VOCABULARY PRACTICE ▶01-02 Listen. Complete the sentences with the correct form of the words from the box.

dependable	acknowledge	initiative	upbeat
brainstorming	~~skill set~~	collaboration	trait

1. Ana doesn't have the skill set for the position in the São Paulo office. She is honest enough to _____ that she did not read the job description closely. Although she did not get the position, she was _____ .
2. Fatma is a(n) _____ employee, and she takes _____ when it comes to problem solving. Commitment to the company is Fatma's strongest _____.
3. The managers are in a(n) _____ meeting for a new project. They know _____ is important for successful production of their training videos.

NOUN CLAUSES AS SUBJECTS, OBJECTS, AND COMPLEMENTS

A ▶01-03 Listen. Check (✓) the correct answers.

	True	False	Can't say
1. The manager is concerned that Lucas doesn't have enough goals.	☐	☑	☐
2. What is worrying Lena is her upcoming performance review.	☐	☐	☐
3. Omar thinks that he should have gotten a higher rating on his review.	☐	☐	☐
4. Ryan's poor track record is the reason why he won't get the promotion.	☐	☐	☐
5. Trudy isn't interested in what the other speaker is saying.	☐	☐	☐
6. Jamal always does what his manager expects of him.	☐	☐	☐

B Rewrite each pair of sentences as a single sentence with a noun clause. There may be more than one correct answer.

1. This challenge will be difficult. I realize that.
   I realize that this challenge will be difficult.
2. You're a high achiever. We recognize that.
   _____
3. He was promoted to manager. I'm happy about that.
   _____
4. What did she say? It wasn't clear.
   _____
5. How can we improve? We're thinking about that.
   _____
6. We don't have enough time to finish. That's the issue we're facing.
   _____

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VOCABULARY PRACTICE Complete the sentences with the correct form of the words from the box.

the end is in sight	setback	build momentum
for one reason or another	not go (one's) way	temptation
~~take the plunge~~	map out	raise the bar

1. Always be willing to try something new. Go ahead and take the plunge .
2. Don't give up when things _____ . Remember that tomorrow is another day!
3. _____ , you may be unable to meet your goals. If you have a(n) _____ , don't give up.
4. The first week of a 30-day challenge will be hard. But eventually, you'll start to _____ .
5. Once you finish a basic challenge, you should _____ and try something more difficult.
6. It's always important to plan. Be sure to _____ each challenge carefully.
7. With a 30-day challenge, _____ . It doesn't require a lifetime commitment.
8. Don't eat that candy bar. Resist the _____ .

MORE WAYS TO EXPRESS FUTURE TIME

A ▶01-08 Listen. Circle the correct answers.

1. They're on the verge of **completing a project** / **going out to dinner**.
2. He is **about to** / **not about to** start a new 30-day challenge.
3. Her team is bound to **win** / **lose** the competition.
4. His gym membership is **due to** / **bound to** end soon.
5. She is not to **run twice a week** / **eat fast food**.
6. He is **on the brink of ending** / **due to end** the challenge early.
7. She is to **read** / **get outside** more.
8. She is **about to** / **not about to** face some new challenges.

B Rewrite the sentences. Use the verb form or expression in parentheses.

1. You'll see positive results soon.
   (bound to) You're bound to see positive results soon.
2. I'm going to live caffeine-free for the next 30 days.
   (about to) _____
3. He'll finish his challenge very soon.
   (on the verge of) _____
4. We have to submit our reports by the end of the week.
   (be to) _____
5. The new gym equipment arrives this afternoon.
   (due to) _____
6. We're not going to finish this project anytime soon.
   (bound to) _____
7. There's no way I'm giving up chocolate.
   (about to) _____
8. The system updates will not happen for another two weeks.
   (due to) _____

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VOCABULARY PRACTICE Complete the sentences with the correct form of the words from the box.

specialist expertise	norm	crowdsourcing	monumental effort
galvanize	small-scale initiative	innovation	renewable energy
vulnerable	tangible	breakthrough	~~spin-off~~

1. When it comes to sitcoms, spin-offs are never as good as the originals.
2. It's going to take a(n) _____ to protect all of the endangered animals.
3. Her _____ campaign worked great. She was able to fund her entire project.
4. There should be more _____ to help local communities deal with plastic waste.
5. There will one day be a _____ in finding a cure for cancer.
6. Teachers require more _____ than police officers.
7. Protests too often fail to _____ people; they tend to divide people even more.
8. _____ is important for our future. Natural resources are becoming scarce.
9. _____ in artificial intelligence is dangerous for the human race.
10. The government should do more to protect _____ people in society.
11. Children must follow certain behavioral _____ in school.
12. Scientists have discovered _____ evidence that proves climate change is real.

PREPARATORY SUBJECTS: *IT*, *HERE*, AND *THERE*

A ▶01-14 Listen. Write the preparatory subject you hear. Then circle the real subject of the sentence.

	Preparatory subject	Real subject	
1.	there	(a.) breakthroughs	b. cancer research
2.		a. clear	b. that we must take action
3.		a. example	b. crowdsourcing platform
4.		a. firetruck	b. parking lot
5.		a. much time	b. funds
6.		a. new developments	b. challenge

B Rewrite the sentences using a preparatory subject.

1. Solving that problem would require a monumental effort.
   It would require/take a monumental effort to solve that problem.
2. More volunteer opportunities should exist in our community.
   _____
3. I have your application here.
   _____
4. Bringing attention to the issue is important.
   _____
5. The weather has been hot and humid this week.
   _____
6. Finding a specialist was a good idea.
   _____

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VOCABULARY PRACTICE ▶02-02 Listen. Complete the sentences with the correct form of the words from the box.

objectively	drastic	commonplace	misconception	perpetuate
sensationalize	preconceived	generalization	~~absurd~~	

1. Debra and Mateo agree that the stereotype about women is absurd . Debra claims it is _____ for a stereotype to be the result of a(n) _____ .
2. Taka thinks that Gaby should not _____ the recklessness of teen drivers. He says that she is making an unfair _____ about teens as distracted drivers. He thinks Gaby should look at the situation _____ .
3. Sara and Nazir's students come to school with _____ ideas about their classmates. They're worried that their students will _____ stereotypes they've seen in movies. They plan to make _____ changes to help their students.

PASSIVE VOICE: AGENT VERSUS NO AGENT

A ▶02-03 Listen. Write the agent. When the agent is not clear, write *unknown*.

1. Facebook
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

B Change the sentences from active to passive. Use the same verb tense and modal from the original sentence. Omit the *by*-phrase when possible.

1. Someone should have finished the report last week.
   The report should have been finished last week.
2. Peter Merholz first coined the word *blog*.
   _____
3. The police have arrested the suspect.
   _____
4. People often characterize cats as less friendly than dogs.
   _____
5. People have sensationalized that story for the purposes of entertainment.
   _____
6. Why didn't anyone tell me about the meeting?
   _____
7. Dan gave me fl owers for my birthday.
   _____
8. The media sometimes negatively portrays Millennials.
   _____

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VOCABULARY PRACTICE Circle the correct answers.

1. When you have high self-esteem, you feel **ignored** / **successful** / **nervous**.
2. **Camaraderie** / **Alienation** / **Competition** is the result of the bond that people feel toward each other.
3. An example of a cathartic experience is **sleeping** / **studying** / **crying**.
4. Avid fans **are hooked on** / **sometimes like** / **usually avoid** watching their favorite athletes, musicians, or actors perform.
5. The cause of a visceral reaction is **scientific research** / **careful analysis** / **strong emotion**.
6. Scientists have found a correlation between being a fan and being in love. The **similarity** / **difference** / **comparison** is quite amazing.
7. Sports fans often live vicariously. Their excitement comes from their **own experiences** / **favorite athletes** / **love of sports**.
8. Research that provides telling information is **difficult** / **useful** / **time consuming**.
9. After years of **camaraderie** / **alienation** / **competition** from her family, the woman finally reconciled with them.
10. He wanted to get some exercise, so his inclination was to **walk** / **drive** / **take the bus**.

CAUSATIVE VERBS

A ▶02-08 Listen. Circle the correct answers.

1. The stadium doesn't **make** / **let** / **require** people bring food to the games.
2. Her roommate **helped** / **made** / **let** her watch the soccer games.
3. They can **help** / **have** / **let** their neighbor record the game for them.
4. Their manager **lets** / **makes** / **helps** them participate in team-building exercises.
5. The doctor is **helping** / **allowing** / **requiring** Caleb to follow a diet.
6. Amir **had** / **made** / **let** his favorite baseball player sign his ticket.
7. Pete may be able to **get** / **help** / **allow** them in the stadium.
8. The swim team is **required** / **getting** / **allowed** in the pool.

B Write new sentences with the causative verbs in parentheses.

1. The team's social media site is great. It gives fans an opportunity to bond.
   (allow) The team's social media site allows fans the opportunity to bond.
2. The coach is very tough on the players. They even practice on weekends.
   (make) _____
3. I don't have time to write the report. I'll ask Hao to do it.
   (get) _____
4. You can't bring your dog inside that restaurant. They won't allow it.
   (let) _____
5. Identifying with a team is a good way for people to build self-esteem.
   (help) _____
6. Artur doesn't cut the grass. He pays a lawn service to do it.
   (have) _____
7. You can't go on the court right now. There's a practice going on.
   (allow) _____
8. My boss couldn't finish the report. He asked me to finish it for him.
   (require) My boss required me to finish the report. / My boss required me to finish the report for him.

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VOCABULARY PRACTICE Complete the sentences with the correct form of the words from the box.

pay attention to	swayed into believing	prioritize	misinformation	tendency	filter
evolutionary trait	~~plagued with~~	ignorance	exploited by	reinforce	

1. Gross! This house is plagued with cockroaches! Look, there's another one!
2. Not all _____, like having red hair, for example, are necessary for survival.
3. The mayor's _____ about what's causing the rise in crime rates surprises me.
4. I think it's fair to say that politicians have a(n) _____ to lie.
5. _____ how he keeps his head still. That's the key to a good golf swing.
6. The masses are being _____ the wealthy classes. It's time to rise up.
7. His success at diplomacy will _____ his reputation as a great politician.
8. You should _____ your work better. That project isn't due until next week.
9. I usually _____ the comments made on my blog to check that they are not spam.
10. I was s_____ er lies about how she'd been hurt in the past. She made it all up.
11. This article says climate change is all a lie. It's filled with_____ .

