
It is believed that hanging a horseshoe with the ends pointing up brings good luck.

2 They say that picking up a penny on the sidewalk will bring good luck.
..... that picking up a penny on the sidewalk will bring good luck.

3 Estimates are that 25% of Americans are superstitious.
..... that 25% of Americans are superstitious.

4 People once thought that lightning during a summer storm caused crops to ripen.
..... that lightning during a summer storm caused crops to ripen.

5 People used to say that taking someone's picture was like taking that person's soul.
..... that taking someone's picture was like taking that person's soul.

6 People used to believe that a clap of thunder after a funeral meant that the person's soul had reached its final resting place.
..... that a clap of thunder after a funeral meant that the person's soul had reached its final resting place.

7 People used to feel like they had no choice but to live with a phobia or fear, no matter how irrational.
..... that one had no choice but to live with a phobia or fear, no matter how irrational.

8 Some suggest that therapy offers a potential "cure" or relief for people with phobias.
..... that therapy offers a potential "cure" or relief for people with phobias.

2 **Complete the chart about phobias. Write the correct noun or adjective form in each category.**

Name of phobia	What you call a person who suffers from it	How you describe the person
acrophobia [heights]	an acrophobe	**(1)** *acrophobic*
agoraphobia [being outside of the home]	**(2)**	agoraphobic
(3) ..... [spiders]	an arachnophobe	arachnophobic
aerophobia [flying]	an aerophobe	**(4)** .....
(5) ..... [enclosed spaces]	a claustrophobe	claustrophobic
ophidiophobia [snakes]	an ophidiophobe	**(6)** .....
xenophobia [foreigners]	**(7)**	xenophobic

3 **Complete the sentences. Choose the correct word from Exercise 2.**

1 Kate is an ..... . She wouldn't even go near the window of our high-rise apartment.
2 I have ..... . I get scared in elevators even if they're very large.
3 The candidate's speech showed his distrust of foreign culture. He was widely criticized for being ..... .
4 Ariana is an ..... . She refuses to fly and always travels by car.
5 Bill must be ..... . He screamed when a little spider landed on him.
6 If you're an ..... , don't go in the reptile house at the zoo!
7 Ken always prefers to stay at home. I think he's a little ..... .



4 **Complete the chart. Answer the questions.**

1 List a few things that many people are afraid of. Why do you think people fear these things?

Common fear or phobia	Reason
bees	bee stings are painful and some people are allergic

2 Do you know anyone who has an irrational fear or phobia? What is it? Do you feel sympathy for the person? Why or why not?

.....

.....

.....

3 What advice would you give to someone who wants to get over a phobia?

.....

.....

.....



DID YOU KNOW...?
Glossophobia, or the fear of public speaking, is believed to be the most common phobia in the world, affecting as many as 75% of all people.

LESSON 3

1 Read the article. Answer the questions.

VISUALIZING THE WAY TO VICTORY



It's often said that sports are 90% mental and 10% physical. It may be a cliché, but many athletes and trainers now place a strong emphasis on the mental aspect of training. As many elite athletes will tell you, mental toughness and focus is often the difference that separates the very best (think Olympic gold medal) athletes from the second-best. For almost all elite athletes, *visualization*, or as some prefer to call it, *using imagery*, is now a crucial part of their training.

What is visualization? In a nutshell, it involves mentally simulating every aspect of an event, competition, or race. It can be thought of as "athletic training for the brain." Athletes use visualization to build focus, reduce stress, and tune out distractions. While visualization cannot replace physical practice, it can greatly enhance it. Studies have shown that the brain patterns activated when someone visualizes performing a sport are the same brain patterns as those activated by actually doing the sport.

"Visualization might be a misleading term, since using *mental imagery* involves all five senses," says sports psychologist Dr. Dana Carter. Athletes focus on how things feel, smell, and sound as they go through every moment of their event in their mind. For example, a bobsledder will visualize his or her way down the bobsled track, slowing down the process and "seeing" every inch of the track. "Athletes are actually feeling the ice or the track beneath them, feeling the wind hit their skin, seeing the turns in the track or the moguls on the mountain, hearing their skates on the ice or their body in the water," says Carter. Many athletes even move their bodies as they practice mental imagery because their muscles are responding to the brain signals created as they visualize themselves performing. "It can be a little weird to watch," says Chelsea Yost, an elite skier who has worked with Dr. Carter. "People might be moving their arms, bouncing back and forth, all with their eyes closed and this look of intense concentration on their faces."

Another aspect of mental imagery is known as *instructional self-talk*. As athletes imagine themselves going through the motions of their event, they tell themselves what to do, step by step—for example, "Point your toes," "Glide, then pull," or "Push off quickly, arms up." Some athletes record this step-by-step instruction aloud, along with what they're seeing and feeling at every moment. They then play it back over and over, feeling muscles in their bodies responding as they would during the actual event. It's believed that mental exercises like this actually train the muscles to respond more quickly.

Yet another aspect of mental imaging is called *pattern-breaking*. Pattern-breaking uses imagery to get rid of fear or nervousness. For example, if an athlete has had an accident or been injured while competing, images of the trauma may pop into his or her head before a similar competition. With practice, visualization can help the athlete push out the negative images. Some athletes use an image of a physical action, such as a balloon popping or an elastic band snapping, that they can summon up as a *trigger* to dispel the negative thoughts. Once athletes become adept at pattern-breaking, they are able to banish negative thoughts and maintain positive focus much more easily, which is crucial in competition.

Visualization is not just for elite athletes. Studies have shown that it significantly improves performance in beginner athletes as well. But you need to do more than just think about performing your sport. You need to focus on every little detail: how every moment of the event feels, sounds, looks, smells. Slow down and imagine each step in the event, or in a portion of the event, such as the beginning of a race, or the last hundred yards. You never know—it may just give you the edge over the local competition that you need in your next 5K race!

1 What is *visualization* or *mental imagery*? .....

.....

2 How is it used by athletes? .....

.....

3 What is *instructional self-talk*? .....

.....

4 What effect might instructional self-talk have on the body? .....

.....

5 What is *pattern-breaking*? .....

.....

6 When using pattern-breaking, what images might be used as a *trigger*? .....

.....

7 How can pattern-breaking be valuable in competition? .....

.....

8 How is visualization different from just thinking about performing a sport? .....

.....

9 Is visualization only beneficial for elite athletes? .....

.....

2 **Answer the questions with your own ideas.**

1 Name a sport or an activity that you do. If you were to try visualization, what details would you need to imagine? What senses might be involved?

.....

.....

.....

2 If you were to try instructional self-talk, what words or phrases might you use?

.....

.....

3 In what situations could pattern-breaking help you overcome fear or nervousness?

.....

.....

4 What image might you visualize as your trigger to help you banish negative thoughts?

.....

.....

LESSON 4

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

..... **1** a superstition
..... **2** bad luck
..... **3** a good luck charm
..... **4** a curse

a an object that some people believe can bring them good luck
b a belief that some objects or actions are lucky or unlucky
c the expression of a wish that someone will face misfortune
d a misfortune that happens by chance



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

A: Don't walk under that ladder! It will bring you **(1)** (a good luck charm / bad luck / a superstition).

B: That's just **(2)** (a good luck charm / a curse / a superstition). It's a silly belief that's not real.

A: How do you know? I know someone who walked under a ladder, and a day later they crashed their brand new car!

B: Hmm, that was very unlucky. But I'm still not sure I believe all that stuff.

A: Well, I do. That's why I always wear this necklace. It's my **(3)** (good luck charm / curse / bad luck). If I wear this, I know nothing bad will happen to me.

B: I see. And does it protect you from **(4)** (curses / superstitions / bad luck), too? You know, when someone says something or looks at you in a funny way to make something bad happen to you?

A: Don't be silly—of course not! Everybody knows that's not real.



