

## Communities

## PREVIEW

**A FRAME YOUR IDEAS** Complete the questionnaire about your ideal community. How closely do your answers describe where you live now? In what ways are they different?

## COMMUNICATION GOALS

1. Politely ask someone not to do something
2. Complain about public conduct
3. Suggest ways to avoid being a victim of urban crime
4. Discuss the meaning of community

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Whether you're planning to move soon or just dreaming about your future, this questionnaire will help you focus on what's most important to you.



### 1. What kind of environment would you prefer to live in?

- ☐ a densely-populated urban area with skyscrapers
- ☐ a medium-sized urban area
- ☐ a suburb, just outside a city, with convenient transportation
- ☐ a small town in a rural area with a slower pace of life

### 2. Which of the following describe your ideal neighborhood?

- ☐ is near my school or job
- ☐ is peaceful and quiet
- ☐ is lively and bustling with activity
- ☐ is friendly, with people who say hello to each other
- ☐ has a mix of apartment buildings and private homes
- ☐ has mainly private homes
- ☐ has mainly modern high-rise apartment buildings
- ☐ has lots of well-maintained historical buildings
- ☐ is safe, with very little crime
- ☐ is very secure, with security cameras and guards

other:



a rural town

### 3. Which neighborhood amenities would you want easy access to?

- ☐ reliable public transportation
- ☐ a large modern mall
- ☐ a variety of small businesses, such as hair salons, dry cleaners, florists, etc.
- ☐ a large supermarket
- ☐ a market where you can buy fresh farm produce
- ☐ theaters and stadiums
- ☐ a hospital and clinics
- ☐ parks and fitness centers

other:



an urban area

**B** ▶ 3:01 **VOCABULARY TYPES OF LOCATIONS** Listen and repeat. Then, with a partner, write a definition for each of these location types.

an urban area  
a rural area  
the suburbs

**C PAIR WORK** Compare your answers in the questionnaire to determine if you have the same preferences. Discuss and explain the reasons for your choices.



**D** ▶ 3:02 **SPOTLIGHT** Read and listen to a conversation between two former colleagues. Notice the spotlighted language.

Bill: Hi, Luiz!

Luiz: Bill? What a surprise!

Bill: I just wanted to see how you're doing. How's your new place? You and Lourdes must be all settled in by now.

Luiz: Pretty much. But city life sure **takes some getting used to**.

Bill: In what way?

Luiz: Well, for one thing, not only do we have to deal with bumper-to-bumper traffic every day, but it's almost impossible to find on-the-street parking.

Bill: Yeah, that *is* a pain. Hey, what about your building? How's that worked out?

Luiz: Pretty well. It's safe and well-maintained. But, to be honest, it's been **a mixed blessing**.

Bill: What's the problem?

Luiz: Well, it's the neighbors on our floor. Whenever they hear someone get off the elevator, they look out their door to check who it is. I don't mean to sound unfriendly, but I wish they'd **mind their own business**.

Bill: Well, I'm sure they **mean well**. You should **look on the bright side**.

It's good to be in a building where people **look out for each other**.

Luiz: That's true. We're very lucky. And I have to say, I've fallen in love with the neighborhood.

Bill: That's great!

Luiz: It's really **got a lot to offer**; we're never bored. Sometimes we go out for coffee and just people watch.

Bill: Well, all in all, it sounds like things are going well.

Luiz: They are. Hey, give my regards to Judy. And let me know if you're ever in town.

Bill: Will do!



**E UNDERSTAND IDIOMS AND EXPRESSIONS** Write an expression from Spotlight for each definition.

- 1 choose to have an optimistic viewpoint .....
- 2 take care of other people .....
- 3 something that has both a good and bad side .....
- 4 not intrude in other people's lives .....
- 5 requires time to get comfortable with something .....
- 6 have good intentions .....
- 7 has many advantages .....

**F THINK AND EXPLAIN** Answer the questions, supporting your answers with information from Spotlight.

- 1 What does Luiz like about the neighborhood he lives in, and what doesn't he like?
- 2 What does Luiz like about his building, and what doesn't he like?

**SPEAKING PAIR WORK** On a separate sheet of paper, list the pros and cons of living in a small town, a big city, and a suburb. Then compare opinions with a partner. Use expressions from Spotlight.

“What I don't like about living in the city is the bumper-to-bumper traffic.”

“Life in a small town is a mixed blessing. It's clean and quiet. But there's not much to do!”



## DIGITAL STRATEGIES

## A 3:03 WORD STUDY USING NEGATIVE PREFIXES TO FORM ANTONYMS

Listen and repeat.

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| 1 acceptable → <b>un</b> acceptable   | 4 proper → <b>im</b> proper           |
| 2 considerate → <b>in</b> considerate | 5 respectful → <b>dis</b> respectful  |
| 3 polite → <b>im</b> polite           | 6 responsible → <b>ir</b> responsible |

## Negative prefixes

dis-    ir-  
im-    un-  
in-

## B WORD STUDY PRACTICE Use a dictionary to find antonyms for these words. Then make a list of other adjectives with negative prefixes.

- |                     |                  |
|---------------------|------------------|
| 1 appropriate ..... | 5 honest .....   |
| 2 courteous .....   | 6 pleasant ..... |
| 3 excusable .....   | 7 rational ..... |
| 4 imaginable .....  | 8 mature .....   |

## C ACTIVATE WORD STUDY Write sentences that describe inappropriate public behavior. Use adjectives from Exercises A and B.

Example: *It's **inconsiderate** to play loud music in the library.*

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



## D PAIR WORK Compare the examples you wrote in exercise C. Explain why you consider the behavior inappropriate.

## DIGITAL PRODUCTIVE ACTIVITY

## E GRAMMAR USING POSSESSIVE GERUNDS

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

I object to **their playing** loud music late at night.**Jack's talking** during the movie was annoying.Does **my daughter's playing** video games bother you?What bothers me is **his not apologizing** for texting during class.

In informal spoken English, it is acceptable to use a name, a noun, or an object pronoun instead of a possessive, but only if the gerund phrase is the direct object in the sentence.

I object to **them playing** loud music late at night.

BUT Never use a name, noun, or an object pronoun if the gerund is the subject of the sentence. Use a possessive.

**Their playing** music late at night is a problem. NOT ~~Them playing~~ music late at night is a problem.

## DIGITAL MORE EXERCISES

## F UNDERSTAND THE GRAMMAR Write a check mark next to the sentences that are incorrect in speaking or writing. Correct them.

- ☐ 1 "Do you mind me eating lunch at my desk?"
- ☐ 2 "Your brother not saying hello to her was disrespectful."
- ☐ 3 "Kevin not agreeing to remove his shoes in my house was kind of impolite."
- ☐ 4 "Isn't Paula honking her car horn early in the morning inexcusable?"
- ☐ 5 "I don't like you answering your phone while we're eating dinner."



**G GRAMMAR PRACTICE** Combine the two statements, using a possessive gerund.

1 They allow smoking. I'm not in favor of it.

*I'm not in favor of their allowing smoking.*

2 He texted his friends during the concert. I didn't appreciate that.

3 They eat fast food in the car. Does your mother object to it?

4 She's talking on her cell phone. We don't mind it.

5 My brother didn't apologize. I'm really annoyed by it.

**PRONUNCIATION  
BOOSTER**

p. 144

Unstressed syllables: vowel  
reduction to /ə/

**NOW YOU CAN** Politely ask someone not to do something

**A** ▶ 3:04 **CONVERSATION SPOTLIGHT** Read and listen.

Notice the **spotlighted** conversation strategies.

A: **Do you mind** my smoking here?

B: Actually, smoking kind of bothers me.

*I hope that's not a problem.*

A: **Not at all.** I can step outside.

B: **That's very** considerate **of you.**

Thanks for asking.