ACTIVE VERSUS PASSIVE REPORTING

A ▶02-14 Listen. Circle the sentence that correctly reports the information you hear.

1. a. Specific populations have been reported by scientists to evolve.
   b. Some evolutionary traits have been reported to evolve only within certain populations.
2. a. Politicians are said to have a tendency to use social media.
   b. Social media users in the UK are reported to have a tendency to follow politicians.
3. a. It has been claimed that social media sites are being exploited to spread misinformation.
   b. Social media groups are claimed to be exploiting misinformation.
4. a. Fake news and swaying public opinion have been blamed by social media sites.
   b. Social media sites have been blamed for swaying public opinion with fake news.
5. a. Studies are shown to reinforce people's own beliefs.
   b. Many people are said to consume news that reinforces their beliefs.
6. a. It is expected that officials will plague the project with challenges and delays.
   b. The project is expected to be plagued with challenges and delays.

B Rewrite the sentences using both passive reporting structures: *It* + passive reporting verb + (*that*) clause and subject + passive reporting verb + infinitive.

1. People say that actor has been plagued with bad luck.
   a. It is said that actor has been plagued with bad luck.
   b. That actor is said to have been plagued with bad luck.
2. Experts report that negative news stories are shared most often.
   a. _____
   b. _____
3. They say that young people read most of their news on their phones.
   a. _____
   b. _____
4. Doctors know that fake health news can spread like a virus.
   a. _____
   b. _____

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VOCABULARY PRACTICE ▶03-02 Listen. Complete the sentences with the correct form of the words from the box.

hunch	~~gargantuan~~	fascination	baffling
evidence	enigma	conclusive	trivia

1. Hank says the Great Pyramid is ___gargantuan___ . Al says it's _____ to him how Hank knows so much _____ about the ancient pyramid.
2. Jean talks about her _____ with Khufu, the driving force behind the Great Pyramid. Khufu is a(n) _____ to her. Alicia has a(n) _____ that Jean is going to start reading more about Khufu.
3. The students say there was no _____ information to solve the mysteries of the Great Pyramid for centuries. The first breakthrough occurred with the introduction of a scientific approach to archaeology and the _____ it supplied.

MODALS FOR SPECULATION ABOUT THE PAST

A ▶03-03 Listen. Write the modal and verb you hear. How certain is the speaker? Check (✓) the correct answers.

		50% certain	> 90% certain
1.	might not have ever been	☑	☐
2.		☐	☐
3.		☐	☐
4.		☐	☐
5.		☐	☐
6.		☐	☐

B Rewrite the sentences using a modal for speculation. More than one answer may be possible.

1. According to experts, it's impossible that the Easter Island statues came from a different island.
   According to experts, the Easter Island statues couldn't have come from a different island.
2. Researchers are almost certain that the stones had a religious meaning.
   _____
3. It's possible that the stones were a monument to a tribal leader.
   _____
4. It is almost certain that construction of the pyramids took decades.
   _____
5. Some people believe it's possible that aliens built Stonehenge.
   _____
6. I don't think it's possible that aliens built Stonehenge.
   _____

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VOCABULARY PRACTICE Complete the conversations with the correct form of the words from the box.

a sinking feeling	take (someone's) word for it	mind-blowing	~~skeptical~~	spitting image
the odds	not buy (something)	swear	gag	bogus

1. **Liz:** I'm a(n) skeptical person. I want cold hard facts to back up the information I get. I refuse to _____ .
   Sue: I'll keep that in mind!
2. **Dimas:** You should see the new Earth exhibit at the Space Museum. It is _____ .
   Eva: I saw that exhibit in California just last month. What are _____ ?
3. **Hossam:** Some people believe in the existence of UFOs, but others will simply _____ .
   Bella: I'm one those people. I think reports of UFO sightings are totally _____ .
4. **Pablo:** I always have _____ as soon as a professor announces a test.
   Camila: Professor Thompson's exams aren't difficult, so you can relax. I _____ .
5. **Mom:** OK, you and Jon are twins. You're the _____ of each other. But I'm your mother. Did you really think you could fool me with this prank?
   Joe: Ha ha. I guess not. But it was a funny _____ , right?

MODALS FOR EXPECTATION

A ▶03-08 Listen. Circle the correct statement based on what you hear.

1. a. Ana's sister should have felt a pain in her leg.
   b. Ana's sister wasn't supposed to have known about the accident.
2. a. The man ought to have been in the picture.
   b. The man was supposed to be at the neighbor's house.
3. a. Diego was supposed to go kayaking that day.
   b. The tree should have been hit by lightning.
4. a. Our cat was supposed to have been lost.
   b. Our cat ought to have found its way back to our house.
5. a. Kate is supposed to love ghost towns.
   b. Kate is supposed to be a skeptical person.
6. a. A meteor ought to hit her hometown soon.
   b. A meteor wasn't supposed to fall over her hometown.

B Rewrite the sentences using the words in parentheses.

1. I wasn't expecting anyone to be in the building.
   (supposed to) There wasn't supposed to be anyone in the building.
2. It almost never snows in the summer.
   (should) _____
3. I was expecting the ghost story to be a lot scarier.
   (ought to) _____
4. Please don't touch anything in the museum.
   (supposed to) _____
5. They say that my grandmother was the spitting image of her cousin.
   (supposed to) _____

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VOCABULARY PRACTICE Complete the quotes with the correct form of the words from the box.

armed with	worst-case scenario	reflection	cautionary tale
play up	sanitation	roam the streets	dissolve
thrive	plant	~~perceive~~	

1. "Because there is no sunlight at this depth, it is often ___perceived___ as inhospitable to life, but in fact, the angler fish _____ here."
2. "The substance completely _____ in the liquid after only a few seconds."
3. "The recent rise in crime is a(n) _____ of how violent our society has become."
4. As far as I'm concerned, we have bigger issues than poor _____ . The media tends to _____ this issue just to get higher ratings."
5. "The drama, starring Hana Lee, is a(n) _____ about the dangers of plastic surgery."
6. "He has a three-shot lead going into the final hole. The _____ now is that he'll enter a play-off, but surely he can't lose."
7. "All units, all units: We've received reports of two individuals _____ in the Westlake area. It is not clear whether the individuals are _____ weapons. Over."
8. "In the news tonight, Simone Davies claims her innocence, suggesting that the letters were _____ as a diversion."

PASSIVE MODALS

A ▶03-15 Listen. Write the passive modal that you hear. Circle the agent of the passive modal.

	Passive modal	Agent		
1.	might have been offered	a. Eric	(b.) a social media company	c. unknown
2.		a. the records	b. a fire	c. unknown
3.		a. urban legends	b. anyone	c. unknown
4.		a. consumers	b. car manufacturer	c. unknown
5.		a. Rina	b. a crocodile	c. unknown
6.		a. rats	b. the health department	c. unknown

B Complete the sentences with the active or passive form of the words in parentheses.

1. That story sounds like it ___could have been invented___ by some teenagers. You ___should check___ the source.
   (could + invent) (should + check)
2. The origins of urban legends _____ . By studying urban legends, we _____ insight into our own fears.
   (should + explore) (can + gain)
3. We _____ some big mistakes on our project last week, but I don't think it _____ any differently.
   (may + make) (could + do)
4. The monster story _____ seriously, but a lot of people actually believed it. It _____ just a gag.
   (should + not + take) (supposed to + be)

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VOCABULARY PRACTICE ▶04-02 Listen. Complete the sentences with the correct form of the words from the box.

commercial value	~~tagging~~	covert	commentary
provoke	vandalism	phenomenal	

1. Rina tells Ben that _____tagging_____ is a graffiti signature. She says it doesn't have the same level of social _____ as a mural might.
2. Diego says there's _____ to graffiti these days. However, it's still considered _____in many places, and as a result, this style of street art is _____ .
3. Elena and Liz talk about various forms of street art. For example, flash mobs had _____ popularity several years ago. People were able to capture the public's attention and _____discussion.

SUBSTITUTION WITH *SO* AND *NOT*

A ▶04-03 Listen. Which clause or phrase is substituted? Circle the correct answers.

1. *if not* =
   a. if you haven't seen the mural
   b. if the kids hadn't painted the building
2. *if so* =
   a. if you have other plans
   b. if you like street art
3. *by doing so* =
   a. attracting tourists and making the area beautiful
   b. working in cooperation with street artists to create murals
4. *did so* =
   a. had his own work shredded
   b. turned the auction into a work of art
5. *says so* =
   a. says that it's art
   b. says that it's a room full of balloons
6. *hope not* =
   a. hope the kids didn't say that
   b. hope the school wasn't vandalized

B Part I. Rewrite the conditional sentence. Substitute the repeated information with *so, not,* or *do so.*

1. Does Jack like art? If he likes art, he should go to the auction with us.
   If so, he should go to the auction with us.
2. Do we still need these documents? If we don't need these documents, could you shred them?
   _____
3. Please let me know if I can help you out. I'm happy to help out.
   _____

Part II. Combine the sentences using *but*. In the second clause, substitute the repeated information with *so* or *not.*

4. I'm not sure everyone will attend the meeting. I expect they will attend the meeting.
   I'm not sure everyone will attend the meeting, but I expect so.
5. They might paint over the mural. I hope they don't paint over the mural.
   _____
6. People think his mural is a great work of art. I don't think it's a great work of art.
   _____

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VOCABULARY PRACTICE Complete the conversations with the correct form of the words from the box.

endeavor	concept	blur	evoke	utilize
~~algorithm~~	depiction	emulate	compile	

1. A: What is a(n) algorithm ?
   B: It's what computer programmers _____ as the basis of artificial intelligence.
2. A: Robots are not human, but they can learn to _____ certain human behavior.
   B: That's a(n) _____ that I can't begin to understand.
3. A: I have to stop driving. My vision is beginning to _____ .
   B: Pull over in this rest area. I can drive.
4. A: Listen to this book review. The _____ of family relationships in the novel is perfect. The storyline _____ true feelings of warmth and tenderness.
   B: Can you lend me that book when you finish reading it?
5. A: An important medical discovery was announced today. It was an expensive _____ , and it took years for researchers _____ all the data.
   to B: I'm all ears. Can you tell me more?

PHRASAL VERBS

A ▶04-08 Listen. Write the phrasal verb you hear. Does it have a direct object? If so, is it separated or not separated? Check (✓) the correct answers.

	Phrasal verb	No object	Separated by object	Not separated by object
1.	catch on	✓	☐	☐
2.		☐	☐	☐
3.		☐	☐	☐
4.		☐	☐	☐
5.		☐	☐	☐
6.		☐	☐	☐

B Rewrite the sentences. Change the direct object to a pronoun (*it* or *them*).