3 **What are some superstitions that you know? Complete the sentences with your own ideas.**

1 In some cultures, it is considered good luck .....
.....

2 In some cultures, ... is considered to be bad luck.

3 The numbers ..... are thought to be ..... luck in some countries.

4 An animal that is believed to be good luck in ..... is the .....

5 If you want your child to be ....., you should .....

4 **Answer the questions in your own way.**

1 What numbers are considered lucky or unlucky in your country? Why?
.....
.....

2 Are there any numbers that you personally consider lucky or unlucky? Why or why not?
.....
.....



DID YOU KNOW...?

In much of the Western world, it's long been thought that the number 13 is bad luck. Next time you're traveling by air, try looking for row number 13 on your airplane. Chances are, there isn't one. Few airlines have a row 13, and most airlines don't offer flight numbers that contain that number. A spokesperson for one airline admitted that the airline omits row 13 because too many passengers refuse to sit in those seats. Travel industry studies even show that travel declines on "unlucky" days, such as the thirteenth day of the month.

GRAMMAR EXPANDER

1 **Complete the sentences. Write a or the. Write X if the noun should not have an article.**

1 People in different parts of ..... world have varied superstitions. For example, in some cultures ..... number 13 is considered unlucky, while in others 4 is an unlucky number, and in still others 17 is thought to be ..... bad luck.

2 Bill gave me ..... glass of water to drink. He said that ..... water at his house goes through ..... special filtering system.

3 Lucy bought ..... car last month. ..... car isn't brand new; she bought it from ..... neighbor who had driven it for less than ..... year. But it's in ..... good condition, and Lucy thinks she paid ..... fair price for it.

4 If you're in the mood for Japanese food, I know ..... good restaurant that's not too far from here. ..... restaurant just opened recently, but it's already become one of ..... most popular places in town.

5 ..... success that Jackie has had is because she's ..... hard worker. It has nothing to do with ..... luck.

2 **Complete the sentences with a word from the box. Add a if necessary. Each word may be used more than once.**

fear superstition time victory

1 I remember ..... when life was simpler. Things were very different then.

2 Deborah Richard's election to the presidency represents ..... for women.

3 My mother had a ..... that it was bad luck to put a hat on a bed.

4 Hearing the strange noise, we all felt alarmed and looked at one another with ..... .

5 Athletes experience the joys of ..... as well as the pains of defeat.

6 According to ..... that I heard, it's bad luck to walk under a ladder.

7 Neil is afraid of flying. It's ..... he's had since he was a child.

8 Do you have ..... to go get something to eat?

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

1 The newspaper reported that the politicians were getting close to a deal.
The politicians ..... .

2 They say that tennis player has never lost a match when wearing his lucky tennis shoes.
That tennis player ..... .

3 Most people think my doctor is one of the best in the country.
My doctor ..... .

4 They say that scams affect elderly people far more than the rest of the population.
Scams ..... .

5 In the past, people didn't think the brain had much effect on physical performance.
In the past, the brain ..... .

WRITING HANDBOOK

1 **Think about your own fears. Read and follow the steps. Write notes.**

- Choose a fear that you have. Write for five to ten minutes any words, phrases, statements, or questions about the topic that come to mind.
- Consider exactly what you are afraid of, where the fear came from, how it makes you feel, how it affects your life, and how you might overcome it.
- Write quickly. Do not take time to correct spelling, punctuation, organization, etc.
- Read what you wrote. Circle ideas that go together and add more details.

WRITING MODEL

I'm afraid of upsetting other people. It's not a fear that actually causes me fright—for me it's more like I feel very nervous about doing something that someone else won't like. This fear probably stems from my childhood when my mother insisted that I always consider how my words and actions would affect other people. Now I rarely do anything without thinking about what other people will think.

This fear is actually a bit annoying because it means that I feel inhibited to do a lot of things that other people do easily. For example, if I receive poor service at a restaurant, I likely won't complain because I think the waiter will get angry with me. I know in my head this doesn't make much sense, but it still feels real for me.

I want to overcome my fear, and I think the way to do that is by doing things that I'm afraid of or anxious about. I think that little by little I might be able to overcome my fear.

2 **Describe your fear in your own words. Use your notes above for ideas.**

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

- ☐ Did I introduce the topic of my fear in general in my first paragraph?
- ☐ Did all my paragraphs include topic sentences?
- ☐ Did all my subjects and verbs agree?

UNIT 8

Achievement and Intelligence

Preview

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

..... **1**	narrowed down	**a** being at the forefront; being where new developments are taking place
..... **2**	making up my mind	**b** an instinctive feeling not based on facts
..... **3**	being on the cutting edge	**c** begin with nothing
..... **4**	having second thoughts	**d** deciding between multiple choices
..... **5**	a gut feeling	**e** your actions will always be suitable or successful
..... **6**	the polar opposite	**f** completely different
..... **7**	the best of both worlds	**g** rethinking your position
..... **8**	start from scratch	**h** reduced options; closer to making a decision
..... **9**	you can't go wrong	**i** all the advantages of two different situations

2 **Write complete sentences. Use your own ideas and the phrases in parentheses.**

1 (narrow down) We've narrowed down the candidates for Assistant Manager to three people and hope to to make a decision soon.

2 (make up my mind) .....

3 (on the cutting edge) .....

4 (have second thoughts) .....

5 (a gut feeling) .....

6 (the polar opposite) .....

7 (best of both worlds) .....

8 (can't go wrong) .....

3 **Think about when you need to focus on a single task for a long period of time. What makes it easy or hard for you to focus? What helps you focus?**

1 Read the descriptions of the zodiac signs. Then find your sign. Do you think your strengths and weaknesses match the description? Explain your answer.

.....

.....

.....

.....

Characteristics of the Zodiac Signs



AQUARIUS (January 20–February 18) You are intelligent and inventive. With an independent (and rebellious) mind, you have your own unique way of thinking and refuse to follow the crowd. You have a talent for discovering new ways of doing things. You love electronic gadgets and figuring out how they work. Your unusual lifestyle and unpredictable nature may seem odd to some people.



PISCES (February 19–March 20) You have a vivid imagination and have a talent for writing poetry, creating art, and performing on stage. You care deeply for other people and devote time to helping those who are sick. A daydreamer, you have a habit of seeing life as you want it to be, rather than how it really is. You sometimes allow your emotions to control your behavior.



ARIES (March 21–April 19) You are adventurous and not afraid to try new things. You are always busy and never lazy. You prefer to work independently and don't have patience with people who are slower or less talented. You're not afraid to fight with others to achieve your goals. In your enthusiasm to get things done, you sometimes work too quickly and don't notice smaller points.



TAURUS (April 20–May 20) You have a fondness for luxury and relaxation. You have excellent taste in food, art, and music. After hearing a song just once, you can sing the lyrics or play the melody. Slow to act and speak, you view all sides of a situation before making decisions, and you choose your words carefully. Although some may find you too quiet, you are a loyal friend.



GEMINI (May 21–June 20) A smooth talker, you have the ability to communicate ideas clearly and persuade others to agree with your point of view. Always the life of the party, you have many friends. You are skilled at using tools and fixing machines. Your love of talk sometimes gives you the reputation of being a gossip.



CANCER (June 21–July 22) You are sensitive and emotional. Your love of family is strong, as is your need to protect and care for the people close to you. When making decisions, you have a talent for sensing the correct choice. However, you have a tendency to allow your emotions to get in the way of rational judgments. Shy and easily hurt, you are slow to make friends.



LEO (July 23–August 22) You are a born leader and others naturally look to you for advice and inspiration. An independent spirit, you don't like being told what to do. You love being the center of attention and dislike being ignored. You enjoy playing sports of all kinds, especially in front of an audience. Your desire to be a star sometimes causes you to forget to be a team player.



VIRGO (August 23–September 22) A perfectionist, you are highly critical of anything that is not done properly. You notice small things that less perceptive people miss. You pick up foreign languages easily. You are highly organized and dislike messiness. With your irresistible urge to improve everything and everyone, you are sometimes seen by others as being fussy and narrow-minded.



LIBRA (September 23–October 22) Easygoing and charming, you get along with almost everyone. A skilled diplomat, you are good at solving problems and convincing people to compromise. You have a need for peace and avoid conflict and arguments. Because you always see both sides of any issue, you have difficulty making decisions.