**B** ▶ 3:05 **RHYTHM AND INTONATION**

Listen again and repeat. Then practice  
the conversation with a partner.

**C** **NOTE-PADDING** Make a list of situations  
in which you would probably ask for  
permission to do something.

**Your list**

*turning on the TV in a doctor's waiting room*

*making a phone call while having dinner with someone*

**Your list**

▶ 3:06 **Ways to soften an objection**

*I hope that's not a problem.*

*I hope you don't mind.*

*I hope it's OK / all right.*

*I don't mean to inconvenience you.*

**DON'T STOP!**

- Explain why the behavior bothers you.
- Express understanding of your partner's point of view.
- Say as much as you can.

**EXERCISE**  
VIDEO

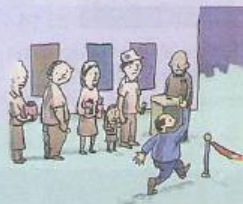
**EXERCISE**  
SPEAKING  
BOOSTER

**D CONVERSATION ACTIVATOR** Create a conversation similar  
to the one in Exercise A, using a situation from your notepad.  
Start like this: *Do you mind my ... ?* Be sure to change roles and  
then partners.



**A** ▶ 3:07 **GRAMMAR SPOTLIGHT** Read the interview responses. Notice the spotlighted grammar.

# What are some of your *pet peeves*?



cutting in line

"Well, it really bugs me when people cut in line at the theater! They should **either** arrive early enough for a good seat **or** wait in line patiently like everyone else does. Who do they think they are?"

Jean Seyedi  
San Francisco, USA



littering on the street

"I'll tell you what really gets to me. I can **neither** tolerate **nor** understand people's littering in public places. Do they really expect others to clean up after them? That's just so inconsiderate. **Either** they should throw their garbage in a trash can **or** they should hold on to it till they find one."

Ken Becker  
Philadelphia, USA



spitting on the sidewalk

"It really gets on my nerves when people spit on the street. **Not only** do I find it disgusting, **but** it's also unhygienic. It's important to think about public health and other people's feelings."

Nancy Shen  
Shanghai, China



forgetting to turn off one's phone

"Here's a pet peeve of mine: I hate it when people forget to turn off their phones during a lecture or workshop. **Not only** is it distracting to the speaker, **but** it's also annoying to the audience. They should **either** have the courtesy to turn their phones off **or** simply leave them at home. It really ticks me off."

Paulo Acosta  
Salvador, Brazil

**B EXPRESS YOUR IDEAS** Which of the examples of public behavior described in the interviews bug you the most? With a partner, compare your opinions and explain your reasons.

DIGITAL  
PRODUCTIVE  
ACTIVITY

## **C GRAMMAR PAIRED CONJUNCTIONS**

You can connect related ideas with paired conjunctions.

### either ... or

**Either** people should smoke outside **or** they shouldn't smoke at all.  
Phones should **either** be turned off **or** left at home.

### neither ... nor

I would allow **neither** spitting **nor** littering.  
**Neither** eating **nor** drinking is allowed in the lab.

### not only ... but

Invert the subject and verb after **Not only**. Use a comma after the first clause.

**Not only is it** dangerous to text while driving, **but** it may be illegal.  
**Not only did they** forget to turn off their phones, **but** they also talked during the concert.

### Be careful!

When joining two subjects with **either** or **neither**, make sure the verb agrees with the subject nearer to the verb.

Either the mayor or local businesspeople **need** to decide.  
Either local businesspeople or the mayor **needs** to decide.

### GRAMMAR BOOSTER p. 133

- Conjunctions with **so**, **too**, **neither**, or **not either**
- So**, **too**, **neither**, or **not either**: short responses

DIGITAL  
MORE  
EXERCISES

**D NOTICE THE GRAMMAR** Find an example of paired conjunctions in Spotlight on page 51.



**E GRAMMAR PRACTICE** On a separate sheet of paper, combine the sentences, using the paired conjunction with or, nor, or but (also).

- 1 People should speak up about what bothers them. They should just learn to live with other people's habits. (either)
- 2 It's rude when people talk on their phones in theaters. It's also rude when they talk on them on buses. (not only)
- 3 I hate the smell of cigarette smoke. I worry about the danger to my health. (not only)
- 4 My uncle isn't willing to give up smoking. My grandparents aren't willing to give up smoking. (neither)

## NOW YOU CAN Complain about public conduct

**A NOTEPADDING** Make a list of some of your pet peeves in public places. Then write sentences with paired conjunctions to express your opinion. Use some of the adjectives with negative prefixes.

In restaurants: reading e-mail and texting during the meal  
Not only is it annoying, but it's also very impolite.

In restaurants:

In stores:

On buses and trains:

On the street:

In offices:

In movie theaters:

Other:

### Ideas

- cutting in line
- talking in theaters
- playing loud music
- honking a car horn
- not saying "Excuse me"

### Adjectives with negative prefixes

disrespectful  
immature  
impolite  
inconsiderate  
inexcusable  
irresponsible  
unacceptable  
unpleasant

**B APPLY THE GRAMMAR** In a group, role play on-the-street interviews, with one student as the interviewer. Use your notepads and the Grammar Spotlight on page 54 as a guide.

What really ticks me off is ...

Here's what really gets on my nerves ...

I'll tell you what really gets to me ...

Do you want to know what bugs me?

DIGITAL VIDEO

**C DISCUSSION ACTIVATOR** Discuss the questions. Say as much as you can.

- 1 In your opinion, how should people behave in public places? Do you think it's important to speak up when people behave inconsiderately in public?
- 2 Do *you* ever do things that annoy other people? Explain.

### RECYCLE THIS LANGUAGE

- It takes getting used to.
- It's a mixed blessing.
- [They] should mind [their] own business.
- [They] mean well.
- Look on the bright side.



**A READING WARM-UP** Why do you think tourists might make ideal victims for criminals?

STRATEGIES

**B** ▶ 3:08 **READING** Read the interview. Do you agree with Miller's advice?

## DON'T LET URBAN CRIME SPOIL YOUR VISIT

Since the beginning of the century, there has been a steady increase in the number of foreign visitors to the great cities of the world. In this interview, travel writer Hanna Miller suggests ways for visitors to avoid becoming victims of urban crime.

*You claim that tourists are particularly vulnerable to criminal activities. Why is that?*

**Miller:** Well, for one thing, tourists are more likely than local people to be carrying large sums of money or valuables such as jewelry and electronics. They are also out of their comfort zone, being unfamiliar with local customs or places that should be avoided. Because they're enjoying themselves, tourists are more likely than locals to let their guard down, thinking they are safe when in fact they are not. And let's face it: tourists stand out. They look different and dress differently from the residents of the place they're visiting.

*What kinds of crime do tourists need to be concerned about?*

**Miller:** All kinds, including violent crime, unfortunately. Tourists, however, are primarily targeted for theft of the valuables they have on them and the information gained from passports, credit cards, and other forms of identification. Because out-of-town visitors tend to congregate at tourist attractions, it's easier for criminals to do their work. Not only does this provide the opportunity for a pickpocket to take someone's wallet unnoticed, but it also makes it easier for a purse-snatcher to quickly grab something and run. A mugger can follow a victim until he or she is alone at an ATM machine, for example, where the criminal can demand the victim's money and property.