1. Flavio is going to check out the new art exhibit.
   Flavio is going to check it out.
2. Why hasn't this issue been brought up yet?
   _____
3. We have to crank these reports out before 5:00.
   _____
4. Can you weed out some of these applications?
   _____
5. Is the algorithm written down somewhere?
   _____
6. Do you think machines will take over the art world?
   _____

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VOCABULARY PRACTICE Complete the sentences with the correct form of the words from the box.

out of (your) comfort zone	empathy	mindset	checks all the boxes	conscious effort
~~daunting experience~~	on the spot	impartial	face (your) fears	

1. Presenting in front of so many people at the conference was a really daunting experience .
2. What are you so afraid of? It's only bungee jumping. It's time to _____ .
3. She's the perfect partner. She's caring, funny, and independent. She _____ .
4. You need to change your _____ if you want to succeed in this role.
5. I couldn't connect with the characters in the book. I had no _____ for them.
6. We shouldn't judge Fiona's new boyfriend until we get to know him. Let's stay _____ .
7. She was late again! She needs to make a(n) _____ to get to work on time.
8. It's time for a challenge. I'm going to step _____ and move into management.
9. I can't give you a decision _____ . I'll have to think about it.

PAST PERFECT AND PAST PERFECT CONTINUOUS WITH THE SIMPLE PAST

A ▶04-14 Listen. Check (✓) the correct answers.

	True	False	Can't say
1. They had been looking for a way to improve team-building when Jackson suggested an improv class.	✓	☐	☐
2. Kara had been drinking coffee when Sam called her.	☐	☐	☐
3. Gavin hadn't taught improv classes until he started working in sales.	☐	☐	☐
4. Amira had been studying French because she was planning a trip to Africa.	☐	☐	☐
5. Chris lost his job because he hadn't taken it seriously.	☐	☐	☐
6. The speaker had lost his favorite jacket years before he finally found it.	☐	☐	☐

B Complete the sentences with the simple past, past perfect, or past perfect continuous form of the verbs in parentheses.

1. We had been waiting (wait) for Ahmed for hours, so we were relieved when he finally showed up (show up) .
2. By the time we _____ (make) it to the show, it _____ (already, begin) .
3. Vinod _____ (work) on a documentary film when he first _____ (meet) his wife.
4. Everyone _____ (go) home by the time we _____ (arrive) .
5. The improv show _____ (be) a lot more fun than I _____ (expect)
6. I _____ (not, hear) of that comedy group until you _____ (tell) me about them.

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VOCABULARY PRACTICE ▶05-02 Listen. Complete the sentences with the correct form of the words from the box.

diplomatic	~~harsh~~	word	ultimatum
wording	wishy-washy	jargon	ambiguous

1. Peter's tone is a little too harsh . His co-worker suggests that he be more _____ . He is worried that he will sound _____ , but his co-worker assures him that his _____ is completely clear. It is not at all _____ .
2. The email sounds like a(n) _____ .
3. The instructions are difficult to understand because they are full of _____ . The customer wishes they would _____ things in plain English.

THE SUBJUNCTIVE

A ▶05-03 Listen. Circle the sentence that correctly restates the information you hear.

1. a. I recommend you arrive on time to hear the keynote speaker.
   b. I recommend you attend the conference tomorrow.
2. a. Margo requested that she work next door.
   b. Margo asked that we not make so much noise.
3. a. It's important that you not park in that lot.
   b. It's not necessary that you park in that lot.
4. a. I suggest that you submit this report to our manager.
   b. Our manager insists we not submit reports before she reviews them.
5. a. Do you advise the article be sent to the editor?
   b. Is it important that the article be sent today?
6. a. How often do you recommend I change the password?
   b. Is it urgent that the password be changed right away?

B Combine the sentences using the subjunctive.

1. We need to finish this project on time. It's critical.
   It's critical that we finish this project on time.
2. You must wear your ID badge at all times. It's essential.
   _____
3. Please don't share this information with anyone. That's my request.
   _____
4. It's not a good idea to use a lot of jargon in your message. I don't recommend it.
   _____
5. You shouldn't be wishy-washy about your decisions. That's my suggestion.
   _____
6. He needs to tell the truth. It's crucial.
   _____
7. We need to schedule a meeting for next week. It's important.
   _____
8. Why are you rewriting the report? Did your manager insist on it?
   _____

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VOCABULARY PRACTICE Complete the sentences with the correct form of the words from the box.

neglected	reflective	cultural gap	fill the silence
explicit	utterance	~~unsettled~~	counterpart

1. I am unsettled by conflict of any kind.
2. We don't understand each other very well because of the _____ between us.
3. He is the director for the Middle East. His _____ for North America is Joe Smith.
4. When Americans talk, there is usually only a second between _____ .
5. I don't like being alone. I usually turn on the TV or listen to music to _____ .
6. He is usually _____ rather than reactive. He thinks carefully before he does something.
7. _____ children whose parents don't pay enough attention to them sometimes grow up to be criminals.
8. Please be _____ . If you don't tell me exactly what you need, I can't help you.

EMBEDDED *YES/NO* QUESTIONS

A ▶05-08 Listen. Circle the best response to the question you hear.

1. I'm not sure if **that's enough time or not** / **the deadline is in two weeks**.
2. I have no idea if **he seems unsettled** / **he's upset**.
3. I'm not 100% sure if **it's a holiday** / **the bank is closed**.
4. I've never met your audience, so I can't tell if **the instructions are clear enough** / **these are the instructions**.
5. I can't decide whether **I like it** / **it's culturally sensitive** or not. Let's ask our counterparts.
6. It's hard to say whether or not **we're merging with another company** / **there will be cultural gaps**.

B Rewrite the sentences as embedded *yes/no* questions. There is more than one correct answer.

Part I. Begin each sentence with *I don't know…*

1. Did they ever get our message?
   I don't know if they ever got our message.
2. Is the latest report ready?
   _____
3. Has the meeting started?
   _____
4. Will we be meeting our North American counterparts?
   _____

Part II. End each sentence with *is another question.*

5. Can we solve this problem?
   Whether or not we can solve this problem is another question.
6. Is it possible to translate silence?
   _____
7. Could this report cause cultural misunderstandings?
   _____

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VOCABULARY PRACTICE Complete the sentences with the correct form of the words from the box.

cringeworthy	phenomenon	~~abbreviation~~	emoji	rebel	the status quo
no hard and fast rules	concise	downside	vulgar	hinder	solidarity

1. English addresses can be so confusing. They're full of abbreviations .
2. I thought her talk was really well-delivered. It was _____ and to the point.
3. One _____ to living in the city is the high pollution levels.
4. The students wore their own clothes to school today to _____ against the new school uniform policy.
5. Some of the singers on this TV talent show are terrible. Their performances are so _____ !
6. There are _____ about the dress code, but most people dress business-casual.
7. Members of the public joined the miners in _____ on their march for better working conditions.
8. The engine problems really _____ his progress, but he still finished in the top three.
9. It's crazy that the idea of equal pay for women in sports is only a recent _____ .
10. I hate it when someone sends a text message with lots of abbreviations and _____ .
11. I can't believe how she talks to her parents. She must have picked up some of that _____ language at school.
12. I don't think real change can occur in this country because the current government is only interested in maintaining _____ .

EMBEDDED *WH-* QUESTIONS

A ▶05-14 Listen. Circle the direct question equivalent of the embedded question you hear.

1. a. Why do we have so many emojis?
   b. Why do people use emojis?
2. a. What does this word mean?
   b. How do you know this word?
3. a. Are you sure about this expression?
   b. How can I use this expression correctly?
4. a. How do you know about slang at work?
   b. When should I use slang in messages?
5. a. What do you know about this word?
   b. Why do people think that word is humorous?
6. a. Why is this phrase confusing?
   b. How can I reword this phrase?

B Combine the sentences using an embedded *Wh-* question. Use an infinitive clause if the question contains *can* or *should*.

1. What's the downside? I'm not sure.
   I'm not sure what the downside is.
2. Why do so many new words emerge on the internet? I've always wondered.
   _____
3. What does this emoji mean? It's anyone's guess.
   _____
4. How can we make this paragraph more concise? I have no idea.
   _____
5. When should I begin the next project? I'm not sure.
   _____
6. Why did you change the wording in this document? I don't understand.
   _____

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VOCABULARY PRACTICE ▶06-02 Listen. Complete the sentences with the correct form of the words from the box.

~~charge~~	misappropriation of funds	scandal	internal audit
bribe	trace	inexcusable	

1. They're going to _____charge_____ the mayor with bribery. They say he tried to _____ a police officer. He was also involved in another _____ earlier in the year.
2. The director has been charged with _____ . He promised to get rid of corruption at the museum, but a(n) _____ showed that he is most likely guilty of the crime. They were able to _____ the money back to him. His behavior is _____ .

RESTRICTIVE AND NON-RESTRICTIVE RELATIVE CLAUSES

A ▶06-03 Listen. Circle the relative clause you hear. Is it restrictive or non-restrictive? Check (✓) the correct answers.

	Relative clause	Restrictive	Non-restrictive
1.	a. that is an intentional misappropriation of funds (b.) that a person has been trusted to handle appropriately	✓	☐
2.	a. that get brought to court b. that involve the theft of government funds	☐	☐
3.	a. which tipped off law enforcement b. which led to a full investigation	☐	☐
4.	a. who finally solved the crime b. who is the detective	☐	☐
5.	a. who was the lead investigator b. who traced over ten years of financial transactions	☐	☐
6.	a. which is caught up in a corruption scandal b. which has slowed down progress on all projects	☐	☐

B Combine the two sentences using the second sentence as a relative clause. Separate non-restrictive relative clauses with commas.