SCORPIO (October 23–November 21) Watchful and perceptive, you quickly sense other people's true thoughts or feelings. You are a good judge of people and a patient listener. However, you are intensely private, and hold back expressing your own emotions. This lack of openness prevents others from getting to know you well.



SAGITTARIUS (November 22–December 21) Fun-loving and free-spirited, you are happiest when on the move or trying new things. You learn foreign languages easily, and your open-mindedness about other cultures makes travel a rewarding experience. A natural storyteller, you love recounting your adventures, although you often exaggerate the facts. You are easily bored.



CAPRICORN (December 22–January 19) Disciplined and hardworking, you know how to get things done. Determined to succeed, you set goals for yourself and patiently take steps until you achieve them. Shy and cautious with new people, you are often uncomfortable in social situations. You prefer to work independently and have trouble asking others for help.

2 **Read the statements. Check True or False. Read the descriptions of the zodiac signs in Exercise 1 again, if necessary.**

	True	False
1 Aries signs have an eye for detail.	☐	☐
2 Taurus signs have an ear for music.	☐	☐
3 Gemini and Aquarius signs tend to be mechanically inclined.	☐	☐
4 Pisces signs have a way with words.	☐	☐
5 Leo, Libra, and Gemini signs have a way with people.	☐	☐
6 Virgo signs have a head for figures.	☐	☐
7 Sagittarius signs have a knack for learning languages.	☐	☐
8 Capricorn signs have a way with people.	☐	☐
9 Aquarius and Scorpio signs have a good intuitive sense.	☐	☐
10 Gemini signs are not good with their hands.	☐	☐

3 **Complete the sentences in your own words. Use do or did for emphasis.**

1 I don't have an ear for music. I *do like to listen to it, though.*.

2 Sam doesn't have a way with words. He .....

3 Even though we didn't make it to your art show, we .....

4 I don't usually have a way with people. I .....

5 Luke doesn't have a knack for learning languages. He .....

6 ..... I didn't like her mother, though.

LESSON 2

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

1 It's essential that you (were / be) on time for your interview.
2 Do you recommend that he (call / calls) about the job rather than email?
3 I hoped that I (be / would be) invited back for a second interview.
4 They suggested that every employee (take / took) the training.
5 Is it really necessary that every employee (will be given / be given) the IQ test?
6 I agree that he (talk / should talk) with a career counselor.
7 They requested that I (come / came) back for another meeting.

2 **Complete the sentences. Use the correct active or passive form of the verb in parentheses. Use the subjunctive when necessary.**

1 It is crucial that he ..... his taxes on time. (pay)
2 I believe that he ..... able to do the job very well if we hire him. (be)
3 We insist that women ..... the same as men when they do the same work. (pay)
4 The judge demanded that the man who was shouting ..... from the courtroom. (remove)
5 We hoped that we ..... to the dinner, but we weren't. (invite)
6 It is essential that she ..... afraid to speak up during the meeting. (not be)

3 **Mark the grammatically correct sentences with a checkmark. Mark incorrect sentences with an X. Then correct any errors in the incorrect sentences.**

[X] 1 A psychologist suggested that Kim ~~reduces~~ reduce her stress levels.
[ ] 2 It is agreed that measuring intelligence is very complicated.
[ ] 3 The company will insist that people will not smoke on company property.
[ ] 4 I've suggested that she talk to her doctor about ways to stimulate her brain's activity.
[ ] 5 It's important that you be willing to try new things.
[ ] 6 It's desirable that no one knows the details of the project before it is announced.
[ ] 7 It's essential that each person remembers his or her role in the process.

4 **Think about strategies you use when you need to study for an exam or complete a project. What are they? What are some strategies that aren't successful for you? Explain your answers.**

Strategies
- avoid junk food
- get plenty of sleep
- study my class notes
- listen to music
- make quizzes for myself
- read what I've written aloud
- make to-do lists
- work with a partner

LESSON 3

1 **Read the live report of a panel discussion. What point are the experts debating? Circle the letter.**

a the reasons why brain training has become so popular

b the role of genetics, education, and health in determining IQ

c whether daily mental exercise can improve intelligence

City University Quarterly Debate: Live Analysis



Topic: "Increasing IQ: Can we train our brains to become more intelligent?"
Panelists:

- Brian Hanson, developer of brain training app "IQ gym"
- Dr. Sandra Kimura, educational psychologist
- Amy Aldington, author of *Brain Lifting: Can Cognitive Training Make You Smarter?*
- Prof. Michael Clayton, psychometrician

4:02 P.M.
The moderator welcomes everyone to the City University Debating Society's event and introduces the panelists.

4:11 P.M.
Mr. Hanson starts the discussion by explaining what brain training is. "By challenging your brain with daily memory games and word or math puzzles, you can improve your cognitive abilities. It's similar to the way regular physical exercise makes your heart stronger," he says. "And it works! Just ask the people who buy our apps." According to his data, consumers worldwide spend close to $2 billion a year on apps like "IQ gym" with the hope of increasing their IQs.

4:28 P.M.
Dr. Kimura now talks about her experience as a psychologist, describing how young children with developmental delays have shown an increase in their IQ scores after three years of cognitive therapy. "I guess you could call it a form of brain training," she concludes. "But this was really *intense* training from a *very young* age."

4:45 P.M.
Ms. Aldington: "I have to disagree. There's no scientific evidence that so-called brain training can improve your IQ score or overall intelligence," she says. She explains that, according to research, the only benefits are a temporary increase in the ability to perform specific tasks, like puzzles or games. She points out that it's essential to consider genetics. "Someone without a natural aptitude for numbers might pass their school exams by studying hard. But can they become brilliant mathematicians just by doing simple puzzles?"

4:56 P.M.
Prof. Clayton interjects, "I'm afraid the question itself is flawed. It equates IQ scores with intelligence. But IQ tests aren't a reliable measure of intelligence at all." He cites a recent study in which 100,000 participants completed 12 IQ tests that examined memory, reasoning, attention, and planning abilities. None of these tests were able to accurately evaluate how well a person could perform cognitive tasks. He further explains that while genetics play a role in determining our intelligence at birth, our environment—including the quality of our education and our physical health—affects how well our brains develop. This, in turn, can impact our intelligence.

5:03 P.M.
Dr. Kimura questions the use of the word *intelligence*. "Usually, when we talk about intelligence, we think of academic ability, especially in math and language. But what about musical, creative, physical, interpersonal, and intrapersonal intelligence?"

2 **Read the live report in Exercise 1 again. Then answer the questions. Circle the letter.**

1 Why do people buy brain training apps?
   - **a** They believe it will improve their cognitive abilities.
   - **b** They think it's better than doing physical exercise.
   - **c** They want to find out what their IQ scores are.

2 What has helped Dr. Kimura's patients to increase their IQ scores?
   - **a** They used brain training apps such as "IQ gym."
   - **b** They did intense cognitive therapy from a young age for three years.
   - **c** They've done brain training since at least the age of three.

3 Why does Ms. Aldington believe that brain training doesn't work?
   - **a** There isn't any scientific evidence that proves its effectiveness.
   - **b** Brain training apps are difficult to use and unpopular.
   - **c** Brain training is only effective for very young children.

4 Why does Prof. Clayton say that "the question itself is flawed"?
   - **a** It assumes that improving your IQ means you've become more intelligent.
   - **b** It doesn't take the role of genetics into account.
   - **c** It doesn't mention the role of education or physical health.

5 What does Dr. Kimura believe about academic ability?
   - **a** It cannot be improved through brain training.
   - **b** It's an example of interpersonal intelligence.
   - **c** It's not the only type of intelligence.

6 Which kind of intelligence do puzzles in brain training apps tend to focus on?
   - **a** academic ability
   - **b** physical intelligence
   - **c** creative intelligence



DID YOU KNOW...?
The Stanford-Binet Intelligence Scale is the usual standard by which IQs are measured. An average adult IQ score on this scale ranges from 85 to 115. Approximately 1% of people in the world have an IQ of 135 or higher (a score indicating genius or near genius). According to estimates, which of course are an inexact science, Leonardo da Vinci had a staggering IQ of 220!