*So what precautions do you recommend?*

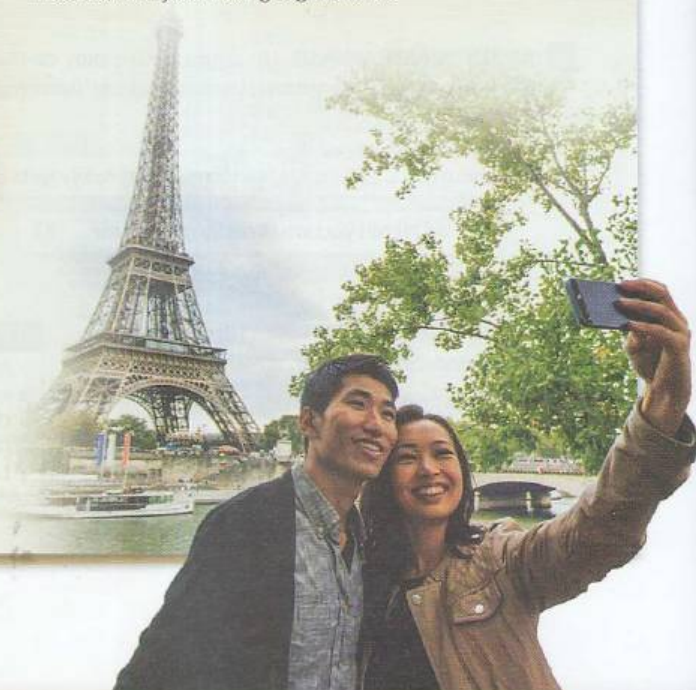
**Miller:** Before you leave home, use the Internet to learn about your destination so you can avoid high-crime neighborhoods. The more you know, the better you can protect yourself. Photocopy your passport and make sure you have a list of all your credit card numbers. When you're packing, choose clothes that don't make you stand out as a tourist. By the way, the inside pocket of a jacket may seem like a good place for a wallet or passport, but it's a favorite target for pickpockets. You should either bring pants and jackets with zippered or buttoned pockets or consider buying a money belt. And leave unnecessary valuables at home!

*And what extra precautions should tourists take in urban areas?*

**Miller:** It goes without saying: Avoid streets that are not well-lit at night. And avoid going out alone, if you can. While there's usually safety in numbers, remember that tourist attractions also attract thieves. Stay aware of what's happening around you—as if you had eyes in the back of your head. On the street, avoid using a smart phone or tablet—or fumbling with a map or guidebook—if you don't need to. Be wary if a stranger asks for directions or starts up a conversation. He or she may be sizing you up as a potential victim. Be particularly careful in crowds at festivals or on buses or trains. Be suspicious of any sudden disruption. Thieves are known to intentionally create a distraction so you won't realize what they're actually doing. And a warning to women: Be careful if you wear a cross-body purse. It may be harder for a criminal to grab, but you could be injured if the purse snatcher is on a motorcycle.

*Do people need to worry about leaving valuables in their hotel room?*

**Miller:** Good point! Don't leave valuables unprotected in your room, where a burglar might break in and take them. Ask the front desk to keep them for you. Better safe than sorry! Finally, I should mention that, all in all, crime rates are going down worldwide, and the chances you will become a crime victim are low. So don't let worrying about crime interfere with your having a great time!





**C CLASSIFY** Look for the words pickpocket, purse snatcher, mugger, and burglar in the reading. Then choose the kind of criminal who committed each crime below.

1 "I was looking for souvenirs at the market when this kid grabs my bag!"

☐ a pickpocket    ☐ a purse snatcher    ☐ a mugger    ☐ a burglar

2 "I left my laptop in a dresser drawer under my dirty clothes, but when I got back to the hotel it was gone!"

☐ a pickpocket    ☐ a purse snatcher    ☐ a mugger    ☐ a burglar

3 "I was watching the parade when all of a sudden I realized someone had taken my passport!"

☐ a pickpocket    ☐ a purse snatcher    ☐ a mugger    ☐ a burglar

4 "We were walking on the beach, and three big guys surrounded us and demanded our wallets!"

☐ pickpockets    ☐ purse snatchers    ☐ muggers    ☐ burglars

**D UNDERSTAND MEANING FROM CONTEXT** Read each statement from the interview.

Match each underlined expression with its meaning.

..... 1 They are also out of their comfort zone.

a not be careful

..... 2 Tourists are more likely than locals to let their guard down.

b be more noticeable than others

..... 3 Tourists stand out.

c checking to see if you might be a good victim

..... 4 ... there's usually safety in numbers.

d less risk by doing things with others

..... 5 He or she may be sizing you up.

e doing what they're not accustomed to doing

**E CRITICAL THINKING** Discuss the questions. Support your ideas with examples.

1 What are some ways that tourists might let their guard down when traveling?

2 What should a visitor to your country do to not "look like a tourist?" What would *you* do to not look like one when you travel?

DIGITAL  
EXTRA  
CHALLENGE

## NOW YOU CAN Suggest ways to avoid becoming a victim of urban crime

**A NOTEPADDING** With a partner, discuss ways to avoid becoming a crime victim in your own town or city for each situation on the notepad. Summarize your ideas.

**B ROLE PLAY** Imagine that you are a tourist visiting a new city, and your partner is a local. Tell your partner about what you've been doing during your visit. Your partner makes suggestions for how to avoid crime. Summarize your ideas on the notepad.

**OPTIONAL WRITING** Write a short guide for visitors to your city. Suggest how to stay safe and avoid becoming a crime victim.

while riding in a car

while using public transportation

while walking on the street

while staying in a hotel

while getting cash at an ATM machine

other



DIGITAL STRATEGIES

**A** ▶ 3:09 **LISTENING WARM-UP** VOCABULARY: COMMUNITY SERVICE ACTIVITIES

Read and listen. Then listen again and repeat.

# GET INVOLVED WITH YOUR COMMUNITY!

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## BEAUTIFY YOUR TOWN

Plant flowers or trees where there aren't any.



## CLEAN UP LITTER

Pick up trash from parks, playgrounds, or the street.



## RAISE MONEY

Mail letters, make phone calls, knock on doors, or set up a table to raise money for a charity or cause.



## VOLUNTEER YOUR TIME

Work without pay in the fire department, a hospital, or a school.



## DONATE BLOOD

Give the gift of life to someone who's very sick or has been in a serious accident.

**B VOCABULARY PRACTICE** Would you ever consider doing any community service activities? With a partner, explain what you would, or would never, do.

“I would never consider volunteering my time to clean up litter. I think they should pay people to do that.”