1. An executive resigned yesterday. He was involved in the corruption scandal.
   An executive who was involved in the corruption scandal resigned yesterday.
2. Investigators combed through the company's financial records. It held clues to the crime.
   _____
3. Asep is the one. He'll conduct our internal audit.
   _____
4. The scandal destroyed the company's reputation. That was unfortunate.
   _____
5. He was accused of bribery. Bribery is a serious crime.
   _____
6. Mateo's wife wrote a book about corporate crime. She is a psychologist.
   _____

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VOCABULARY PRACTICE Complete the sentences with the correct form of the words from the box.

random	eligible	have a say	~~restore~~	campaign	diversity
lobbyist	naïve	susceptible	on hold	employable	

1. After all the bad publicity, we need to _____restore_____ people's trust in our company.
2. We couldn't choose our rooms. They were assigned at _____ .
3. I may not have a lot of experience, but I'm not _____ . I have a good idea of what's going on.
4. After the senator talked to a(n) _____ , he changed his vote on an important law.
5. People without a degree are generally less _____ than those who have one.
6. I was planning to go to university next year, but I've put my plans _____ until I can save more money.
7. She has already made up her mind. I don't think she's _____ to persuasion, no matter how good your arguments are.
8. Her _____ for governor ended when it was discovered that she had bribed a government official.
9. In my small hometown, there is not much political _____ . Most people vote the same way.
10. People who work for the company are not _____ to win a prize in the contest.
11. I'm sorry to interrupt, but you've been talking a while and I'd like to _____ .

RELATIVE CLAUSES AFTER PREPOSITIONS AND QUANTITY EXPRESSIONS

A ▶06-08 Listen. Circle the correct answers.

1. The campaign **highlights** / **doesn't highlight** diversity issues.
2. **Some** / **All** voting machines may be susceptible to fraudulent activity.
3. None of the **sales reps** / **executives** had a say.
4. Many of the **lobbyists** / **police officers** were accused of bribery.
5. **Job postings** / **Diversity statements** have become common these days.
6. The speaker discussed ways to **reduce** / **expose** corruption.

B Combine the two sentences. Make the second sentence a relative clause. There may be more than one correct answer.

1. I watched two new documentaries. Neither of them was very interesting.
   I watched two new documentaries, neither of which was very interesting.
2. Alma has two brothers. Both of them are politicians.
   _____
3. The conference room is not available today. We usually meet in that conference room.
   _____
4. Everyone applauded Demba's presentation on diversity. He won an award for his presentation.
   _____
5. We avoid conducting random surveys. Many of them are a waste of time.
   _____
6. I'm reading an article about voter fraud. Occurrences of voter fraud are rare.
   _____

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VOCABULARY PRACTICE Complete the sentences with the correct form of the words from the box.

~~ubiquitous~~	coercion	adulation	idolize	barrier	liberating
ambivalent	dynamic	diminish	condemnation	aspire to	conformity

1. Avoid the tourist attractions unless you want to be held up by ubiquitous tour groups.
2. I don't think it's healthy to _____ celebrities, especially pop stars. Why do you have so much _____ for people who are that fake?
3. He used _____ to force them into signing the agreement. They felt manipulated.
4. The _____ between my partner and me has changed a lot since we became parents.
5. His parents strongly urged him to apply for college, but he was _____ about it.
6. Sales at the fast-food chain _____ after the health scare.
7. The judge's _____ of the criminals' actions was very strong.
8. Camila found it _____ to finally be done with exams.
9. She hid her feelings because she had been hurt in the past. She put up a(n) _____ .
10. You should break away from _____ and do your own thing.
11. She has _____ be a doctor since she was a little girl.

REDUCING RELATIVE CLAUSES TO PHRASES

A ▶06-14 Listen. Circle the correct meaning for each sentence you hear. Both answers may be correct.

1. (a.) Harvard researchers conducted an experiment.
   (b.) The experiment was inconclusive.
2. a. Elena Lopez is the director of marketing.
   b. The sales team will deliver a presentation.
3. a. The talk will end early.
   b. People who do not want to attend the talk can leave early.
4. a. Some team members were ambivalent.
   b. Some team members were enthusiastic.
5. a. The study was designed to demonstrate the power of conformity.
   b. The participants designed the study.
6. a. The report contained mistakes.
   b. Dominic is responsible for the mistakes.

B Rewrite the sentences. Change the relative clauses to adjective phrases.

1. Those who show empathy towards others are more likely to become successful.
   Those showing empathy towards others are more likely to become successful.
2. He enjoyed a successful career that spanned four decades.
   _____
3. I spoke with the woman who sat next to me at the conference.
   _____
4. The books that are on my desk belong to Martin.
   _____
5. We should avoid aggression, which is a barrier to communication.
   _____
6. We can share resources that are ubiquitous.
   _____

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VOCABULARY PRACTICE ▶07-02 Listen. Complete the sentences with the correct form of the words from the box.

~~talk (someone) into~~	dissuade	reconsider	top-notch
twist (someone's) arm	assure	make up (one's) mind	sweeten the pot

1. He tried to talk her into working for them, but was not successful. He even offered to _____ to help her to _____, but she had already decided. He couldn't _____. It's too bad because she was a _____ candidate.
2. At first, Yu was determined to apply to just one college. However, when they _____ him that they would pay the extra application fees, he _____. In the end, they managed to _____ him from applying to just one college.

NEGATIVE GERUNDS AND INFINITIVES

A ▶07-03 Listen. Circle the negative form that you hear. Then check (✓) the correct answers.

Negative form		True	False
1. **working** / **seeing**	The speaker didn't like being far apart from family.	☑	☐
2. **listening** / **being**	The speaker recommends not twisting a client's arm.	☐	☐
3. **to make up** / **to rush**	The speaker suggests not waiting before making a decision.	☐	☐
4. **to reconsider** / **to find**	The speaker thinks the listener can find a better price.	☐	☐
5. **to pressure** / **to start**	The speaker wants to pressure the listener.	☐	☐
6. **returning** / **turning back**	Customers have a limited time in which they can return a car to that dealership.	☐	☐

B Combine each pair of sentences with a negative gerund or infinitive form of the underlined verb.

1. I don't have enough time. That is my biggest problem.
   Not having enough time is my biggest problem.
2. She's made up her mind. She will not buy a new house this year.
   _____
3. I didn't accept the job offer. I regret that now.
   _____
4. It's possible that we won't finish the project on time. We're worried about that.
   _____
5. You don't have to negotiate. Have you considered that?
   _____
6. I don't want to twist your arm. But I hope you'll reconsider my offer.
   _____

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VOCABULARY PRACTICE Complete the sentences with the correct form of the words from the box.

let (someone) down easy	tons	~~figure~~	get back at (someone)
shoot (someone) a text	the perils of	romantic	dump
smash	hang out with	go for it	hideous

1. The trip is ten days long, so I figure I'll need to bring a good amount of a money.
2. He made me wait for an hour yesterday, so I'm going to _____ and make him wait for me today.
3. I am so angry right now that I want to _____ all the plates in the kitchen.
4. Last night we had a _____ dinner at a nice restaurant–just the two of us, no kids.
5. That sweater is _____ . I don't think I've ever seen an uglier piece of clothing!
6. If you really want to study art, you should _____ . Don't let anyone talk you out of it.
7. Please, take some fresh tomatoes. I have _____ of them in my garden this year.
8. If you're bored, why don't you go _____ your friends?
9. She's decided to _____ her boyfriend. He's too needy.
10. When you get home, _____so that I know you made it safely.
11. I really like him but just as a friend. I want to le _____ .
12. You're going to ruin your eyesight using that computer. Hasn't your doctor explained _____ too much screen time?

PERFECT GERUNDS AND INFINITIVES

A ▶07-08 Listen. Circle the correct answers.

1. Eric is believed **to have upset** / **to be talking to** Min-ji.
2. Rita would prefer **to stay** / **to have stayed** home.
3. Jessica doesn't regret **having hurt Tim's feelings** / **having dated Tim**.
4. Omar resents **having been dumped by** / **having dumped** Heidi.
5. Sara would like **to travel** / **to have traveled** more in her university years.
6. Caleb is the third person **to have fired someone** / **to have been fired** this week.

B Complete the second sentence so that it has the same meaning as the first sentence. Use a perfect form of a gerund or infinitive.

1. She wishes she hadn't returned his call.
   She regrets having returned his call .
2. I think they were having a good time.
   They seemed _____ .
3. He told us that he didn't smash his phone in anger.
   He denied _____ .
4. He's angry because he was dumped.
   He's upset about _____ .
5. We were invited to the wedding.
   We were delighted _____ .
6. She broke up with him over the phone.
   It was wrong for her _____ .

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VOCABULARY PRACTICE Complete the sentences with the correct form of the words from the box.

innovation	~~stifle~~	clout	manipulative	distribute	start-up
harvest	monopolize	deter	exert	breach	patent

1. I wish we had more freedom at school. The curriculum _____stifles_____ my creativity.
2. I didn't think his idea would take off, but he received _____ for it.
3. The company was investigated after it allowed a third-party agency to _____ the data of thousands of users.
4. His political campaign was helped by the _____ of major investors from the oil industry.
5. He _____ the terms of his bail, so he must return to prison.
6. The promotional leaflets were _____ across the whole neighborhood.
7. Chatbots are one of the most important technological _____ in the last decade.
8. The smoking area outside the entrance of the restaurant seems to _____ potential customers.
9. He made her feel guilty for problems in their relationship. He was very _____ .
10. The players _____ their power by calling for the coach to be fired.
11. He got a business loan in order to establish his own tech _____ .
12. If those two companies are allowed to merge, they will _____ the entire industry.

REPORTED SPEECH

A ▶07-15 Listen. Then circle the correct answers.

1. She said that monopolies **could** / **might** raise prices.
2. He said that less competition **meant / might mean** less innovation and job growth.
3. She argued that the job market **hadn't / shouldn't have** grown much in certain fields the previous year.
4. He claimed that some companies **could / would** become monopolies without government intervention.
5. She wondered why the government **didn't take / hadn't taken** action to stop a monopoly.
6. He explained that sometimes monopolies **were** / **would be** a necessity.

B Change the quotes to reported speech.

1. She told me, "I have to work this afternoon."
   She said that she had to work that afternoon.
2. He said, "I don't want to shop at this giant retailer."
   _____
3. He said, "I'll bring the report tomorrow."
   _____
4. She told me, "I can finish it today."
   _____
5. She said, "I'll meet you here at two o'clock this afternoon."
   _____
6. He asked, "Why is this issue important?"
   _____

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VOCABULARY PRACTICE ▶08-02 Listen. Complete the sentences with the correct form of the words from the box.

break the ice	fall flat	sarcastic	one-liner
punchline	~~crack up~~	hilarious	in hysterics

1. The woman always cracks up at the comedian's shows. The jokes are _____ . By the end of the show, the whole audience is _____ .
2. The man can never remember the _____ . The woman's jokes always _____ .
3. They don't appreciate Ming's humor because he is often _____ .
4. The man wants to know what the woman does to _____ on the first day of class.
5. Heidi is good at coming up with _____ .