3 **Match each speaker's idea to the information from the report that supports it. Write the letter on the line.**

..... 1 Mr. Hanson: Many people believe that memory games can improve cognitive ability.

..... 2 Dr. Kimura: There is evidence that some forms of brain training can affect IQ.

..... 3 Ms. Aldington: There's no evidence that brain training can improve IQ.

..... 4 Ms. Aldington: Genetic ability is the most important factor in determining IQ.

..... 5 Prof. Clayton: IQ tests aren't a reliable measure of intelligence.

..... 6 Dr. Kimura: Intelligence isn't limited to academic abilities like math and language.

- **a** Research shows that brain training only offers a temporary increase in the ability to perform specific tasks.
- **b** Customers across the world spend $2 billion a year on brain training apps.
- **c** Other types of intelligence include musical, creative, physical, interpersonal, and intrapersonal intelligence.
- **d** A study showed that IQ tests can't judge how well a person could perform cognitive tasks.
- **e** Intense cognitive therapy can increase the IQ of very young children with disabilities.
- **f** Without natural aptitude, a person cannot become brilliant just by studying hard.

LESSON 4

1 **Read the definitions. Choose the correct words. Circle the letter.**

1 the ability to understand one's own feelings, fears, and motivations
   a interpersonal intelligence **b** intrapersonal intelligence **c** social skills
2 the ability to understand the intentions, motivations, and desires of others
   a interpersonal intelligence **b** intrapersonal intelligence **c** self-regulation
3 knowing one's own emotions, strengths, and weaknesses, and recognizing their impact on others
   a self-awareness **b** interpersonal intelligence **c** empathy
4 managing relationships to get along well with others
   a empathy **b** intrapersonal intelligence **c** social skills
5 controlling one's negative impulses in order to adapt to a particular environment
   a self-awareness **b** self-regulation **c** social skills
6 being aware of or sensitive to other people's feelings
   a self-awareness **b** self-regulation **c** empathy

2 **Complete the interview with words from the box.**

empathy | interpersonal | intrapersonal | self-awareness | self-regulation | social skills

Career counselor: Let's talk about your soft skills. First of all, would you say you have high **(1)** ..... intelligence? For example, do you get along well with other people?

Job candidate: Yes, I do. In fact, I'm still friends with a lot of my old classmates.

Career counselor: That's great! Sounds like you have strong **(2)** ..... . And do you see yourself as a compassionate and considerate person?

Job candidate: Um, yeah, I guess so. I try to show **(3)** ..... .

Career counselor: That's great. And what would you say are your weaknesses?

Job candidate: Weaknesses? I'm not sure. Well, my teacher used to say that I'm not great at adapting to new situations, and that I should learn to control my temper a bit more.

Career counselor: So, in other words, you need to work on your **(4)** ..... .

Job candidate: Well, that's what she said, but I'm not sure I agree.

Career counselor: I see. Any other weaknesses?

Job candidate: I don't think so.

Career counselor: Right. I'd say you need to work on your **(5)** ..... . I mean, you already know what your strengths are, which is great. But you also need to understand which areas you need to improve. After all, everyone has weaknesses!

Job candidate: Is that really important?

Career counselor: Absolutely! Employers want to hire people with good **(6)** ..... intelligence.

Job candidate: Oh, I see. Thank you.



3 **Think about the interpersonal and/or intrapersonal intelligence of someone you know or a character in a book, movie, or on television. What are that person's strengths and weaknesses? Write a description. Give examples.**

GRAMMAR EXPANDER

1 **Write two sentences about each person. In the second sentence, use emphatic stress by adding the auxiliary verb <u>do</u> or by underlining the stressed verb <u>be</u>, the modal, or other auxiliary verb.**

1 (Derek) not really very observant / has a way with people
Derek isn't really very observant. He does have a way with people, though.

2 (Amy) isn't good with her hands / has an ear for music

3 (Gail) doesn't have a knack for learning languages / is talented in other ways

4 (Kyle) doesn't have much confidence / has all the skills he needs to succeed

5 (Victor) doesn't have a lot of experience / has a good intuitive sense

6 (Suri) hasn't found a job yet / is persistent

7 (Tara) hasn't been to Africa / has traveled to many other countries

8 (Travis) doesn't have a teaching certificate / would make a great teacher

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

1 If you have time, I suggest (stopping / to stop) for lunch at one of those restaurants.
2 The coach recommends (to get / getting) a good night's sleep before each game.
3 For the team to be successful, it's essential (to work / working) together.
4 Mr. Hammond said it's critical (getting / to get) the package to Shanghai by tomorrow morning.
5 It's urgent for you (to start / starting) the process today.
6 The airline suggests (to arrive / arriving) at the airport two hours before an international flight.

3 **Complete the sentences. Use the infinitive or gerund forms of the verbs in parentheses.**

1 Doctors recommend ..... (exercise) at least three times a week.

2 It's critical that people work ..... (protect) the environment.

3 I heard that it's best ..... (arrive) at the theater two hours before the show starts if you want to get tickets.

4 She advised ..... (seek) help from a local historical society.

5 The teacher suggested ..... (write) an outline to help us organize our ideas.

4 **Complete the sentences with your own ideas. Use infinitive and gerund phrases.**

1 When I was younger, people advised me .....
.....

2 If a person wants to be healthy, I recommend .....
.....

3 If a person wants to be successful in life, it's important .....
.....

WRITING HANDBOOK

1 **Think about your strengths. Choose one of them. On a separate sheet of paper, brainstorm ideas and write notes. Include ideas about how you learned or inherited the strength, its effects on your life, and ways in which you might use it to your advantage in the future.**

2 **On another sheet of paper, write about your strength. Develop the ideas you brainstormed about in Exercise 1. Use your notes and the outline below as a guide. Make sure to include connecting words and phrases.**

Paragraph 1: State the strength and describe how you think you got that ability.

Paragraph 2: Explain what you have gained as a result of having that strength. Support your ideas with examples.

Paragraph 3: Describe how your strength might help you in the future.

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

- ☐ Did my paragraphs follow the outline in Exercise 2?
- ☐ Did I use connecting phrases to focus on causes?
- ☐ Did I introduce sentences with connecting words or phrases to focus on results?

WRITING MODEL

One of my strengths is my ability to communicate with others. I think I really have a way with people. Because my mom is the same way, and I never really had to work at it, I probably inherited the trait.

I think that I have a way with people because they really listen to me. For example, I was class president when I was in high school, and I was able to convince the other student leaders to change their points of view on a few issues. As a result, we made some changes to the school's policies. When I was in college, I had a part-time job at a store in a shopping mall. I learned quickly and was able to teach other co-workers how to do things. Consequently, I was promoted to manager in less than a year.

My dream job definitely includes working with people. I can't imagine a job where I worked by myself all day. I'm studying right now to become a teacher. I think I'll be a good teacher because I'll be able to use my people skills to connect with students.

UNIT 9

Looking Ahead

Preview

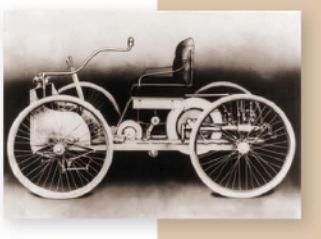
1 **Match the words with their definitions. Write the letter on the line.**

..... 1 not being facetious
..... 2 jumping the gun
..... 3 enhance
..... 4 slippery slope
..... 5 massive unemployment
..... 6 to master
..... 7 go poof
..... 8 hoopla

a excitement and discussion
b when large numbers of people don't have jobs
c to learn and be able to do something perfectly
d not joking
e disappear
f when something leads to unanticipated negative changes
g improve or increase
h reaching a conclusion before knowing all the facts



2 **What aspects of the future do you feel optimistic about? What things make you feel pessimistic? Explain.**



DID YOU KNOW...?