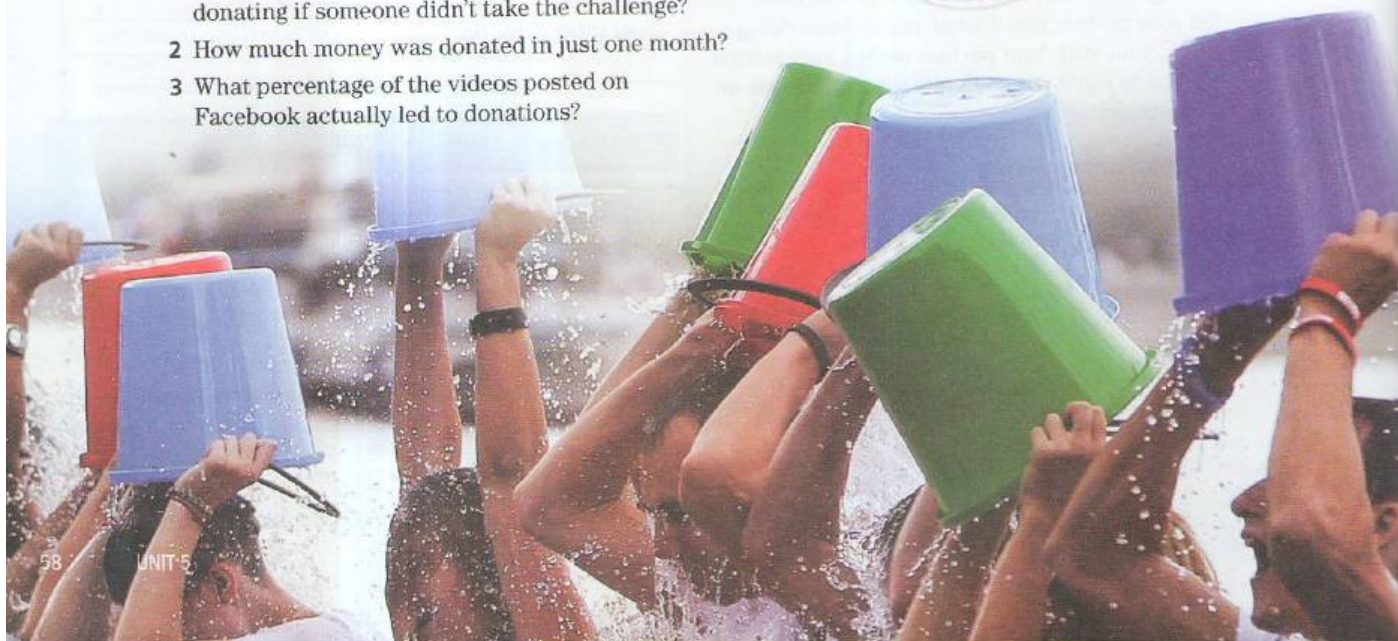
DIGITAL STRATEGIES

**C** ▶ 3:10 **LISTEN TO SUMMARIZE** Listen to the report about the Ice Bucket Challenge. What was it? Describe the idea in your own words.**D** ▶ 3:11 **LISTEN FOR DETAILS** Read the questions. Then listen again and answer them:

- 1 How much money did the Ice Bucket Challenge suggest donating if someone didn't take the challenge?
- 2 How much money was donated in just one month?
- 3 What percentage of the videos posted on Facebook actually led to donations?



Pete Frates is credited with starting the Ice Bucket Challenge.





**E** ▶ 3:12 **LISTEN TO CONFIRM CONTENT** The report mentions that some people criticized the Ice Bucket Challenge. Read the list of criticisms. Then listen again and check the ones that are actually mentioned in the report.

- ☐ 1 It made people feel bad if they chose not to participate in the challenge.
- ☐ 2 There are more serious problems for which people could have donated money.
- ☐ 3 People should have paid more attention to the cause rather than on having fun.
- ☐ 4 The challenge didn't raise a lot of money for research.
- ☐ 5 Dumping ice water on your head could be dangerous.
- ☐ 6 Some celebrities took the challenge just to call attention to themselves.

**F** **EXPRESS AND SUPPORT AN OPINION** Discuss the questions, using information from the report and your own ideas.

- 1 Do you think the Ice Bucket Challenge was a good idea? Do you agree with the critics or the supporters? Why?
- 2 Why do you think people on social media responded so strongly to the Ice Bucket Challenge?

## NOW YOU CAN Discuss the meaning of community

**A** **FRAME YOUR IDEAS** With a partner, consider each situation and discuss what you might do. Based on your answers, how would you define the meaning of "community"?

**1**

There has been a terrible storm, and many homes have been destroyed. You're asked to let a family live with you until their home is fixed.

**What would you say if they were ...**

- a. your relatives?
- b. your neighbors?
- c. your colleague's family?
- d. complete strangers?




**2**

There has been a natural disaster with casualties, and someone needs a blood transfusion to survive. You have the same blood type and can donate your blood to save that person's life.

**What would you do if the person were ...**

- a. a family member?
- b. your neighbor?
- c. your classmate?
- d. a complete stranger?



“My first responsibility is to my family. I can't imagine doing this for a total stranger.”

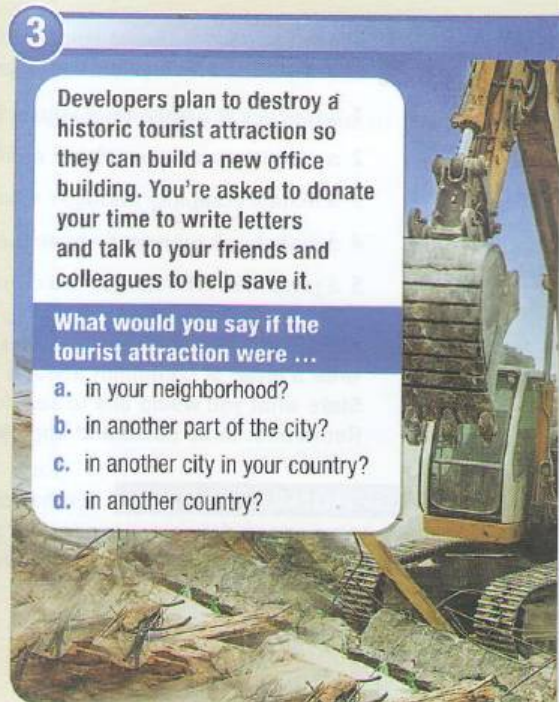
“Of course I'd help a stranger! It's the right thing to do.”

**3**

Developers plan to destroy a historic tourist attraction so they can build a new office building. You're asked to donate your time to write letters and talk to your friends and colleagues to help save it.

**What would you say if the tourist attraction were ...**

- a. in your neighborhood?
- b. in another part of the city?
- c. in another city in your country?
- d. in another country?



**B** **PAIR WORK** Make a list of ideas for community projects in which you and your classmates could possibly participate. Share your list with the class and explain why you think your ideas would be worthwhile.



**A WRITING SKILL** Study the rules.

When writing to a friend or relative, it is acceptable to use an informal tone, casual language, and abbreviations. However, when writing to the head of a company, a boss, or someone you don't know, standard formal language should be used, and regular spelling and punctuation rules apply. Formal letters are usually typed, not handwritten. The following salutations and closings are appropriate for formal letters:

Formal salutations	Formal closings	
If you know the name:	Dear Ms. Krum: Dear Mr. Paz: Dear Professor Lee: Dear Dr. Smith:	Sincerely, Respectfully, Best regards, Cordially,
If you don't know the name:	Dear Sir or Madam: To whom it may concern:	

**Letters of Complaint**

When writing a formal letter of complaint, first state the reason you are writing and describe the problem. Then inform whomever you are writing what you would like him or her to do about it, or what you plan to do. The language and tone in your message should be formal and polite.

**WRITING MODEL**

your address — 4719 McPherson Avenue  
Philadelphia, PA 19102

date — June 30, 2018

Red Maple Café  
708 West Pine Street  
Philadelphia, PA 19102 — recipient's address

Dear Sir or Madam: — salutation

I live a few blocks from your restaurant. For the past several months, I have noticed that in the evenings there is a lot of trash on the side of your building. Cats in the neighborhood turn over the garbage cans, and the trash goes everywhere. This is not only unpleasant to look at, but it is also a health hazard.

Could you please make sure that when the trash is put out, the garbage cans are closed? Your helping keep our neighborhood clean and beautiful would be greatly appreciated.

Respectfully, — closing

*Olivia Krum* — signature  
Olivia Krum

**B PRACTICE** Write a salutation appropriate for a formal letter to each of these people.

- 1 a teacher at a university whose family name is Smith .....
- 2 a company manager whose name you don't know .....
- 3 a female company manager whose family name is Costa .....
- 4 a male bank manager whose family name is Takata .....
- 5 a physician who manages a clinic and whose family name is Grimond .....

**WRITING PROCESS**

**C APPLY THE WRITING SKILL** On a separate sheet of paper, write a letter of complaint about a problem in your city or town. State what you would like to see done to fix the problem. Remember to be polite and appropriately formal.

**OPTIONAL WRITING** Exchange letters with a partner. Write an appropriate response to your partner's letter, as if you were the person to whom it was addressed.

**SELF-CHECK**

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





**A** ▶ 3:13 Listen carefully to each story. Infer the type of criminal being described and complete the statements with the details of the crime.

- 1 A ..... took his ..... while he was riding on a .....
- 2 A ..... stole ..... from her while she was walking with a .....
- 3 He saw a ..... running down the street with a girl's .....
- 4 A ..... broke into her ..... and took her husband's .....