REDUCED ADVERB TIME CLAUSES

A ▶08-03 Listen. Check (✓) the correct answers.

	True	False	Can't say
1. Upon hearing the joke, everyone on the team cracked up.	☐	☑	☐
2. Hiro was laughing while telling a joke.	☐	☐	☐
3. The speakers feel entertained upon hearing Kevin's jokes.	☐	☐	☐
4. Mona laughs only when relaxed and in the company of good friends.	☐	☐	☐
5. Andre wants to read a review before going to the comedy show.	☐	☐	☐
6. Claire uses a lot of sarcasm when telling jokes.	☐	☐	☐

B Rewrite the sentences. Reduce the adverb clause to a phrase. If it is not possible to reduce the clause, write *not possible*.

1. When you're teaching a class, use humor to break the ice.
   When teaching a class, use humor to break the ice.
2. Before I started the presentation, I tried to joke around.
   _____
3. When the show started, someone's cell phone rang.
   _____
4. As I was driving to work, I heard a great podcast.
   _____
5. We can't complete this project until we are given instructions.
   _____
6. We felt inspired after we attended the conference in Bolivia.
   _____

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VOCABULARY PRACTICE Complete the sentences with the correct form of the words from the box.

evolutionary	species	bonding	territory	exclude
~~alleviate~~	dominate	tickle	mammal	

1. To alleviate stress, I usually listen to music or watch TV. It helps me relax.
2. My older sister loves to _____ me to make me laugh.
3. Boys, let your sister play, too. Don't _____ her.
4. We have two _____ of fish in our fish tank: angel fish and goldfish.
5. Due to _____ changes, dogs and wolves are now two different species.
6. Teachers often start class with a fun activity to encourage _____ among the students.
7. Don't go inside the fence or the dog will bite you. That's his _____ .
8. He is a large-animal veterinarian. He only treats _____ , not birds or snakes.
9. You need to let other students talk. You cannot always _____ the discussion.

CAUSE AND EFFECT IN PARTICIPIAL PHRASES

A ▶08-08 Listen. Circle the sentence that has the same meaning as what you hear.

1. (a.) Wanting to be heard, Flora spoke in a loud, clear voice.
   b. Trying to be polite, Flora cleared her throat.
2. a. Shrugging, Ava gave the best answer she could think of.
   b. Not knowing the answer, Ava shrugged and shook her head.
3. a. Having put the design project on hold, we met our deadline.
   b. Given that our deadline is two days away, we should make the presentation our priority.
4. a. I've forgotten my classmate's name since running into him at a conference last week.
   b. Having forgotten my classmate's name, I felt embarrassed.
5. a. Having broken his arm, Taka is writing with his left hand.
   b. Given that Taka's note is really hard to read, I'm going to call him.
6. a. Unable to attend the meeting, Hana asked us to record it.
   b. Having recorded the meeting, Hana doesn't need to attend.

B Rewrite the sentences with participial phrases.

1. Because I realized how unprepared I was, I began to panic.
   Having realized how unprepared I was, I began to panic.
2. Because we always have meetings on Fridays, we shouldn't schedule anything else that day.
   _____
3. Because he realized that no one was listening to him, Ming stopped talking.
   _____
4. Because Nida didn't want to hurt our feelings, she laughed at all our jokes.
   _____
5. Since we were exhausted from a long day at work, we didn't go out last night.
   _____
6. Since I hadn't gone to the comedy show with everyone, I felt excluded.
   _____

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VOCABULARY PRACTICE Complete the sentences with the correct form of the words from the box.

wish the ground would swallow (you) up	personalize	anecdote	current affairs
tailor	fit	~~vice versa~~	signpost
hook	antiquated		

1. I can't stand to be in a room more than five minutes with her, and ___vice-versa___ !
2. I like hearing his _____ . It's just, well, they're supposed to be short.
3. You need to _____ the talk more. The main points aren't clear.
4. These tour companies help you _____ your trip to your own interests.
5. Her stand-up show was hilarious! She had us in _____ of laughter!
6. I usually do everything online. Paper forms are just _____ these days.
7. I buy newspapers to keep up with _____ .
8. The opening paragraph of the book describes a mysterious murder. It's a great _____ .
9. So I bent down to touch my toes, and my pants suddenly ripped right down the middle. It was so embarrassing! I _____
10. You can _____ the settings on your desktop and add your own background photo.

PARTICIPIAL ADJECTIVES AND NOUNS AS ADJECTIVES

A ▶08-15 Listen. Circle the noun as adjective and participial adjective in each sentence.

	Noun as adjective	Participial adjective
1.	**lawyer** / **joke**	**tired** / **hearing**
2.	**birthday** / **toy**	**looking** / **personalized**
3.	**history** / **class**	**trying** / **opening**
4.	**Korean** / **restaurant**	**dropped** / **embarrassing**
5.	**anecdote** / **life**	**amusing** / **distracted**
6.	**paper** / **document**	**antiquated** / **digitized**

B Complete the sentences with the words in parentheses. Change the verbs to participial adjectives and use the nouns as adjectives.

1. I was really ___embarrassed___ when I tripped and fell at a(n) ___job___ interview. It was one of the most ___embarrassing___ moments of my life. (job, embarrass, embarrass)
2. I saw a very _____ comedy show last night. It involved a lot of _____ participation. (audience, entertain)
3. It's _____ to call that movie a(n) _____ . It wasn't funny at all. Actually, it was pretty _____ . (comedy, depress, mislead)
4. Did you watch the _____ game last night? It wasn't a very _____ match. I was so _____that I fell asleep before it ended. (bore, excite, soccer)
5. We went on a(n) _____ tour of the Grand Canyon. The _____ guide was very funny, and at the end of the day, we saw an awe-_____ sunset. (inspire, personalize, tour)

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VOCABULARY PRACTICE ▶09-02 Listen. Complete the sentences with the correct form of the words from the box.

come down on	~~single (someone) out~~	lay into	let bygones be bygones
point the finger at	be in the wrong	be short with	

1. The man was upset because his boss singled him out even though he was not the only one at fault. He didn't say anything though because he didn't want to _____ others. He just wishes his boss hadn't _____ him in front of everyone.
2. The girl thinks her father treats her unfairly. He _____ her all the time, but he never yells at her brother. When she tries to talk to her father about it, he _____ her. Her friend suggests that she speak honestly to her father, and perhaps he will see that he _____ . Then they can both _____ .

IMPLIED CONDITIONALS

A ▶09-03 Listen. What is the condition of the sentence? Circle the correct answers.

1. a. If the manager hadn't singled Taka out,
   b. If Taka hadn't done something wrong,
2. a. If I got on her nerves,
   b. If she didn't complain about everything,
3. a. If we made things easier,
   b. If he listened to us,
4. a. If they got along for more than five minutes,
   b. If they argued again,
5. a. If Kim hadn't intervened,
   b. If Kim had intervened sooner,
6. a. If we weren't at odds with him,
   b. If he had talked to us instead of our manager,

B Rewrite the conditional sentences using the words in parentheses.

1. If he hadn't been so short with me, I would have helped him out.
   (otherwise) He was short with me. Otherwise, I would have helped him out.
2. We would put the two brothers on the same team if they weren't always at odds with each other.
   (but) _____
3. If it hadn't been for your help, I would never have solved the problem.
   (without) _____
4. If you had called me, I would have answered.
   (Why didn't you) _____
5. If she had wanted to patch things up, we would still be friends today.
   (or else) _____
6. If he would apologize for the mistake, I could let bygones be bygones.
   (I wish) _____

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VOCABULARY PRACTICE Complete the sentences with the correct form of the words from the box.

intervention	down-to-earth	de-escalate	~~absorb~~	cool off
at hand	minimize	trivial	self-talk	food for thought

1. When I'm learning a new language, it takes time for me to use new vocabulary. I need time to _____absorb_____ the lesson before I speak.
2. Don't waste your time on such a(n) _____ matter. It's not even worth discussing.
3. Please don't _____ my problems. I know they may not seem like a big deal to you, but they are very important to me.
4. She definitely gave me some _____ . I'm going to think seriously about what she said.
5. Using _____ is a great way to build up your confidence. Look in the mirror and tell yourself that you can do whatever you set your mind to.
6. He and his boss were having trouble communicating, so he requested a(n) _____ from the human resources department.
7. If someone yells at you, you should try to _____ the situation by maintaining a calm, neutral tone of voice and not yell back.
8. I love this website because it contains so many _____ suggestions about how to simplify your life.
9. After their argument, they decided to spend time apart so they could both _____ .
10. I'm sorry, but I'm afraid your question is off-topic. The topic _____ is conflict resolution, not building self-confidence.

INVERTED CONDITIONALS

A ▶09-08 Listen. What is the condition of the statement you hear? Circle the correct answers.

1. a. if she could help us resolve the situation
   b. if she were here
2. a. if you find yourself in Quito
   b. if you visit me
3. a. if I had known then what I know now
   b. if I had done things differently
4. a. if I took the job offer in Japan
   b. if I were ten years younger
5. a. if we had given up
   b. if it had been any easier
6. a. if I had believed otherwise
   b. if we could finish the contract on time

B Rewrite the sentence using an inverted conditional.

1. If I had known how serious the conflict was, I would have intervened.
   Had I known how serious the conflict was, I would have intervened.
2. If you find yourself in a hostile situation, try to leave.
   _____
3. If we had de-escalated the argument sooner, things wouldn't have gotten so ugly.
   _____
4. I wouldn't have to read this report again if I had absorbed the information the first time.
   _____
5. If he were more down to earth, we could relate to our manager better.
   _____
6. I wouldn't have gone to the meeting if I had known how trivial it would be.
   _____

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VOCABULARY PRACTICE Complete the sentences with the correct form of the words from the box.

captivate	resolution	fundamental	~~circumstance~~	confrontation	woes
premise	triumph	literary heritage	escapism	insurmountable	

1. He withdrew from the course due to personal circumstances .
2. It's important that we talk about this issue, but I don't want a(n) _____ . I can tell you're upset.
3. The decision to legalize gay marriage is a(n) _____ for equality.
4. I don't think fantasy novels are just about _____ . There's more substance to them for sure.
5. If sales don't increase, then the company's problems will be _____ and the company will probably go bankrupt.
6. The film is based on the _____ that Earth is run by apes, and humans are subordinate.
7. I thought the fireworks display was amazing. I was _____ by it.
8. Japan has a strong _____ . Famous authors from the country include Haruki Murakami and Banana Yoshimoto.
9. A(n) _____ skill for any golfer is hand-eye coordination.
10. After two decades of fighting, there was a peaceful _____ to the conflict between the two countries.
11. Despite finding a better paid job, his financial _____ continued for some time.