Some of the worst predictions of all time include:

1. *"The horse is here to stay but the automobile is only a novelty, a fad."*
—1903, Anonymous banker advising Henry Ford's lawyer against buying stock in Ford Motor Company

2. *"Nobody wants to hear actors talk."*
—1927, H.M. Warner, co-founder of Warner Bros. Studios

3. *"There is no reason for any individual to have a computer in their home."*
—1977, Ken Olson, Founder of Digital Equipment Corporation

4. *"Everyone's always asking me when Apple will come out with a cell phone. My answer is 'Probably never.'"*
—2006, David Pogue, *New York Times* tech writer

LESSON 1

1 **Complete the chart. Write sentences from the box in the correct category.**

You might be going overboard. I don't see it that way at all. I guess I just see things differently.
I think that's a little exaggerated. ~~It's a slippery slope.~~ It's like opening a can of worms.
It's like opening Pandora's Box. It's playing with fire.

To express concern	To dismiss concern
It's a slippery slope.	

2 **Complete the conversations. Circle the correct phrases.**

1 **Mark:** How do you feel about artificial intelligence?

Chris: Personally, I think **(1)** (you might be going overboard / it's playing with fire / that's a little exaggerated). One of these days we'll lose complete control over the machines and have disastrous results.

Mark: **(2)** (That's a little exaggerated / It's a slippery slope / It's like opening Pandora's Box), don't you think? Surely that won't happen!

2 **Sam:** I'm very concerned about genetic engineering. **(3)** (I don't see it that way at all / I guess I just see things differently / It's like opening Pandora's Box).

Filipe: **(4)** (I don't see it that way at all / It's playing with fire / It's like opening a can of worms). Personally, I think it's fantastic that we can modify genes to suit our needs!

3 **Eric:** Did you see this article on nuclear power?

Tony: The one saying how terrible it is? I did, but **(5)** (it's a slippery slope / it's like opening a can of worms / I guess I just see things differently). I think it's a necessary, sustainable way to generate electricity.

Eric: You don't think **(6)** (it's a slippery slope / you might be going overboard / I just see things differently)?

Tony: Not at all!

3 **Complete the passive unreal conditional sentences. Write the correct forms of the words in parentheses.**

1 Can you imagine having a computer chip put inside your body? According to one company that makes computer chip implants, that reality might not be too far away. The company claims that cases of identity fraud *might / would be reduced* (reduced) if implants *were used* (use) for identification.

2 At the present time, human cloning is illegal in this country. But some people argue that it should be allowed. They say that if human cloning ..... (permit), information about how certain illnesses develop ..... (learn) from cloning diseased cells.

3 If the severe side effects of the drug _____ (make) public, patients _____ (warned) about them by their doctors. But the company hid the information, causing many people unnecessary pain and suffering.

4 It seems like the possible future applications of innovative technologies are endless. For example, if the technology _____ (develop) further, computer chip implants _____ (use) instead of keys. Imagine waving your computer-chipped hand at your front door to open it instead of inserting a key to unlock it.

5 Several non-governmental organizations are working to achieve equal rights for all people. The organizations' supporters say that if equal rights _____ (grant) to all people, opportunities for a new way of life _____ (create) for them.

6 In the past, consumers didn't know a lot about the dangers of certain genetically modified foods, so they were popular. If consumers _____ (inform) about the dangers, then the foods _____ (not buy).

4 **Complete the passive unreal conditional sentences. Write the correct forms of the words in parentheses and use your own ideas.**

1 If computer chip implants _____ (use) instead of credit cards, _____.

2 If companies _____ (allow) to clone human beings, _____.

3 If the Internet _____ (not / developed), _____.

4 If the electric car _____ (introduce) sooner, _____.

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

be perfectly honest	genetic engineering	hit the nail on the head	little exaggerated
makes two of us	playing with fire	remote surgery	see things differently
still think twice	suddenly goes poof	what do you think	

A: So **(1)** _____ about doctors performing surgery over videoconferencing?

B: They can do that? But why?

A: Well, they say that **(2)** _____ is great when doctors can't physically be present where they're needed for very specialized and complicated operations—for example if they live on the other side of the world.

B: Seriously? It's **(3)** _____, if you ask me. I mean, it can be hard enough to have a simple business meeting through videoconferencing. What about the time lags? Or what if you're in the middle of a critical operation when the Wi-Fi network **(4)** _____?

A: You've **(5)** _____. The stability of Internet connections is one of the main reasons why remote surgery hasn't become more common yet—although, apparently, 5G technology has solved that.

B: Well, I'd **(6)** _____ before trusting a Wi-Fi network with my life, to **(7)** _____.

A: Right—that **(8)** _____!

LESSON 2

1 **Complete the sentences. Use the words in parentheses and the passive voice to express the future, the future as seen from the past, or the future perfect. Some may have more than one correct answer.**

1 Because of an increase in automated jobs, fewer people will be needed (need) by manufacturers in the future.

2 In 1970, a telephone that offered both sound and video was developed. Company executives confidently predicted that 3 million of these Picturephone sets ..... (sell) by 1980. However, the Picturephone was a flop.

3 Before the next big outbreak of disease, we hope that emergency plans ..... (make) and precautions ..... (take) by governments.

4 Experts now say that hydrogen fuel cells ..... (accept) as an alternative source of energy within ten to twenty years.

5 By the time the average person can travel to outer space for recreation, many trips ..... (make) to all the planets in our solar system.

2 **Rewrite the sentences. Change the underlined part of each sentence from the active to passive voice. Include a by phrase if necessary.**

1 Within the next fifty years, scientists will introduce technologies that we can't even imagine now.
Within the next fifty years, technologies that we can't even imagine now will be introduced.

2 By the year 2050, people will have accepted inventions that seem incredible now as a common part of life.

.....

3 I thought an assistant would answer the phone, not the boss.

.....

4 At this time tomorrow, the courier will have delivered the package.

.....

5 Because of its global themes, audiences all over the world are going to appreciate the film.

.....

3 **Make predictions about what will or won't be done in the future. Write your opinions in the passive voice. Use ideas from the box or your own ideas.**

achieve world peace	control the weather	discover new energy sources
establish one international language	increase food production	protect the environment
provide education for all children	reduce costs of medication	

1 In my opinion, the costs of medication won't be reduced for a long time. Drug companies are making too much money, and they have a lot of power.

2 .....

.....

3 .....

.....

4 .....

.....

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

a The world has entered an era characterized by frequent and deadly epidemics.

b Governments worldwide are unprepared to deal with future outbreaks of disease.

c The world's medical industries are not equipped to deal with outbreaks of disease.

Opinion: Are we prepared for the next pandemic?



Many governments have plans in place to deal with pandemics. Yet, when the COVID-19 pandemic started in 2020, such plans did very little to avoid chaotic government responses. So has this recent experience taught us enough to prevent similar crises in the future? Sadly, the experts say, the answer is no.

According to the world's leading disease experts, we have entered an "era of epidemics." The frequency of disease outbreaks is increasing, with more and more new viruses spreading from wild animals to humans. And with an increasingly larger, more connected world population, diseases are able to spread faster and further than ever before. More epidemics and pandemics like Covid are inevitable—yet studies show that governments remain unprepared.

Why are they not better equipped? First, existing pandemic plans often focus on known diseases such as influenza. But as the Covid pandemic showed, the next outbreak might be caused by a whole new pathogen for which we have few or no defenses.

Second, even a perfect plan means nothing if it's not supported by the necessary infrastructure. For example, you need a strong, well-staffed medical industry before a pandemic starts. Yet, according to a recent report on global health security, 70% of the world's countries are not investing enough in medical staff or facilities—including some of the wealthiest countries such as the U.K., where the national healthcare system was under severe strain even before the pandemic hit.

Furthermore, the public must be able to comply with government regulations. In some countries, people found it impossible to follow mandates to self-isolate during the Covid pandemic without paid sick leave and income, food, and housing assistance.

Understandably, such measures require massive amounts of funding. And many governments are less inclined to fund potential risks when they are already facing political, security, and economic threats. The U.S., for example, spends at least twice as much money on its military each year than on public health programs or infectious disease research—which, according to experts, impaired the government's ability to deal with the pandemic in 2020. And although the government has now earmarked tens of billions of dollars toward pandemic preparedness, similar promises after previous pandemics failed to materialize.