**B** Respond to each statement or question in your own way.

- 1 "Your texting during the movie kind of bothers me."

You: .....

- 2 "Would you mind not smoking in here?"

You: .....

- 3 "What bugs you about living in your town?"

You: .....

- 4 "Who does things that really get to you?"

You: .....



**C** Make each sentence logical by attaching a negative prefix to the adjective. Use a dictionary if necessary.

- 1 Smoking on public buses and trains is really ~~excusable~~. **inexcusable**

- 2 I believe littering and spitting on the street are both ~~responsible~~.

- 3 People who play loud music without consideration for the people around them are exhibiting really ~~proper~~ behavior.

- 4 I think it's ~~appropriate~~ for people to text their friends during movies.

- 5 When a salesperson is rude, I find it not only ~~respectful~~ but also annoying.

- 6 I should warn you that the air pollution downtown is really ~~pleasant~~.

- 7 I think it's ~~honest~~ to sell souvenirs to tourists at higher prices than people usually pay.

- 8 It doesn't help when people are ~~courteous~~ to each other.

**D** Combine the sentences, using paired conjunctions.

- 1 Restaurants shouldn't allow smoking. Theaters shouldn't allow smoking. (neither ... nor)

- 2 Smoking should be banned. It should be restricted. (either ... or)

- 3 Littering doesn't offend me. Spitting doesn't offend me. (neither ... nor)

- 4 I think loud music is rude. I think loud people are rude. (Not only ... but)



## Animals

## PREVIEW

## COMMUNICATION GOALS

- 1 Exchange opinions about the treatment of animals
- 2 Discuss the pros and cons of certain pets
- 3 Compare animal and human behavior
- 4 Debate the value of animal conservation

**A FRAME YOUR IDEAS** Complete the activity. With a partner, explain your choices.  
Which categories of animals invite the most negative or positive responses?

YOUR  
ATTITUDES  
TOWARD

## ANIMALS

Write one or more of the  
adjectives below.

a bee



## INVERTEBRATES



a spider

a worm



## FISH

a goldfish



an eel



## AMPHIBIANS

a salamander



a frog



## BIRDS

a parrot



an eagle

## REPTILES

a crocodile



a snake

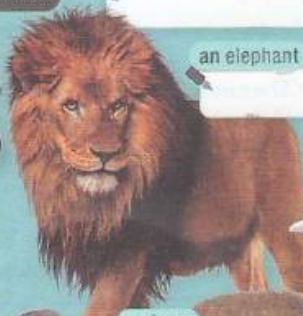


a lizard



## MAMMALS

a lion



an elephant



a horse



a sheep



a rabbit



a monkey



a dog



## ADJECTIVES

attractive cute dangerous disgusting energetic fascinating  
frightening funny hardworking independent intelligent  
lazy noisy patient quiet relaxed tasty ugly useful

a mouse



a dolphin



**B** ▶ 3:14 **VOCABULARY CATEGORIES OF ANIMALS** Look at the categories and photos in Exercise A.  
Listen and repeat.

**C DISCUSSION** Discuss the questions.

- 1 Would your responses have been different if any of the animals had been babies instead of adults? How?
- 2 Did any other physical factors affect your choices, such as color or size? In what ways?
- 3 Did any experiences you've had with any of these animals affect your choices? How?



**D** ▶ 3:15 **SPOTLIGHT** Read and listen to a conversation over lunch at an international meeting. Notice the spotlighted language.

**Pam:** Nice picture. Hey, are those your cats?

**Karina:** Yeah, they're my babies. We've had the gray one a long time. She's almost seventeen now.

**Pam:** No way! She still looks so healthy. What about the white one?

**Karina:** We think he's pretty young. Actually, he was hanging around outside our house all summer, and it didn't seem like anyone was taking care of him. We **felt sorry for** him, so we took him in.

**Pam:** Lucky cat! He looks like a member of the family now. But I'll bet the older one wasn't too crazy about having a new cat around.

**Karina:** Well, he thinks he's still a kitten; he just wants to play all the time.

But I'd say she **puts up with** him pretty well. She's really patient.

**Pam:** From the picture, it looks like she's the one **in charge**.

**Karina:** Definitely. She doesn't fool around. If he gets too rough, she knows how to **put him in his place**. Hey, do you have any pets?

**Pam:** No, we don't. When we feel like being around animals, we go to the zoo.

**Karina:** Actually, I'm not too crazy about zoos. I just don't think animals should be **cooped up** in small cages.

**Pam:** Normally I'd agree with you. But our local zoo isn't like that at all. The larger mammals have plenty of outdoor space. It's pretty humane, I think.

**Karina:** Well, that's good. I guess we shouldn't just assume that animals in captivity aren't treated well.



**E UNDERSTAND IDIOMS AND EXPRESSIONS** Find each expression in Spotlight. Then complete the statements.

- When Karina says they "felt sorry for" the younger cat, she means they ..... him.  
a apologized to                      b were concerned about                      c were annoyed with
- When she says the older cat "puts up with" the younger one, she means the older cat .....  
a is annoyed with him                      b accepts his behavior                      c is concerned about him
- When she says the gray cat is the one "in charge," she means the gray cat .....  
a obeys the white one                      b is obeyed by the white one                      c is older than the white one
- When she says the gray cat put the white one "in his place," she means the gray one .....  
a is the boss                      b isn't the boss                      c is his friend
- When she refers to animals being "cooped up in" cages, she means they .....  
a are made comfortable                      b don't get to go outside                      c often go outdoors

**F PAIR WORK** Choose one or more of these topics. Tell your partner about:

- a time when you or someone you know felt sorry for an animal and took it in.
- a time when someone's pet had to put up with another animal.
- a home where the pet was the one in charge.

**SPEAKING GROUP WORK** Discuss the questions.

- Do you care if an animal is cooped up in a cage? Why or why not? Are there times when an animal should be?
- Which animals on page 62 do you think need lots of outdoor space? Why?



**GOAL** Exchange opinions about the treatment of animals**A** ▶ 3:16 **GRAMMAR SPOTLIGHT** Read the social media posts. Notice the spotlighted grammar.**David Suchet**

June 30 / Seattle, USA

I really feel sorry for animals that are mistreated. Does anyone else get as fed up as I do about their inhumane treatment? In my opinion, animals **should** never **be killed** just for sport or entertainment. Hunting, bullfighting, and any other "sport" that involves the killing of defenseless animals **should be** completely **banned**. And the idea that monkeys or dogs **have to be used** in medical research seems ridiculous to me. What do you all think? Is inhumane treatment of animals ever justified?

**Reiko Yamamoto**

July 1 / Atami, Japan

Maybe you're right about killing animals for sport, but don't you think the needs of people **should** sometimes **be considered**? For example, it seems clear to me that small mammals like mice or rabbits **have to be used** for medical research to make sure new medications are safe. It just **can't be avoided**. Otherwise, new medical treatments **might not be discovered**. We can't fool around when it comes to medicine.

**Marie Colbert**

July 1 / Lyon, France

I agree with Reiko—people first. But that doesn't mean animals **should be treated** inhumanely. I'm sure research methods **could be improved**. And recently I was reading about factory farms that raise chickens or beef cattle, and I was shocked at how crowded and filthy the conditions were. I know animals **have to be slaughtered** for food, but I'm sure they **could be raised** more humanely.

**B EVALUATE IDEAS** Do you agree with any of the opinions expressed in the posts? Why or why not?DIGITAL  
INDUCTIVE  
ACTIVITY**C GRAMMAR PASSIVE MODALS**

Remember: We use the passive voice to focus on the receiver of an action rather than the person or thing that performs the action. Form passive modals with a modal + **be** and a past participle.