HOPE AND *WISH*

A ▶09-14 Listen. Circle the correct answers.

1. He **wishes they hadn't dismissed** / **hopes they won't dismiss** the problem as trivial.
2. She **wishes the café were** / **hopes the café is** open.
3. He **wishes he had stayed** / **hopes he can stay** home.
4. She **wishes they could** / **hopes they can** go hiking today.
5. He **wishes the director were** / **hopes the director is** down to earth.
6. She **wishes her co-worker had taken** / **hopes her co-worker took** notes at the meeting.

B Rewrite the *if*-clause as a separate sentence with *hope* or *wish*.

1. If I can come up with a resolution, I'll let you know.
   I hope I can come up with a resolution.
2. I'd be willing to help if it weren't an insurmountable challenge.
   _____
3. If the confl ict ends soon, there may still be a peaceful solution.
   _____
4. You'll be able to calm down and cool off a bit if you take a break.
   _____
5. If I could speak Japanese, this project would be a lot easier.
   _____
6. Maybe things would have turned out better if we hadn't intervened.
   _____

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VOCABULARY PRACTICE ▶10-02 Listen. Complete the sentences with the correct form of the words from the box.

compassion	gratifying	condolences	~~down in the dumps~~	console	uplifting

1. Chris is down in the dumps . Iris tries to _____ him by offering advice.
2. The woman thinks the man's books are _____ . He finds it _____ to hear that she likes his books so much.
3. Peter offers Julie his _____ . She thanks him and his family for their _____ .

ARTICLES

A ▶10-03 Listen. Circle the article you hear. Circle Ø if there is no article. Why does the speaker use or not use an article? Check (✓) the correct answers.

	Article	Non-specific, singular count noun	Non-specific, plural or noncount noun	Specific noun	Proper noun	Previously mentioned noun
1.	**a** / (**an**) / **the** / **Ø** accident	✓	☐	☐	☐	☐
2.	**a** / **an** / **the** / **Ø** accident	☐	☐	☐	☐	☐
3.	**a** / **an** / **the** / **Ø** psychologist	☐	☐	☐	☐	☐
4.	**a** / **an** / **the** / **Ø** psychologist	☐	☐	☐	☐	☐
5.	**a** / **an** / **the** / **Ø** doctor	☐	☐	☐	☐	☐
6.	**a** / **an** / **the** / **Ø** compassion	☐	☐	☐	☐	☐

B Complete the paragraph with articles. Write Ø for no article.

What do ___the___ (1) United States, _____ (2) United Kingdom, _____ (3) Germany, _____ (4) France, and _____ (5) Sweden have in common? They are _____ (6) top five countries with _____ (7) most Nobel Prize winners. They are also some of _____ (8) countries with _____ (9) highest rates of chocolate consumption. Is that just _____co_____ (10) incidence? Probably. But _____ (11) recent study found that _____ (12) chocolate consumption may actually improve _____ (13) brain function. Moreover, _____ (14) chocolate has been shown to be _____ (15) natural mood lifter. Researchers say _____ (16) key to getting the brain and mood-boosting effects of _____ (17) chocolate is to choose dark chocolate with _____ (18) high percentage of cocoa. Dark chocolate contains _____ (19) nutrients called flavanols, which are believed to reduce _____ (20) stress, _____ (21) anxiety, and _____ (22) depression. So, _____ (23) next time you're feeling down in _____ (24) dumps, _____ (25) piece of dark chocolate might help you feel better.

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VOCABULARY PRACTICE Complete the sentences with the correct form of the words from the box.

intriguing	dull	documentary	suppress	subjective
fellow	boost	enhance	preliminary	illuminating

1. I watched an interesting ___documentary___ last night about how the invention of the automobile changed American life forever.
2. I'm going to drop my history class. I thought it would be interesting, but it's really _____ .
3. It's not good to _____ your feelings. It is better to express them.
4. Good evening and a warm welcome to my _____ classmates! It has been a privilege to get to know you over the past year.
5. The doctors haven't finished all the tests yet, but the _____ results are good.
6. If you want to _____ your chances of getting the job, you should dress appropriately for the interview.
7. Thank you for your _____ talk. I thought I already knew a lot about the subject, but now I understand things on a far deeper level than before.
8. What a(n) _____ possibility. I had never considered it before, but I find it very interesting.
9. If you want to graduate from university, you will need a(n) _____ in your grades.
10. You shouldn't take everything he says as the absolute truth. He is just expressing his opinion, which is quite _____.

TOO AND *ENOUGH*

A ▶10-08 Listen. Circle the correct answers.

1. Carlos **can** / **can't** drive.
2. The doctors **had** / **didn't have** enough information to make a diagnosis.
3. They **don't have enough** / **have too much** paper.
4. The box **is** / **isn't** too heavy to lift alone.
5. The packages **are** / **aren't** too heavy to lift alone.
6. There's **plenty** / **not enough** for everyone.

B Rewrite the sentences using *too* or *enough*.

1. The movie was sad, but it didn't make me cry.
   The movie wasn't sad enough to make me cry.
2. We can't make any definite conclusions. It's very early.
   _____
3. We can't fit 100 people in this room. There isn't space.
   _____
4. I couldn't learn Arabic. It was very difficult.
   _____
5. Let's finish this project today. We have plenty of time.
   _____
6. We can't rely on that report. It's very subjective.
   _____

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VOCABULARY PRACTICE Complete the questions with the correct form of the words from the box.

trauma	obstacle	synthetic	relative
miscalculate	overestimate	paraplegic	coping mechanism
be confined to	contribution	immune system	tedious

1. Do you have any coping mechanisms for dealing with difficult situations?
2. Are there any duties in your job that you find _____ ?
3. Do you think it is fair when pets _____ small spaces?
4. Do you know of any illnesses or diseases that attack our _____ ?
5. Have you ever achieved success after overcoming a(n) _____ ?
6. I'm stuffed! I _____ how hungry I was.
7. Which scientist has made the biggest _____ in the last 100 years?
8. How is a(n) _____ material like nylon made?
9. Has an employer ever _____ your monthly salary?
10. Have you, or someone you know, ever survived a serious _____ ?
11. Do you know anyone who is _____ ? What difficulties, if any, does the person face?
12. What are the _____ strengths and weaknesses of education in your country?

ADVERBS

A ▶10-14 Listen. Write the adverb that you hear. Then circle the item that it modifies.

	Adverb	Modifies
1.	easily	**(agree) / the whole sentence**
2.		**needs / the whole sentence**
3.		**bitter / the whole sentence**
4.		**a child / the whole sentence**
5.		**the sales team / the whole sentence**
6.		**she / the whole sentence**

B Rewrite each sentence twice with the adverbs in parentheses. Change the position of the adverb.

1. Exercise is a coping mechanism for her. (obviously)
   Exercise is obviously a coping mechanism for her.
   Obviously, exercise is a coping mechanism for her.
2. He overestimated his abilities. (basically)
   _____
   _____
3. It took a long time to fix a small problem. (relatively)
   _____
   _____
4. Luis doesn't like to do tedious tasks. (even)
   _____
   _____

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GLOSSARY

UNIT 1, LESSON 1, page 6

initiative: the ability to do things without waiting for someone to tell you what to do
a high achiever: someone who is successful and achieves more than the average person in school or at work
oversight: the action of overseeing or supervising something
dependable: when someone always does what is needed or wanted
a track record: all the things that a person or organization has done in the past that show how well he, she, or it is likely to do in the future
upbeat: cheerful and confident that good things will happen
a trait: a characteristic
acknowledge: to accept or admit that something is true or correct
collaboration: the act of people working together to create or achieve the same thing
brainstorming: trying to think of different ways of doing something in order to solve a problem
a skill set: a list of things that someone is good at
juggle: to try to do two or more jobs or activities at the same time

UNIT 1, LESSON 2, page 8

for one reason or another: because of any of a number of reasons
take the plunge: to finally do something momentous or challenging after thinking about it for a while
the end is in sight: something is coming to an end soon
build momentum: to gather speed and strength
not go (one's) way: to proceed in a way that is against one's plans or wishes
raise the bar: to set a higher standard for people to follow
a setback: a problem that makes progress or success less likely
a temptation: a strong feeling of wanting to have or do something that you should not
map out: to plan the details of something

UNIT 1, LESSON 3, page 10

a monumental effort: a serious and determined attempt to do something requiring a vast amount of strength and determination
galvanize: to shock or excite someone into taking action
an innovation: a new idea, invention, or way of doing something
specialist expertise: special skills or knowledge needed for a particular job
a breakthrough: an important achievement by someone who is trying to make, find, or do something new
renewable energy: energy from a source that is naturally replenished, such as wind or solar power
a spin-off: a product that develops from another, more important product
crowdsourcing: the practice of obtaining input, money, or services by enlisting the help of a large group of people, often online
a small-scale initiative: a new plan or attempt for solving a problem that impacts only a small area or number of people
vulnerable: easy to harm, hurt, or attack
a norm: an accepted way of behaving in society
tangible: able to be seen, touched, or felt

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GLOSSARY

UNIT 1, LESSON 4, page 12

innocuous: not harmful or offensive
blindfold: to cover someone's eyes with a piece of cloth
in the wake of: happening after an event or as a result of an event
beg the question: to raise a question or point that has not been dealt with
alluring: very attractive or tempting; enticing
be predisposed to: to be more likely than others to behave in a particular way
hardwired: automatically thinking or behaving in a particular way
inhibition: an inability to act in a natural, relaxed way
bragging rights: the presumed right to brag or boast, often associated with winning a contest
kudos: (informal) praise for doing something well
daredevil antics: risky or dangerous behavior
inherent: existing as a natural and permanent quality of someone or something

UNIT 2, LESSON 1, page 18

debunk: to show or prove that something is not true
an assumption: something that you think is probably true
absurd: completely silly
preconceived: an idea or opinion that is formed too early, often without enough thought or knowledge
commonplace: the usual; ordinary
perpetuate: to cause something to continue
a misconception: a wrong or inaccurate idea, often based on the failure to understand a situation
characterize: to describe the character or quality of something
sensationalize: to present information in such a way in order to excite or shock people
objectively: in a way that is based on facts and not influenced by personal beliefs or feelings
a generalization: a statement in which you say or write that something is always true when it is actually only true some of the time
drastic: sudden and severe