Simply having a plan is not enough. Governments need to be able and willing to put those plans into action—and they need to start right now instead of waiting for the next, perhaps even more deadly, pandemic.

2 **Read the article in Exercise 1 again. Complete the sentences with words from the box. There are three extra choices.**

a strong healthcare system	Covid virus	era of epidemics	financial support	governments
influenza virus	medical infrastructure	military infrastructure	political threats	

1 According to the writer, ... are to blame for ineffective reactions to the 2020 pandemic.
2 In an ..... , disease outbreaks happen frequently and spread fast.
3 Existing pandemic plans often assume that the next outbreak will be caused by another ..... .
4 Most of the world's countries are not spending enough on their ..... .
5 Without ..... , even the world's wealthiest countries are unable to deal effectively with pandemics.
6 In some countries, people were given ..... to enable them to stay at home instead of going to work during the Covid pandemic.

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

1 When something is "inevitable," it is ..... .
a certain to happen and impossible to avoid
b likely to happen unless you do something to avoid it
c something you can't prepare for

2 A "pathogen" is ..... .
a a new type of influenza
b a medication used to treat influenza
c something that causes disease in your body

3 When you "comply" with regulations, you ..... .
a agree to do it
b refuse to do it
c get paid to do it

4 If you are not "inclined" to do something, you ..... .
a are likely to do it
b are unlikely to do it
c absolutely refuse to do it

5 To "impair" something means to ..... .
a strengthen or fix something that is broken
b use it effectively and innovatively
c make it not as good as it should be

6 When you've "earmarked" something, you've ..... .
a borrowed it from someone and failed to return it
b used it in a way that is not effective or sensible
c decided to use it for a particular purpose in the future

LESSON 4

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

1 statistic	**a** how often or how fast something happens in a certain period of time
2 rate	**b** a part of the population that is identified as a specific group
3 trend	**c** a number that represents a fact or measurement
4 demographic	**d** a general way something is changing

2 **Complete the sentences with words from the box. There are three extra choices.**

birth	crime	demographic	divorce	fertility	literacy	mortality	statistic	trend

1 Mongolia has one of the highest ..... rates in the world, which means that nearly all its adults are able to read and write.

2 The Solomon Islands has one of the highest ..... rates in the East Asia and Pacific region, with 4.4 births per adult woman in 2019.

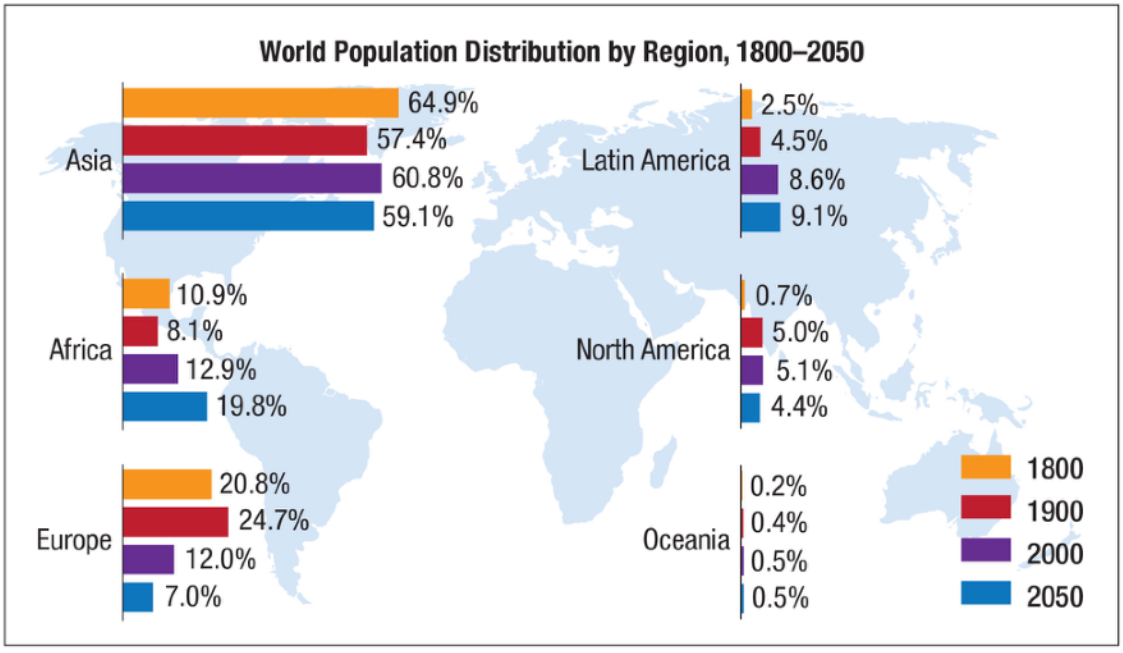
3 The ..... rate in Latin America has decreased significantly over the past 30 years, from an average of 54.8 deaths per 1,000 people in 1990, to 16 in 2020.

4 Different sources often use different methods and numbers to represent facts and measurements, which can make it hard to know whether or not to trust a ..... .

5 With 6.8 births per 1,000 people, Niger has one of the highest ..... rates in sub-Saharan Africa.

6 Because of its high number of births every year, Niger is the country with the youngest ..... . With half of its population under the age of 14, the country is often nicknamed "the youngest country in the world."

3 **Look at the graphs showing world population trends. Then read the statements. Check True or False.**



	True	False
1 The percentage of population increase from 2000 to 2050 is expected to be greater in Africa than the percentage of population increase in Latin America.	☐	☐
2 The largest percentage of the world's population is expected to live in Asia in 2050.	☐	☐
3 Latin America is the only region to show a consistent increase in its percentage of the world's population.	☐	☐
4 North America made the greatest increase in its percentage of the world's population in the last century.	☐	☐

4 What social or demographic changes do you think your country will experience in 2050? What are some possible benefits or consequences?

GRAMMAR EXPANDER

1 Read the sentences. Write A if the sentence is active or P if it is passive. Circle the passive verbs.

..... **1** Laws to protect the environment must be passed by the legislature.

..... **2** If the company's policy isn't working, then the managers should change it.

..... **3** The president was interviewed by a famous reporter whose articles have been published in magazines around the world.

..... **4** Citizens must show identification in order to vote.

..... **5** The party will be attended by government officials and other dignitaries.

2 Complete the sentences. Circle the correct words.

1 My hair (had been cut / had cut) right before that picture (took / was taken).

2 After the apples (pick / are picked), workers (wash / are washed) them in cold water.

3 Managers (have reduced / have been reduced) prices on everything in the store.

4 A number of possible solutions (will be discussed / will discuss) at the conference.

5 Caution (should be taken / should take) when storing household cleaners. Parents (must be kept / must keep) all hazardous materials out of children's reach.

3 Rewrite each sentence in the passive voice. Include a by phrase if necessary.

1 Researchers have conducted numerous studies on the topic.

.....

2 First the chef chops onion, basil, and tomatoes. Then he combines all the ingredients.

.....

3 Patients should take this medication with food to avoid stomach discomfort.

.....

4 Passengers must provide tickets and identification before boarding.

.....

5 Members of the health board, who make sure that restaurants meet state health standards, visited The Good Table Café.

.....

WRITING HANDBOOK

1 **Prepare to write an essay about life in the future. Choose a topic from the box or your own idea. Write a thesis statement.**

Thesis statement:

Possible topics about life in the future:
- New technologies
- New uses for existing technologies
- Future population trends
- The environment
- Your own topic: .....

2 **Write an outline to organize the supporting paragraphs of your essay. Write a topic sentence for each paragraph you plan to write. Follow each topic sentence with a list of supporting examples.**

3 **On a separate sheet of paper, write an essay about the topic you chose in Exercise 1. Follow your outline. Use your thesis statement and topic sentences. Develop your supporting examples. Don't forget to include an introduction and a conclusion. Refer to the Writing Model on Student's Book page 152 as an example.**

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

- ☐ Does my thesis statement clearly state my argument?
- ☐ Does each of my supporting paragraphs have a topic sentence that supports my point of view?
- ☐ Does my conclusion summarize my main points and restate my thesis?