Conditions for cattle on factory farms **could be improved**.Alternatives to using mice for research **might be found**.The hunting of bears **should be prohibited**.Traditions like bullfighting **have to be preserved**.**GRAMMAR BOOSTER** p. 134

• Modals and modal-like expressions: summary

**\*Note:** *Have to* is a modal-like expression, not a true modal. It has two present forms: *have* and *has*. It uses *Do* or *Does* in questions and *don't* and *doesn't* in negative statements.

**Yes / no questions**Should chickens **be cooped up** in cages?Can't factory chicken farms **be shut down**?BUT Do large mammals **have to be kept** in zoos?**Information questions**Why **shouldn't** reptiles or amphibians **be used** for research?Why **must** all animals' lives **be respected**?How **might** people's attitudes **be changed**?**Remember:****have to** = obligatory**don't have to** = not obligatory**must OR must not** = obligatory



# D NOTICE THE GRAMMAR Find one passive modal in Spotlight on page 63.

## E UNDERSTAND THE GRAMMAR With a partner, decide who the performer of the action is. Then choose the active or passive voice to complete each statement.

- 1 People (should treat / should be treated) animals humanely.
- 2 Large mammals like lions (shouldn't keep / shouldn't be kept) in zoos.
- 3 In order to help people with disabilities, dogs (have to train / have to be trained) when they are young.
- 4 They say people (can teach / can be taught) bears to do tricks like dancing or standing up on command.
- 5 Horses (shouldn't force / shouldn't be forced) to run in races.
- 6 Sometimes, in order to protect people, aggressive dogs that live on the street (have to kill / have to be killed).

“In item 1, **people** is the performer of the action.”

## F GRAMMAR PRACTICE Write sentences, using passive modals.

- 1 People / shouldn't / allow to hunt elephants. ....
- 2 New medicines / might / discover through animal research. ....
- 3 Monkeys / shouldn't / keep as pets. ....
- 4 A lot / could / do to improve conditions for cattle on factory farms. ....
- 5 The treatment of research animals / must / improve. ....
- 6 Can't / zoos / use for performing scientific research to protect animals? ....
- 7 Why / chickens / have to / raise in such crowded conditions? ....

## NOW YOU CAN Exchange opinions about the treatment of animals

### A DISCUSSION ACTIVATOR Use the ideas to exchange opinions with a partner about the ways animals are used or treated. Ask and answer questions, using passive modals. Say as much as you can.

“Do you think animals **have to be used** for medical research? I do. We can't experiment on humans, can we?”

“Actually, I don't think animals **should be treated** that way. I think it's morally wrong.”

### B SUMMARIZE THE DISCUSSION

Compare your classmates' opinions about the treatment of animals. Does the majority of the class share the same opinions?

#### Ideas

- using animals in medical research
- slaughtering animals for food
- keeping animals in zoos
- raising animals for sports, such as racing or fighting
- killing animals for their hides and fur



a fur coat

#### RECYCLE THIS LANGUAGE

##### Express an opinion

- I think [it's morally wrong].
- I believe [it's OK under some circumstances].
- I feel [it's wrong no matter what].
- I'm in favor of \_\_\_\_.
- I'm opposed to \_\_\_\_.

##### Disagree

- I see what you mean, but \_\_\_\_.
- That's one way to look at it, but \_\_\_\_.
- On the one hand \_\_\_\_, but on the other hand \_\_\_\_.
- I completely disagree.

##### Agree

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





**GOAL** Discuss the pros and cons of certain petsDIGITAL  
STRATEGIES

**A** ▶ 3:17 **VOCABULARY DESCRIBING PETS** Read and listen.  
Then listen again and repeat.

Positive traits	
playful	active and fun-loving
affectionate	friendly and loving
gentle / good-natured	easygoing; good with kids and other pets
low-maintenance	easy to care for and inexpensive to keep
loyal / devoted	attentive to its owner; reliable
protective	good at protecting its owner from danger
Negative traits	
high-strung / excitable	nervous; easily frightened
costly	expensive to buy and to take care of
destructive	harmful to furniture and other things
filthy	unclean; makes a mess
high-maintenance	time-consuming to take care of
aggressive	hard to control; possibly dangerous



**B** ▶ 3:18 **LISTEN TO ACTIVATE VOCABULARY** Listen to each conversation and complete the chart with the pet and its pros and cons. Use the Vocabulary. Listen again if necessary.

	Pet	Possible pros	Possible cons
1			
2			
3			
4			

**C EXPRESS AND SUPPORT AN OPINION**  
Discuss the questions.

- 1 In what ways can an animal be a good companion to a child? An adult? An older person?
- 2 Do you know anyone who is too attached to his or her pet? Why do you think some people get emotionally close to their animals?

**D GROUP WORK** Use the vocabulary to tell your classmates about your past or present pets or about those of people you know.

PRONUNCIATION  
BOOSTER

p. 145

Sound reduction



## NOW YOU CAN Discuss the pros and cons of certain pets

**A** ▶ 3:19 **CONVERSATION SPOTLIGHT** Read and listen. Notice the spotlighted conversation strategies.

A: Do you think a fish would make a good pet?

B: Actually, I'm not so sure. **I've heard** they're really high-maintenance.

A: **In what way?**

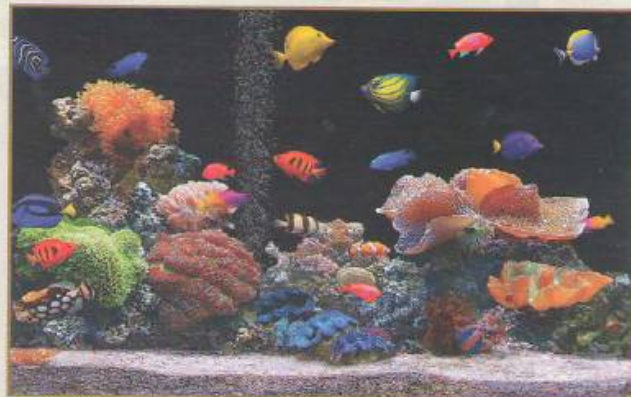
B: Well, **for one thing**, they need a lot of attention. I'd consider getting a rabbit instead.

A: Why a rabbit?

B: Well, they're very low-maintenance. **And besides**, they're really gentle.

A: **But what if** you were looking for something a bit more affectionate than a rabbit?

B: Then I'd get a cat. They're affectionate *and* they're low-maintenance.



**B** ▶ 3:20 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the conversation with a partner.

**C** **NOTEPADDING** With a partner, complete the chart with animals that make good and bad pets. Explain why, using the Vocabulary. Choose animals from page 62 or others you know.

Animals that make exceptionally good pets	Reasons

Animals that make really bad pets	Reasons

DIGITAL  
VIDEO  
DIGITAL  
SPEAKING  
BOOSTER

**D** **CONVERSATION ACTIVATOR**

Create a conversation similar to the one in Exercise A, using the information on your notepad. Start like this: *Do you think a \_\_\_ would make a good pet?* Be sure to change roles and then partners.

### DON'T STOP!

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

### RECYCLE THIS LANGUAGE

- |               |               |
|---------------|---------------|
| • attractive  | • funny       |
| • cute        | • intelligent |
| • dangerous   | • noisy       |
| • disgusting  | • patient     |
| • energetic   | • quiet       |
| • fascinating | • ugly        |
| • frightening |               |



**A** ▶ 3:21 **LISTENING WARM-UP VOCABULARY: ANIMAL SOCIAL GROUPS AND PROTECTIVE PHYSICAL FEATURES** Read and listen. Then listen again and repeat.

## ANIMAL SOCIAL GROUPS



a flock of birds



a herd of cattle



a school of fish



a pack of wolves

## PHYSICAL FEATURES



claws



hooves (singular: a hoof)



a beak



horns

**B** **APPLY NEW VOCABULARY** Complete the chart with a partner.

Animals with claws	Animals with hooves	Animals with horns
Birds with powerful beaks	Animals that travel in packs	Animals that gather in herds

**C** ▶ 3:22 **LISTEN TO DEFINE TERMS** Listen to Part 1 of the lecture to answer this question:  
What is the difference between an animal that is a predator and one that is prey?