UNIT 2, LESSON 2, page 20

visceral: based on an emotional reaction rather than reason or thought
telling: having a significant or revealing effect
cathartic: the relief of emotional tension, especially through different kinds of art
self-esteem: the feeling that you are a good person and that you deserve to be liked and respected
live vicariously: to live or experience something through watching, listening to, or reading about the activities of other people, rather than by doing them yourself
a correlation: a connection between two or more things
an inclination: a feeling that you want to do something
a bond: a strong feeling of love or trust that people have for each other
camaraderie: a friendly feeling toward people with whom you share an experience
alienation: the feeling of being disconnected from or disliked by the people around you
avid: showing a lot of interest in something, and eagerness to do it
hooked: fascinated by or devoted to something

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GLOSSARY

UNIT 2, LESSON 3, page 22

plagued with (something): to have problems that are widespread and cause wide-ranging damage
misinformation: incorrect information intended to trick people
filter: to process information before displaying it, or to prevent it from being seen through the use of a computer program
reinforce: to make someone's beliefs, opinions, or behavior stronger and more definite
pay attention to (something): to focus on or think carefully about something
an evolutionary trait: a quality or characteristic that has evolved over time
prioritize: to decide what is most important, so that you can do it first
exploited by (something): to be treated unfairly, often asked to do too much (e.g. work)
ignorance: the state of not knowing something, especially something you should know
swayed into believing: to be influenced by somebody so that you change your opinion
a tendency: a likelihood to do or think something

UNIT 2, LESSON 4, page 24

popularize: to make something become popular, or liked by a lot of people
the advent of: the introduction of a new product, idea, etc.
a drop in the ocean: a small amount of something (especially when compared to a larger amount)
intimate: having a very close relationship with someone
correlate: to have a mutual connection, in which one thing affects or depends on another
an underlying issue: a big problem that is not obvious or easily noticeable
crucial: extremely important
replicate: make an exact copy of; reproduce
trigger: to make something happen

UNIT 3, LESSON 1, page 30

baffling: impossible to understand
shrouded: concealed or hidden from view; unknown
gargantuan: very large; enormous
a fascination: a very strong interest in something or someone
an enigma: a person or thing that is mysterious or difficult to understand
evidence: things that you see, hear, or learn that make you believe that something exists or is true
a scroll: a long piece of paper that can be written on and rolled up; used often in the past
a hunch: a feeling that something is true or will happen, which is not based on any facts
conclusive: proving that something is true
intrigue: to arouse curiosity or interest; to fascinate
trivia: unimportant facts

UNIT 3, LESSON 2, page 32

a sinking feeling: a feeling of dread or that something bad is going to happen
mind-blowing: surprising and often difficult to understand or imagine
swear: to say firmly that what you are saying is true
skeptical: not believing that something is true or right
take (someone's) word for it: to believe what someone says without checking for oneself
not buy (something): to not accept something as the truth
the odds: how likely it is that something will or will not happen
a gag: a joke
a spitting image: an exact double of someone or something
bogus: not real, true, or honest

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GLOSSARY

UNIT 3, LESSON 3, page 34

thrive: to become very successful, strong or healthy
sanitation: the process of keeping places clean and healthy
armed with (a weapon): to have or carry (a weapon)
perceive: to think of something in a particular way
a reflection: a sign of something
play (something) up: to exaggerate or highlight a feeling or a fact
a worst-case scenario: the worst thing could happen in a situation
dissolve: to be absorbed or to cause a substance to be absorbed by a liquid
plant: to secretly put something somewhere, especially in order to deceive
a cautionary tale: a story that warns others of danger or risk
roam the streets: to walk around the streets, usually negative

UNIT 3, LESSON 4, page 36

dim: not bright, so that you cannot see well
a neuron: a cell that sends and receives messages from the brain
a contour: the curved shape or edge of something
an illusion: something that seems to be real or true but is not
an arthropod: an animal with no spine and a segmented body (like a spider, crab, or insect)
segmented: divided into separate parts
advantageous: giving an advantage; useful; beneficial
anatomy: the structure of the body of a person or animal
stability: the ability to stay in position; being stable
plausible: seeming reasonable or probable
consciousness: the state of being and thinking

UNIT 4, LESSON 1, page 42

graffiti: writing and pictures that people draw illegally on buildings, fences, signs, etc.
tagging: the writing of a mark or nickname on a surface; usually done by a graffiti artist
self-expression: the expression of one's thoughts or ideas; usually through writing, art, music, or dance
a mural: a large painting that someone has done on a wall
covert: hidden or secret
vandalism: the crime of deliberately damaging property
phenomenal: extremely impressive or good
commercial value: the expected value of an item should it be put up for sale
provoke: to deliberately make someone angry
commentary: an expression of opinions or explanations about an event or situation
auction off: to sell something at an auction

UNIT 4, LESSON 2, page 44

a concept: a general idea of something
an endeavor: an attempt to do something
blur: to become unclear
compile: to collect information from a variety of sources and combine it together into a list, report, etc.
an algorithm: a set of rules or mathematical guidelines that will help to calculate an answer to a problem, especially by a computer
utilize: to use something
a depiction: the way in which something is represented or shown
emulate: to copy something achieved by someone else
evoke: to make someone remember a feeling or emotion

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GLOSSARY

UNIT 4, LESSON 3, page 46

on the spot: without any delay; immediately
checks all the boxes: meets all the needs or requirements for something
a daunting experience: a situation that is difficult, frightening, or overwhelming
out of (your) comfort zone: to feel uncomfortable in an unfamiliar situation
face (your) fears: to accept and overcome what you are afraid of
a mindset: a person's way of thinking
empathy: the ability to understand how someone feels
impartial: fair and balanced; not supporting any person or group
a conscious effort: an effort that is deliberate or intended

UNIT 4, LESSON 4, page 48

a gathering: a meeting of a group of people
descend on (a place): to arrive at a place, usually a lot of people at once
a pop-up: appearing for a short time, often in a surprising location
a vast array: a large and impressive group of people or collection of things
communal: shared by all members of a community
radical: new or very different from the usual way
unconditional: without limits or conditions
culminate: to end, especially to reach a final or climactic stage
an effigy: a roughly made model of someone or something, made in order to be damaged or destroyed.
humble: ordinary; not special or very important
a bucket list: a list of things you want to do before you die

UNIT 5, LESSON 1, page 54

diplomatic: dealing with people politely in a sensitive and effective way
harsh: critical, cruel, or not nice
tactful: careful not to do or say anything that will upset or embarrass other people
word: to use carefully chosen words to express something
an ultimatum: a statement saying that if someone does not do what you want, he or she will be punished
ambiguous: having more than one meaning, so that it is not clear which meaning is intended
wording: the words and phrases used to express something
vague: not clear in your mind because of not having enough details
wishy-washy: not having firm or clear ideas and seeming unable to decide what you want
not mince (one's) words: to say exactly what you think, even if this may offend people
jargon: technical words and phrases that people doing the same type of work use, which other people find difficult to understand

UNIT 5, LESSON 2, page 56

neglected: not taken care of very well
explicit: expressed in a way that is very clear
reflective: thinking carefully and deeply about things
an utterance: something that someone says
a cultural gap: a big difference between two cultures
unsettled: slightly worried, upset, or nervous
fill the silence: to replace quietness with conversation, music, or noise
a counterpart: someone or something that has the same job or purpose as someone or something else in a separate place

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GLOSSARY

UNIT 5, LESSON 3, page 58

cringeworthy: causing embarrassment or awkwardness
a phenomenon: something that happens in society or nature, usually something unusual
an abbreviation: the short way of writing a word or phrase
an emoji: an image, such as a smiley face, made by using a combination of letters on the keyboard; usually expresses the writer's emotions
rebel: to disobey or fight against someone who has power over you, such as parents or the government
the status quo: the present situation, one that is considered the normal situation
solidarity: mutual support within a group
no hard and fast rules: no fixed guidelines to follow, but there may be a traditional way to do things
concise: short and not containing too many words
a downside: a negative aspect of something
vulgar: rude and often inappropriate for a situation
hinder: to make it difficult for someone to do something

UNIT 5, LESSON 4, page 60

decipher: to discover the meaning of something that is hard to understand or that contains a hidden message
divided on: to have different, opposing opinions on a topic
on the premise (that): based on a theory, argument, or idea
render (something) unnecessary: make or cause something to be unimportant or no longer needed
interstellar: happening or situated between the stars
a cultural construct: a shared understanding or practice among a certain cultural group
a long way off: a long time in the future
a boundary: the limit of what is possible or acceptable

UNIT 6, LESSON 1, page 66

charge: to accuse someone of something, especially to officially accuse someone of a crime
bribe: to illegally pay money or offer gifts to someone in order to persuade the person to do something for you
fraud: the crime of deceiving people in order to gain money, power, etc.
embezzlement: the act of stealing money from the place where you work
misappropriation of funds: the dishonest act of taking money that you have been trusted to keep safe for a particular purpose
a scandal: behavior or events, often involving famous people, that are considered to be shocking or not moral
tip off: to give someone, such as the police, a secret warning or piece of information, especially about illegal activities
an internal audit: the official examination of a company's financial records, conducted by someone within the company in order to check that they are correct
trace: to find someone or something that has disappeared by searching for them carefully
an accusation: a statement saying that someone has done something wrong
inexcusable: too bad to be forgiven

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GLOSSARY

UNIT 6, LESSON 2, page 68

random: happening or chosen without any plan, aim, or pattern
eligible: officially allowed to have or do something
have a say: to have the opportunity to give your opinion about something
restore: to make something return to its former level or condition
a campaign: a series of things that you do in order to persuade people to do something
a lobbyist: someone who tries to persuade the government to do something
naïve: believing that people are nicer and things are easier than they really are because you do not have much experience in life
susceptible: easily influenced or affected by something
on hold: delayed from starting or happening
employable: having skills or qualities that are necessary to get a job
diversity: the quality of being made up of a range of different people, ideas, or things

UNIT 6, LESSON 3, page 70

ubiquitous: seeming to be everywhere
a dynamic: the way that people behave with each other because of a particular situation
idolize (someone): to admire someone so much that you think of that person as perfect
aspire to (something): to have a strong wish or desire to do or have something
ambivalent: to have two opposing feelings at the same time
adulation: praise or admiration for someone, perhaps more than the person deserves
condemnation: the act of criticizing someone or something in a very strong way
liberating: freeings; allowing you to behave as you like
coercion: the use of force to persuade someone to do something the person is unwilling to do
diminish: to become smaller or weaker
a barrier: a rule or problem that prevents people from doing something
conformity: behavior that follows the accepted rules of society or a group