UNIT 10 Global Ties

Preview

1 **Complete the conversations with expressions from the box. There are two extra choices.**

a little out of sorts a fish out of water getting to me get over it
I'm with you put my finger on it What's with pulling my leg

1 **A:** What do you find difficult about learning English, Mei?
B: I'm not sure. It's hard to _____. Maybe it's because English grammar is so different from Chinese.

2 **A:** We missed you in English class yesterday, Toby. I hope you weren't ill.
B: No, I'm fine. I was just feeling _____, so I was avoiding people.

3 **A:** Did you see that Professor Krum's class was filled up already? He's not accepting any more students.
B: You're _____. How did that happen? No one even likes him or his course.

4 **A:** All this political talk on campus has really been _____ lately. It's creating such a negative vibe.
B: I know what you mean. In my country, it's not polite to talk about political matters with strangers.

5 **A:** _____ all the traffic today? Is someone important coming to the university?
B: Um, not that I know of. But you're right, there sure were a lot of cars out. There must be something going on.

6 **A:** I thought you were going to join the debate club. What happened?
B: Well, I showed up at their last meeting, but honestly, I felt like _____. Everyone seemed so much smarter and more talented than me.

2 **Describe how you expect to use English in your life. Where will you speak it? With whom? For what purpose?**



DID YOU KNOW...?
There are 2,700 languages with over 7,000 individual dialects spoken around the world today. It's estimated that nearly half will disappear in the next century as communities abandon native tongues in favor of more widely spoken languages such as Mandarin, English, or Spanish.

LESSON 1

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

.....	**1** put up with	**a**	completely destroy
.....	**2** carry out	**b**	accept without complaining
.....	**3** come up with	**c**	cause to happen
.....	**4** wipe out	**d**	use up; not have any more of
.....	**5** lay off	**e**	to not have; be deprived of
.....	**6** bring about	**f**	think of; produce
.....	**7** come down with	**g**	become sick with
.....	**8** go without	**h**	achieve; accomplish
.....	**9** run out of	**i**	end the employment of workers

2 **Complete the conversations. Circle the correct phrasal verbs.**

1 Debra: Why do you look so worried?

Don: I'm afraid I might be out of work soon. My company is in financial trouble, and I've heard they're going to (put up with / lay off / bring about) some employees next week.

2 Nico: Are you going to eat that hamburger?

Ella: No, I'm a vegetarian.

Nico: I don't understand how you can (go without / carry out / come up with) meat, but I guess that means I can have the last hamburger. Thanks!

3 Yolanda: Did you finish the exam?

Min-jun: Yes. Did you?

Yolanda: No, I (ran out of / came down with / wipe out) time before I got to the last section. I need to work faster next time.

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

childhood malnutrition	don't tell me	makes you feel hopeless	no end in sight
that makes two of us	the ripple effect	To say nothing about	victims of natural disasters
we'd be doing something	What's causing it	You name it	

A: Can you believe what's been happening in Asia?

B: A real environmental and humanitarian crisis. Floods, landslides, hurricanes . . .
(1) ..... .

A: **(2)** ..... ? I mean, these are natural disasters, but why are there so many?

B: Environmentalists say that, because of climate change, we're experiencing more and more extreme weather events. They say there's **(3)** ..... .

A: And there's **(4)** ..... . Food shortages, hunger, starvation . . .

B: **(5)** ..... the displacement of thousands of people!

A: It **(6)** ..... , doesn't it?

B: Actually, not really. There are things we can do to help—like make donations to charities that support **(7)** ..... .

A: I guess you're right. At least **(8)** ..... !

4 **Think about a crisis that is currently in the news. Explain the problem and the effects it is having on the world. Describe how the situation makes you feel and what you could do to help.**

LESSON 2

1 **Complete the conversations. Circle the correct phrases. Some may have more than one correct answer.**

1

Jack: This project isn't coming out the way that I imagined it at all. I think we should **(1)** (start it over / start over it).

Ben: I disagree. People are **(2)** (counting us on / counting on us) to finish it before the deadline. We have a good plan. We just need to **(3)** (carry it out / carry out it).

2

Amy: Have you been to the new Asian fusion restaurant? I'd love to **(4)** (try it out / try out it).

Jason: No, actually I haven't. We could go tonight, but we might have to **(5)** (put up with a crowd / put up a crowd with).

Amy: Hmm. Maybe we should **(6)** (put off our visit / put our visit off). A weeknight might be better.

Jason: Good idea.

3

Iris: You know, I'm really interested in **(7)** (taking up knitting / taking knitting up).

Mary: Really? You should do it. I'm sure you could **(8)** (pick it up / pick up it) easily.

Iris: You're right. I'd better start looking for a place that offers classes. Is there any chance I can **(9)** (talk into you / talk you into) taking them with me?

Mary: Actually, that sounds like fun. Let's do it.

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

1 I hope the company doesn't ..... .
   a lay me off **b** lay off me

2 Please help me figure ..... .
   a it out **b** out it

3 You can always count ..... .
   a Helen on **b** on Helen

4 I tried ..... , and they didn't fit.
   a on them **b** them on

5 I ran ..... downtown today.
   a into your brother **b** your brother into

6 I made so many mistakes. I want to do ..... .
   a over my homework **b** my homework over

7 It may be the most popular sport in the world, but I just don't care ..... .
   a for it **b** it for

8 That would be an improvement, so I hope you can bring ..... .
   a about it **b** it about

3 **Complete the sentences. Use the correct form of the phrasal verb in parentheses + it or them.**

1 It's a complicated plan. Will they be able to ..... ? (carry out)

2 I'm afraid I can't come to dinner tonight because I've got a cold. I just ..... yesterday. (come down with)

3 Those people are so annoying! I don't know how you can ..... . (put up with)

4 There was a false start to the race, with two runners starting too soon, so the officials had to ..... . (start over)

5 The library is holding two books I requested. Can you ..... for me when you go there? (pick up)

6 His favorite T-shirts were full of holes, so he finally ..... . (throw away)

7 Jack and Rose didn't want to go at first, but we ..... coming with us. (talk into)

8 What a clever idea! How did you ..... ? (come up with)

4 **Describe some examples of imports that you regularly enjoy from foreign countries or cultures. Do you believe these imports have had a positive or negative influence on your own culture? Explain.**

LESSON 3

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

..... **1** culture shock

..... **2** homesick

..... **3** overwhelming

..... **4** disorienting

..... **5** to belong

..... **6** to miss

..... **7** to long for



a the feelings of anxiety and confusion that people may have when they spend time in a place with different behaviors, languages, traditions, and customs

b confusing, especially of new surroundings

c to feel sad because one doesn't have something or do something one had or did before

d feeling sad because of being away from home

e to feel happy or comfortable in a place or situation because one has the same interests and ideas as other people

f to want something very much, especially when it seems unlikely to happen soon

g more than one can bear; large enough in size, number, or amount to have a very strong effect

2 **Complete the conversation with words from the box.**

belonged | culture shock | disorienting | homesick | longing for | miss | overwhelming

Jerry: Hey, Clive! Welcome home. How was your trip to South Korea?

Clive: Hi Jerry! Thanks. It was amazing—I loved every moment.

Jerry: Really? You were away for three months! Didn't you **(1)** _____ home?

Clive: I did get a bit **(2)** _____ whenever I thought of my family back home, but most of the time I was just having too much fun to feel sad.

Jerry: But wasn't it a big **(3)** _____? South Korea must be very different from the U.S.!

Clive: Not really. Everyone I met there was extremely friendly and welcoming. It wasn't long before I felt like I **(4)** _____ there!

Jerry: That's good to hear.

Clive: The only thing I found a little bit **(5)** _____ was the fact that Koreans have a different alphabet. I found it confusing at first, but then I discovered that it's actually easy to learn to read Korean.

Jerry: I don't know. I think I would find it very **(6)** _____ to be in a new country for that long. It would all be too much for me.

Clive: You'd be surprised! I used to feel the same way, until I went to South Korea. Now I'm already **(7)** _____ my next adventure!