**D** ▶ 3:23 **LISTEN FOR EXAMPLES** Listen to Part 1 of the lecture again. With a partner, find an example from the listening to explain each of the following:

- 1 a benefit of a social group for animals of-prey .....
- 2 a benefit of a social group for predators .....
- 3 the role of a dominant animal in a social group .....
- 4 the meaning of "fight or flight" .....



**E** ▶ 3:24 **LISTEN FOR DETAILS** Now listen to Part 2 of the lecture and answer the questions.

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

**F** **THINK AND EXPLAIN** Which of these situations do you think illustrate learned behavior as opposed to instinct? Explain your reasons, based on information from the lecture.



Hungry baby birds open their beaks wide so that an adult will put a worm inside.



Baby rabbits quickly follow their mother away from a potential predator.



Young cats respond to perceived danger by getting ready to run away or to fight.

**G** **APPLY IDEAS** Discuss the questions.

- 1 Look at the animals in Preview on page 62. Which are predators and which are prey? Which are both?
- 2 What are some ways in which you think humans behave: a) like herd animals or flocks or b) like animals who socialize in packs? Provide examples.

## NOW YOU CAN Compare animal and human behavior

**A** **NOTEADDING** In what ways do you think humans are the same as other animals? In what ways do you think we're completely different? Write some ideas.

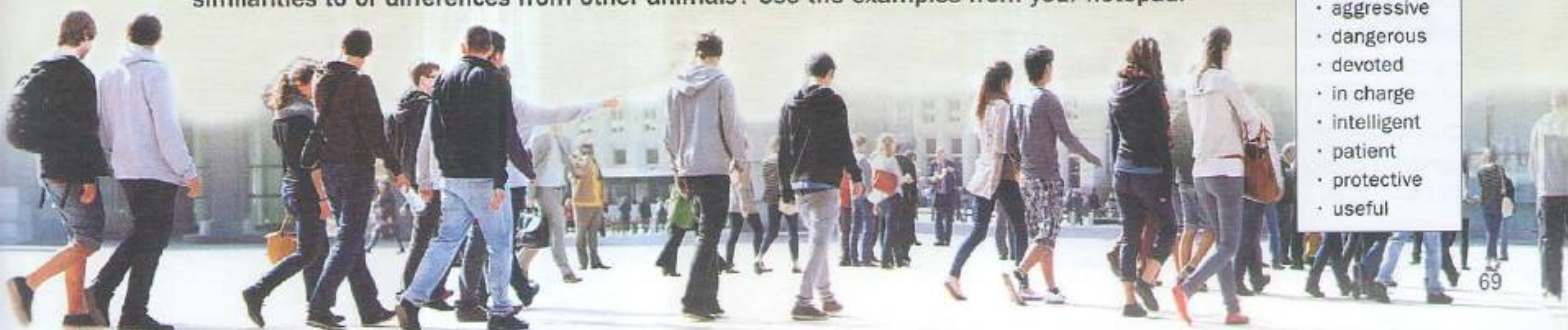
How we're the same or similar	How we're very different
Groups provide safety and social interaction.	Humans are more able to respond to danger using their intelligence.

How we're the same or similar	How we're very different

**B** **DISCUSSION** Share your ideas with your classmates. Do you think we have more similarities to or differences from other animals? Use the examples from your notepad.

### RECYCLE THIS LANGUAGE

- aggressive
- dangerous
- devoted
- in charge
- intelligent
- patient
- protective
- useful





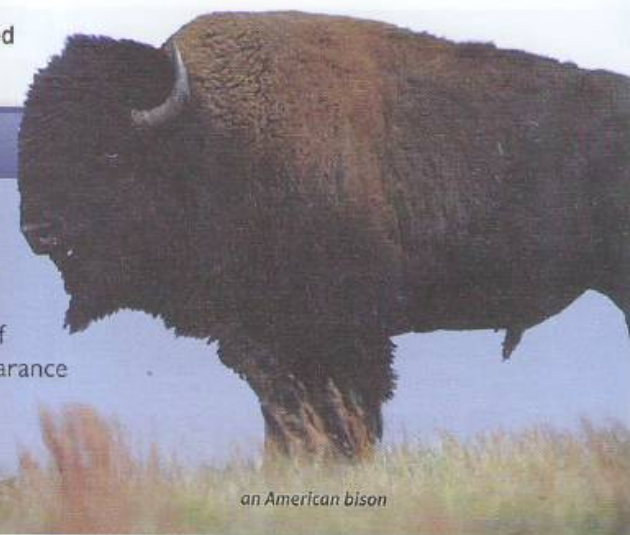
**A READING WARM-UP** What are some endangered animals you can think of? What are some threats to their survival?

**ORGANIZATIONAL STRATEGIES**

**B** ▶ 3:25 **READING** Read the stories. What do you think ensured the survival of the buffalo in the U.S.?

## The Will to Make a Difference

We live on a planet that is rich in biodiversity—there are millions of different species of animals and plants across the globe. Yet many species are disappearing at an alarming rate as the habitats in which plants and animals live together are reduced year after year. Currently, 11,000 species of plants and animals—including over 180 mammals—are at risk of becoming extinct because of this loss of habitat. Once gone, their disappearance is irreversible—they cannot be brought back. In its fast development as a nation over the last three hundred years, the United States has experienced some dramatic shifts in animal populations. Here is the story of a dismal failure and a remarkable success story.



an American bison

### The Passenger Pigeon **FAILURE**

Early European visitors to North America told amazing stories about huge flocks of passenger pigeons that darkened the sky for hours as they flew south for winter. They were easy targets for hunters, delicious to eat, and useful for making feather beds.



Estimates put their total population at about five billion—the same number as the population of all birds combined in the U.S. today.

By the mid-1800s, the hunting of passenger pigeons had become a large-scale commercial enterprise, supplying east coast cities with a steady supply of birds. Around 300,000 a year were sent to New York City alone. At the same time, their habitat and food sources were shrinking as forests were cut down for farming and construction. In addition, approximately 250,000 birds were killed simply for sport each year. Making matters worse, a female passenger pigeon laid only one egg each year. By the turn of the twentieth century, any attempts to save the passenger pigeon were too late. The last surviving pigeon died in the Cincinnati Zoo in 1914—a species lost forever.

### The American Bison (or Buffalo) **SUCCESS**

Before European settlers came to North America, there were more than 50 million buffalo roaming in huge herds across the continent's central flatlands, which are today known as the Great Plains. These strange-looking, magnificent creatures—with their furry heads and shoulders and distinctive horns—were an important resource for food, clothing, and shelter for Native Americans living on the plains. And they played an enormous part in the plains ecosystem, sustaining other animals and plants. Weaker buffalo provided food for predators like bears and wolves. Herds attracted birds that picked at buffalo fur for insects. Thousands of hooves walking over the landscape prevented aggressive plants from taking over.



Buffalo hides were important in Native American life, including for shelter.

In the 1800s, as new settlers moved from the East to settle the West, whole herds were slaughtered, often just for sport. Buffalo were considered an obstacle to the settlers' desire to grow crops and raise cattle. The resource that sustained Native Americans for centuries began to disappear. By the end of the 1800s, there were as few as 750 buffalo remaining.

Many people were shocked that the buffalo, long considered a symbol of the West, had been allowed to come so close to extinction. Fortunately, efforts to save them were begun in 1905. The remaining herds were gathered together and protected. Their number steadily increased to today's population of about 350,000.

### What conclusion can we draw from these stories?

In the case of the passenger pigeon, extinction was occurring so fast that, even with efforts to save them, it was too late to act. However, we can see that with the American buffalo, conservation efforts can make a difference if they are begun early enough.