UNIT 6, LESSON 4, page 72

stunted: not developing properly or to full size
an isolated occurrence: something that happens only once, and is not connected to other events
overexposure: the experience of being affected by something for too long, especially something harmful
armed with (something): having the knowledge, skills, or equipment needed to do something
cognitive impairment: a condition where part of a person's mind is damaged and doesn't work well
fall on deaf ears: to be completely ignored, especially in the case of advice
dispel: to make something go away, especially a belief or fear
unearth (something): to find something hidden, lost, or kept secret
afflict: to cause pain or suffering to someone or something
the tipping point: the moment when a lot of small incidents become big enough to prompt change
an accolade: an expression of praise, often a prize or award

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GLOSSARY

UNIT 7, LESSON 1, page 78

talk (someone) into: to persuade someone to do something
dissuade: to persuade someone not to do something
far apart: to have very different opinions or positions on something
reconsider: to think again about something in order to decide if you should change your opinion
out of (one's) hands: out of one's control
coax: to persuade someone to do something by talking gently and calmly
wiggle room: room for negotiation or operation, especially in order to change a previous statement or decision
top-notch: having the highest quality or standard
twist (someone's) arm: to force someone to do something that he or she does not want to do
assure: to tell someone that something will definitely happen or is true so that he or she is less worried
make up (one's) mind: to decide something or become very determined to do something
sweeten the pot: to make a deal seem more acceptable, usually by offering more money or a special perk

UNIT 7, LESSON 2, page 80

let (someone) down easy: to give someone news in a gentle and kind way
tons: a lot
figure: to think that something is probably true
go for it: to do something difficult without worrying about potential problems
shoot (someone) a text: to send someone a text message, usually quickly
the perils of: the dangers or problems relating to a particular activity or situation
get back at (someone): to do something to hurt or embarrass someone who has hurt or embarrassed you; to get revenge
hideous: extremely ugly or bad
smash: to break into many small pieces violently or loudly, or to make something do this by dropping, throwing, or hitting it
hang out with: to spend a lot of time with particular people, doing a variety of activities together
romantic: showing strong feelings of love
dump: to end a romantic relationship, especially in a sudden way

UNIT 7, LESSON 3, page 82

an innovation: a new idea, invention, or way of doing something
distribute: to share things among a group of people, usually in an organized way
monopolize: to have complete control of a business activity
stifle: to stop something from happening or developing
a start-up: a new company that has been recently started
deter: to stop someone from doing something by making it difficult
clout: power and influence, especially in politics
a patent: a legal document that gives you the right to make and sell a new product
exert: to use power and influence to make something happen
manipulative: good at controlling or deceiving people to get what you want
harvest: to collect large amounts of information, especially automatically
breach: to break a law, rule, or agreement

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GLOSSARY

UNIT 7, LESSON 4, page 84

outweigh: to be more important or have more effect than something else
debris: the pieces of something that are left after an accident or explosion
profound: having a strong influence or effect
viable: a plan or idea that is capable of being successful
mitigate: to make something less harmful or unpleasant
derive: to develop or come from something else
a raw material: a substance such as coal, oil, or iron that is in its natural state
dispose of: to get rid of something, especially something that is hard to get rid of or might cause a problem

UNIT 8, LESSON 1, page 90

break the ice: to do or say something to relieve tension and make someone more willing to talk
crack a smile: to smile
fall flat: to fail to produce the intended or expected effect
sarcastic: saying things that are the opposite of what you mean in order to make a joke that is not nice, or to show that you are annoyed
bomb: to be unsuccessful, often in the entertainment business
a one-liner: a very short joke or humorous remark
a punchline: the last few words of a joke or story that make it funny or surprising
pull off: to succeed in doing something difficult
crack up: to laugh a lot at something
slapstick: humorous physical acting in which the performers fall down, throw things, at each other, etc.
hilarious: extremely funny
in hysterics: to laugh so hard that you are unable to stop

UNIT 8, LESSON 2, page 92

evolutionary: connected with the scientific theory that plants and animals develop and change gradually over a very long period of time
a species: a group of animals or plants of the same kind, that breed to produce young animals or plants
bonding: a process in which a strong feeling of love or trust develops between two or more people
a territory: an area that an animal, person, or group thinks belongs to them and tries to control
exclude: to not allow someone to enter a place or to do an activity
alleviate: to make something less bad, painful, severe, or difficult
dominate: to have control over someone or something or to have more power or importance than them
tickle: to move your fingers lightly over someone's body in order to make them laugh
a mammal: an animal that drinks its mother's milk when it is young, for example a cow, lion, or person

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GLOSSARY

UNIT 8, LESSON 3, page 94

wish the ground would swallow (you) up: to wish that you could escape from a very embarrassing situation
a fit: a sudden outbreak of intense emotion, laughter, coughing, etc.
vice-versa: the opposite of a situation you have just described
tailor: to adjust something to fit someone's particular needs or situation
antiquated: old-fashioned
current affairs: important political or social events that are happening now
personalize: to design, change, or make something suitable for a particular person
a hook: something that is designed to attract people's attention
an anecdote: a short story that you tell people, based on your personal experience
signpost: to clearly show how something is organized and how it's going to develop

UNIT 8, LESSON 4, page 96

set out (to do something): to start doing something, or to make plans in order to achieve a result
cast a vote: to vote in an election
glazed (over): showing no expression with your eyes, usually because you are bored or tired
incongruity: when something is strange, unusual, or unsuitable for a certain situation
a respondent: a person who replies to something, especially a survey
offbeat: unconventional; unusual
yield: to produce something
dying to know: eager and excited to learn something

UNIT 9, LESSON 1, page 102

come down on: to punish or criticize someone severely
single (someone) out: to choose someone from among a group of similar people, especially in order to praise or criticize the person
lay into: to attack someone with words
be at odds: to disagree
be short with: to speak to someone using very few words, in a way that seems impolite or unfriendly
point the finger at: to blame
be in the wrong: to be responsible for something bad, such as a quarrel or mistake
make amends: to say you are sorry for something you did to someone, and try to make things better
patch up: to end an argument because you want to stay friendly with someone
do (someone) a disservice: to do something unkind to someone, causing others to have a bad opinion about the person
let bygones be bygones: to forget something bad that someone has done to you and forgive the person

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GLOSSARY

UNIT 9, LESSON 2, page 104

an intervention: the act of getting involved in something such as an argument or activity to influence what happens
down-to-earth: practical, sensible, and honest
de-escalate: to stop something such as an argument or an attack from becoming worse
absorb: to take in new information and understand it
cool off: to become calm, especially after a fight or disagreement
at hand: present and current
minimize: to make something seem less serious or important than it really is
trivial: unimportant or of little value
self-talk: the act of talking to yourself, especially in order to encourage yourself
food for thought: something that makes you think carefully

UNIT 9, LESSON 3, page 106

captivate: to hold the attention of someone by being attractive, charming, interesting, etc.
a resolution: the ending of a problem or difficulty
fundamental: relating to the most basic or important part of something
a circumstance: a condition or fact that is involved in an event or situation
a confrontation: an angry argument or fight
a premise: a theory on which a statement or action is based
a triumph: a victory or success
literary heritage: the belief, values, or customs of society as expressed through literature
escapism: the activity of avoiding reality with entertainment
woes: the problems and troubles affecting someone
insurmountable: problematic to the degree that it is too large or difficult to deal with

UNIT 9, LESSON 4, page 108

a genre: a particular type of movie, art, music, or literature
a guise: an external presentation of something, typically concealing its true nature
a hijacking: the use of violence or threats to take control of an airplane, vehicle, or ship
a franchise: a title used for creating or marketing a series of products, typically movies or television shows.
cheesy: silly; cheap; not new or interesting
hard-hitting: strong, serious, and effective
retaliation: action against someone who has done something bad to you
substance: importance or significance
a conspiracy: a secret plan that people make together to do something bad
vast: extremely large
emotive: causing strong feelings
oppression: a state of being in which people are treated badly and not allowed to do what they want

UNIT 10, LESSON 1, page 114

grief: extreme sadness, especially because someone you love has died
heartbroken: very sad because you have lost someone you love, or because someone has disappointed you
devastated: extremely shocked and sad
compassion: a strong feeling of sympathy for people who are suffering and of wanting to help them
condolences: an expression of sympathy for someone, especially when someone has died
console: to make someone feel better when the person is feeling sad or disappointed
uplifting: making you feel more cheerful
gratifying: pleasing and satisfying
savor: to enjoy an activity or experience slowly so that you can appreciate every moment of it
be down in the dumps: to feel very sad or depressed

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GLOSSARY

UNIT 10, LESSON 2, page 116

intriguing: very interesting because of the strange, mysterious, or unexpected nature of someone or something
dull: not interesting or exciting
a documentary: a movie or television program that gives facts and information about something
suppress: to stop yourself from showing your feelings or from doing an action
subjective: influenced by personal opinion and therefore possibly unfair
fellow: belonging to the same class, school, or group as you
a boost: an act of increasing or improving something
enhance: to improve the quality or strength of something
preliminary: happening before something that is more important, often to get ready for it
illuminating: making things much clearer and easier to understand

UNIT 10, LESSON 3, page 118

a trauma: an unpleasant and upsetting experience
an obstacle: something that stops you from doing or achieving something successfully
synthetic: not naturally produced; artificial
an immune system: a system that helps the body fight illness or disease
a coping mechanism: a strategy or technique people use to help them deal with stress or difficulty
miscalculate: to make a wrong judgement about a situation
overestimate: to think something is bigger, longer, better, or more important than it really is
a paraplegic: someone who is unable to move the lower part of his or her body, including the legs
relative: having a particular value or quality when compared with something else
tedious: boring and continuing for a long time
be confined to: to be restricted to a particular place or area
a contribution: something you give or do that helps something be successful

UNIT 10, LESSON 4, page 120

tremendous: very large in size, amount, or power; very good
death-defying: very dangerous, possibly resulting in death
sheer: used to emphasize the size or amount of something
a memoir: a piece of writing written by a person having intimate knowledge of the subject; based on personal observation
a turning point: the time when an important change happens, normally one that makes a situation better
throw caution to the wind: to do something without worrying about risks or potential problems
spirituality: the quality of being interested in the human spirit or soul
strive: to try very hard to get or do something
relentlessly: without stopping, usually negative in meaning
rags-to-riches: from very poor to very rich

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