3 **Read about one person's experience with culture shock.**

I have been a student here in the United States for three years. It's almost time for me to return to my home country, Slovakia. I'm excited but also a little sad. It took me a while, but I've grown to love living here in New York City. It wasn't always that way, however.



When I first arrived, I was a bit overwhelmed. Some things were the same as at home, but so much was different! All the new stuff was fun for me for a while. I loved trying new food, like New York pizza and sushi. Then there were the stores—such huge stores, with so many items. It was overwhelming trying to figure out what to buy, but all the choices were also fascinating. There were also so many people from different cultures and countries. That was very different from my hometown, where it was unusual to see someone from another country. I loved just people-watching.

But after a few weeks, I began feeling more overwhelmed and less enchanted. Having so many people around me all the time started to get on my nerves. It didn't help that my English needed some work; I couldn't always understand what people were saying. And of course, my lack of fluency in English made my classes a little difficult. I was also having a hard time figuring out what kinds of things were OK to talk about and what were not. For example, I learned the hard way that it's not OK to ask someone how much money he or she makes. At home, that wasn't considered rude. And believe it or not, having all those choices when I went shopping started to get annoying, too. I mean, who wants to choose between fifteen different kinds of toothpaste?

I guess I had come down with a case of homesickness. I missed my family, and I missed hanging out with my friends and being able to communicate easily. Speaking of friends, I was having a hard time making any close friends in New York. My difficulty making friends was in part because I hadn't met the right people, and, in addition, I think I was a little withdrawn and depressed.

Finally, though, things started to get better. That was in the spring. I had been here for several months, and my English had improved enough that communicating had become much easier. I made a couple of friends in my classes, and that really helped. One friend was from Japan, and one was actually from New York. She took us to all her favorite places in the city, and I discovered some places of my own, including the Conservatory Gardens in Central Park, which were a perfect place to escape the crowds. But you know what? After a while the crowds didn't bother me like they used to. I guess I had just become part of the crowd myself.

Write the positive and negative things that Jozef experienced in each stage of culture shock.

Stage 1 — honeymoon stage:

Stage 2 — frustration stage:

Stage 3 — depression stage:

Stage 4 — acceptance stage:

4 **What aspects of your culture might cause a visitor to experience culture shock? What advice could you give to help visitors navigate these cultural differences?**

1 **Read the article. What problem is described?** .....

.....

SWEATSHOPS: The Price of Development?

One of the most publicized results of globalization in recent years has been the transfer of well-paid manufacturing jobs from developed countries to less-developed ones, where workers can be paid much less, and goods are significantly cheaper to produce.

Critics of this trend have been vocal. In the developed countries where manufacturing jobs are disappearing, labor protesters claim that the resulting rise in the unemployment rate is hurting the national economy. Critics also point out that when the jobs move to developing countries, the working conditions at many facilities in developing countries are far below the accepted standards in developed countries. At these facilities, commonly known as "sweatshops," employees work long hours, often in dangerous conditions, for low pay. Without government laws against child labor, some workers are as young as five years old.



A typical Western response to sweatshops has been to boycott, or refuse to buy, any imports made under these conditions. Surprisingly, however, opinion polls show that most people in developing countries view these sweatshop jobs positively. Although sweatshop workers in developing nations hope for better wages and working conditions, they don't want consumers in developed nations to protest the situation by refusing to buy the products they make. These boycotts could lead to the closing of factories and employees losing their jobs. Many workers feel that working under these conditions is better than having no job at all.

Moreover, some experts point to statistics showing that sweatshop labor has had a positive economic impact on some developing countries. Average incomes for sweatshop workers are now 5 times what they were less than 20 years ago. The working conditions at some factories have improved, as each company tries to attract the best workers. Decreasing infant mortality rates and rising levels of education are indications of an increased standard of living.

While the pros and cons of sweatshop labor continue to be debated, one fact remains clear—the world economy is rapidly changing into one free-flowing global market. The challenge will be to come up with a way to make globalization work for the benefit of everyone.

2 **Read the article in Exercise 1 again. Then read each statement. Check True or False.**

	True	False
1 The article describes workers moving from developing countries to developed countries in search of jobs.	☐	☐
2 The number of manufacturing jobs in developed countries is rising.	☐	☐
3 Factories with poor working conditions are known as "sweatshops."	☐	☐
4 The article presents arguments both for and against sweatshop labor.	☐	☐
5 Products that are made by low-paid workers are commonly known as "imports."	☐	☐
6 Some workers in developed countries have decided to stop buying products made in sweatshops.	☐	☐
7 Statistics show that wages for sweatshop workers in some countries are rising.	☐	☐
8 Statistics suggest that sweatshop jobs have increased the level of wealth and comfort in some developing countries.	☐	☐
9 The article recommends that the globalization of the world economy be stopped.	☐	☐

3 **Complete the chart. Look at the labels of some things you own. List each item and its country of origin. Then answer the questions.**

Item	Country of origin

1 Do you think it's important to buy products that are made in your own country, rather than goods imported from other countries? Explain.

.....

.....

.....

2 Have you ever participated in a product boycott? Do you think that boycotts can be effective in changing bad company practices? Why or why not?

.....

.....

.....

GRAMMAR EXPANDER

1 **Underline the phrasal verbs in each sentence. Write T if the sentence has a transitive meaning or I if it has an intransitive meaning.**

..... **1** It's a formal event, so everyone should dress up.

..... **2** After hearing the news, the committee called off the celebration.

..... **3** When I think back on those times, they seem like so long ago.

..... **4** The girl grew up in a small fishing village in the north.

..... **5** It's incredibly rude to cut someone off when they're speaking.

..... **6** Please look your essay over before you send it to your teacher.

..... **7** He agreed to go along with the story, but he wasn't happy about it.

2 **Read each sentence. Write T if the sentence has a transitive meaning or I if it has an intransitive meaning. Match each definition with the way the phrasal verb is used in each sentence. Draw a line.**

I **1** You're being ridiculous. Stop carrying on like that!

T **2** We've carried on many of the traditions from when we were children.

..... **3** We blew up balloons to decorate the room for the party.

..... **4** A devoted Tigers fan, John blew up when he heard they had lost the game.

..... **5** I don't want to fight anymore. Let's make up.

..... **6** My grandfather used to make up stories that even the adults loved to hear.

continued

behaving in a silly way

suddenly became very angry

filled with air

end the argument

created

3 **Underline the phrasal verbs in each sentence. Write A if the sentence is active or P if it is passive.**

..... **1** The memo was thrown out because we thought it was trash.

..... **2** Someone used up all the hot water before I could take a shower.

..... **3** The poster had to be done over again because the first one was a disaster.

..... **4** They passed out coupons and prizes at the door.

..... **5** That group of kids always leaves Ginny out when they play games.

..... **6** The passengers on the bus were let off at the corner.

..... **7** The application had been filled out with a blue pen.

WRITING HANDBOOK

1 **Prepare to write a rebuttal to an opinion or point of view that you disagree with.**

Choose a controversial issue in your city or country that you're concerned about. For ideas, consider current news topics; governmental laws and policies; or social, cultural, and economic issues.

First, list the opposing point of view. Then list two or three key aspects of that point of view, with your opposing arguments. Use a separate sheet of paper if you need more space for your notes.

Example:

Opposing point of view: *We should not raise taxes on the wealthy*

Key argument: *If the wealthy pay higher taxes, they will spend less, hurting the economy.*

My rebuttal: *The increase in taxes will not be enough to change spending habits.*

Opposing point of view:

Key argument:

My rebuttal:

2 **Many publications include a special section for letters they receive from their readers. Writing a letter to the editor is one way to express your opinions on issues that concern you. Choose a newspaper or magazine to write to. On a separate sheet of paper, write a letter stating a point of view that you oppose and your rebuttal arguments.**

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

- ☐ Did I summarize the point of view I want to rebut in my introduction?
- ☐ Did I rebut each argument by providing details and examples to support my own?
- ☐ Did I use the expressions and transitions or subordinating conjunctions from Student's Book page 153 to link my ideas clearly?
- ☐ Did I summarize my point of view in my conclusion?