**C UNDERSTAND MEANING FROM CONTEXT** Choose the correct meaning for each word.

- 1 biodiversity
  - a the place where animals live
  - b the variety of living things
  - c the disappearance of a species
- 2 a habitat
  - a the food animals eat
  - b the place animals live
  - c the number of species
- 3 extinction
  - a the protection of a species
  - b the hunting of a species
  - c the disappearance of a species
- 4 conservation
  - a the protection of animals from extinction
  - b a danger to animals
  - c a source of food
- 5 an ecosystem
  - a a danger to animals
  - b the protection of a species
  - c a community of living things

**D RECOGNIZE CAUSE AND EFFECT** Discuss these questions with a partner.

- 1 What are four reasons the passenger pigeon became extinct? Why did conservation efforts fail?
- 2 Why did settlers hunt the buffalo? How did the buffalo come so close to extinction?

DIGITAL  
EXTRA  
CHALLENGE

**NOW YOU CAN** Debate the value of animal conservation

**A FRAME YOUR IDEAS** With a partner, read and discuss the arguments for and against animal conservation. Which arguments are the strongest for each side of the animal conservation debate? Which are the weakest?

**For**

- Human beings have a responsibility to protect all living things.
- Species should be preserved for future generations.
- Natural parks that protect wildlife are big tourist attractions that generate jobs and income for local economies.
- Species extinction is happening at such a fast rate we'd be foolish not to act quickly.
- For every species lost to extinction, humans miss the chance to make new discoveries—for example, new medicines.
- Your own ideas: .....

**Against**

- Extinctions are simply part of the natural process—it's the principle of "survival of the fittest."
- Environmental protection costs a lot of money. It's "a luxury" for countries that have more serious problems.
- Millions of species have already become extinct with no significant impact on the environment—it's no big deal.
- Conservation limits land available to farmers, who really need it for their livelihood.
- Do we really need 2,000 species of mice?
- Your own ideas: .....

DIGITAL  
SPEAKING  
BOOSTER

**B DEBATE** Form two groups—one for and one against this statement: *It's important to protect all species of animals from extinction.* Take turns presenting and supporting your views with reasons and examples.

“I don't see why we should worry about conserving one type of endangered frog or salamander. There are many other kinds that are not endangered.”

“But the extinction of one type of frog could affect mammals and reptiles that may depend on that species for food.”

“Come to think of it, you have a point!”

**OPTIONAL WRITING** Write at least two paragraphs about the reasons some animals become endangered. Describe the threats to their survival and what can be done to save them.

**RECYCLE THIS LANGUAGE**

- amphibians
- birds
- fish
- invertebrates
- mammals
- reptiles



## WRITING Supporting a point of view

### A WRITING SKILL Study the rules.

To persuade readers to agree with your point of view in an essay:

- State your point of view in the introduction to your essay.
- Then provide examples, facts, or experts' opinions that support your point of view.
- Another effective technique is to demonstrate the weakness of opposing arguments.
- Summarize your main point in a concluding sentence.

Use expressions like these to support your point of view.  
Pay attention to correct punctuation when needed.

Support your point of view	Offer experts' opinions
For one thing, For example, For instance, Furthermore,	[Smith] states that ... According to [Rivera], ... Studies suggest that ...
Refute opposing arguments	Conclude your argument
It can be argued that ... [Some people] think ... It [may be] true that ...	However, In conclusion, In summary, To sum up,

### WRITING MODEL

Many people question whether it's humane to keep animals in zoos. However, **today's zoos can play an important role in animal conservation.** They can do this in a number of ways.

**For one thing, studies suggest that** animal conservation research and observation may be conducted more easily in zoos. In that way, new methods for ensuring the survival of endangered species might be discovered. **Furthermore,** in her report on conservation efforts at the Parkland Zoo, **biologist Ann Fisher states that** zoos can protect the young of endangered species until they are old enough to be released into the wild. **It can be argued that** all animals should be free and that it is unethical to keep any animals in zoos. **However,** the survival of these species in the wild may actually depend on the results of the scientific studies many zoos provide.

**In conclusion,** I believe endangered animals should be kept in zoos in order to support conservation efforts. It's one way that we can help ensure their survival.

### B PRACTICE Complete the arguments to support the point of view.

Zoos can play an increasingly important role in animal conservation.

- 1 (For one thing, / However,) a zoo is a good environment for scientists to observe the behavior of endangered animals. Information from this research can be used to ensure their survival.
- 2 (Many people think / For example,) animals are simply cooped up in cages at zoos.
- 3 (Furthermore, / However,) today's modern zoos try to imitate their natural habitats by providing healthy food and lots of space for exercise and play. Without this intervention, many species would not survive in the wild.
- 4 (According to / To sum up) Dutch scientist Frans de Wall, zoos also serve an important educational purpose.
- 5 (Furthermore, / For example,) by visiting zoos with their families or school classes, children learn about endangered animals and grow up appreciating the importance of protecting them.
- 6 (To sum up, / It may be true that) there are good reasons for keeping endangered animals in zoos.



### C APPLY THE WRITING SKILL Write a short essay in which you express your opinion on the treatment of animals on farms or in research. Use persuasion to get the reader to agree with your point of view. State your point of view in the introduction. Support it with examples, facts, or experts' opinions. Refute opposing arguments. Conclude by restating your main point.

**OPTIONAL WRITING** Exchange paragraphs with a partner. Do you agree or disagree with your partner's point of view? Write a short response, explaining why. Start like this: *I [agree / disagree] with your argument because ...*

### SELF-CHECK

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



**A** ▶ 3.26 Listen to Part 1 of a radio program. Choose the phrase that best completes each statement, according to the program.

- 1 Capuchin monkeys can be .....  
a used for medical research    b loyal friends to humans    c trained to help people with disabilities
- 2 These monkeys are useful to humans because they .....  
a can do simple jobs    b can push a wheelchair    c can wash dishes

**B** ▶ 3.27 Now listen to Part 2 and choose the phrase that best completes each statement.

- 1 Dolphin-assisted therapy had a positive effect on children's .....  
a moral or ethical development    b speech development    c physical development
- 2 Children respond to dolphins because dolphins are .....  
a good swimmers    b intelligent    c playful
- 3 Many of these children respond better to people after .....  
a a year of treatment    b a few treatments    c a few weeks of treatment

**C** Change the adjective in each statement so it makes sense.

- 1 A relaxed pet that is good with kids is ~~destructive~~ .....
- 2 A cat that often scratches people with its claws is ~~affectionate~~ .....
- 3 A pet that is loving and friendly is ~~aggressive~~ .....
- 4 A dog that damages furniture is ~~playful~~ .....
- 5 An animal that is easy to care for is ~~filthy~~ .....
- 6 A dog that is easily frightened is ~~protective~~ .....
- 7 A pet that is expensive to buy and take care of is ~~good-natured~~ .....
- 8 A parrot that has fun holding a ball in its beak is ~~loyal~~ .....

**D** Complete each statement with vocabulary from the unit.

- 1 Passenger pigeons used to fly together in very large .....
- 2 A cat is a mammal, and a frog is an .....
- 3 Dogs that do not have owners sometimes hang out together in .....
- 4 Lions use their teeth and ..... to kill their prey.
- 5 Buffalo have a pair of ..... on their furry heads.
- 6 An eel is a kind of fish, and a crocodile is a kind of .....
- 7 Dominant male sheep fight with their horns to choose who will be the one in charge of the .....
- 8 Humans have feet, and horses have .....
- 9 A bird may use its ..... to protect itself from a predator.

**E** Choose four of the topics. Use passive modals to state your own opinion about each topic.

Topics		
medical research	dog fighting	pets
hunting	extinction	zoos

Example: Hunting should be banned because it is inhumane.

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

