

WHAT DO YOU ALREADY KNOW?

1 IN GROUPS Think about culture and customs in your country.

Discuss these questions:

- How do you define *culture*?
- What things define the culture of your home country?

THINK AND PREPARE

2 Do you agree or disagree with this statement?

Individual cultures are being lost. They are being replaced with a "global culture."

3 IN GROUPS Prepare for a speech about global culture.

Make notes about your position and reasons. Consider these points:

- the definition of a global culture
- the negative effects of a global culture
- the positive effects of a global culture
- the factors that may have caused the development of a global culture (e.g., global business, the internet, international travel)

VIDEO



Watch the video as you prepare for the speech, and learn how to speak from notes.

SPEAK YOUR MIND

4 Give a speech about global culture to the class. Try to persuade others to your point of view.

In this unit, you will ...

- talk about your eating habits and suggest ways to get used to new customs.
- focus on Mediation: develop intercultural communication.
- focus on a Thinking Skill: recalling.
- read about studying abroad and culture shock.
- learn about cultural awareness and assess your ability to adapt.
- practice your written exam skills by identifying parts of speech.





LIFE SKILLS cultural awareness

A Read the definition of cultural awareness. How diverse is your country? Are there a lot of different cultures?

Cultural awareness is the ability to understand and appreciate cultural differences. People who have cultural awareness respect and value different beliefs and customs from their own. They are open to new customs and experiences and are able to adapt to them.

B IN PAIRS Look at the photos and discuss the questions.

- Which photos show eating habits you are familiar with?
- How do you feel about trying different ways of eating?



1 eating on the go



2 holiday feast



3 eating with chopsticks



4 eating with your hands

C 3.01 Listen to a man talk about his experiences with traditional foods when he lived in Ethiopia. Discuss the questions.

- What food do a lot of Ethiopians not eat?
- What is *gursha*?
- How does the man feel about *gursha*?

D IN GROUPS Reflect on the following questions and share your ideas with the class.

- How would you have responded in the situation the man describes in the listening?
- Describe a situation where you had to adapt to something new. How did you feel?
- Do you think you are good at adapting to unfamiliar situations? Explain.

MAKE IT DIGITAL

Research cultural differences or customs of a country that you are interested in visiting. Identify customs you could or could not adapt to.

VOCABULARY prefixes: *un-*, *in-*, *im-*

A The prefixes *un-*, *in-*, and *im-* mean *not*. Add the correct prefixes to the words from the box and write them in the correct column in the table. Then add other words you know with these prefixes. Use a dictionary or go online to check your answers.

believable clean polite correct formal natural comfortable possible

<i>un-</i>	<i>in-</i>	<i>im-</i>
<i>unclean</i>		

B Write a word from the box in A next to the correct definition.

- | | |
|--------------------------------|-------|
| 1 embarrassed or nervous | _____ |
| 2 really amazing or really bad | _____ |
| 3 relaxed and casual | _____ |
| 4 not able to be done | _____ |
| 5 dirty | _____ |
| 6 rude; not kind | _____ |
| 7 wrong; not true | _____ |
| 8 artificial | _____ |

GRAMMAR verbs + gerund/infinitive: changes in meaning**A Read these sentences from LISTENING C. Choose the correct meaning of each sentence.**

- 1 I remember being surprised by one interesting tradition.

a I have a memory of this.	b I should do this in the future.
----------------------------	-----------------------------------
- 2 The most important thing is to remember to respect this tradition ...

a I have a memory of this in the past.	b I should do this in the future.
--	-----------------------------------
- 3 ... but as we went on feeding each other, I got used to it.

a We continued the action for some time.	b We did something different after a period of time.
--	--
- 4 ... I went on to write a blog about living there ...

a I continued the action for some time.	b I did something different after a period of time.
---	---
- 5 ... don't forget to call or text us ...

a You didn't do this in the past.	b You should do this in the future.
-----------------------------------	-------------------------------------
- 6 I'll never forget feeling uncomfortable.

a I have a memory of this.	b I should do this in the future.
----------------------------	-----------------------------------
- 7 I hope you stopped to appreciate your experience there.

a You stopped an action or habit.	b You stopped an action in order to do something else.
-----------------------------------	--
- 8 I stopped eating meat about ten years ago.

a I stopped an action or habit.	b I stopped an action in order to do something else.
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For more practice, go to page 160.

B Complete the sentences with the gerund or infinitive form of the verbs in parentheses.

- 1 After working as a chef, Mariela went on _____ (buy) her own restaurant.
- 2 Do you remember _____ (try) crocodile pizza when we were in Australia?
- 3 Don't forget _____ (take) a gift when you're invited for dinner.
- 4 I stopped _____ (eat) my lunch before getting back to work.
- 5 You never forget _____ (see) Paris for the first time!
- 6 Did you remember _____ (buy) a cake for Maria's birthday?

C IN PAIRS Talk about an unforgettable meal. What did you eat? What do you remember about it? Why was it special? Try to use the following phrases where possible:

- I remember eating ...
 I'll never forget trying ...
 We went on to have ...
 Then we stopped what we were doing and ...



WRITING using sentence variety

A Read Ariadne’s blog post about eating habits in her home country of Greece. How similar are they to those in your country?

Hi everyone,

I’m studying in the United States now, but I grew up in Greece, so I’m familiar with the Greek way of eating. I guess that a lot of the habits there are the same as in other Mediterranean countries such as Spain and Italy. Here are a few things you might notice if you go to Greece ...

a Adults don’t generally eat a large breakfast—often some fruit or bread and jam. Kids might have a glass of milk or juice and some cereal or *tiropita*, a small cheese pie. The main meal of the day is lunch. Schools and businesses usually close at 2 p.m. so people can stop working and go home to have lunch with their families. Often grandmothers prepare the meal for everyone. **b** They often start preparing dishes very early in the morning! Lunch might be chicken and potatoes with lemon, fish with spinach, or a soup made with lentils or beans. **c** In the evening, people tend to eat something light such as yogurt or a sandwich.

d I like the fact that families usually eat together, and that food is an important part of everyday life. Now that I live with a host family in the States, I notice that people here don’t always eat together in the evenings, because they are busy with other things.

e Does anyone else have any interesting information on eating habits from other parts of the world?



B In informal writing, there are different types of sentences you can use to make your writing interesting. Read Ariadne’s blog post again. Do you think her blog post is interesting? Why or why not?

C Match the underlined sentences (a–e) in the blog post to these types of sentences.

- 1 a personal opinion _____
- 2 a question to encourage the readers to respond _____
- 3 an interesting or funny fact (often used with an exclamation mark) _____
- 4 a simple sentence giving basic information (with subject + verb + object) _____
- 5 a longer, more complex sentence giving examples (with *such as* or *for example*) _____

D You are going to respond to Ariadne’s blog post about eating habits in your country. Outline the information you want to include.

E Write a 150–200 word blog post. Did you include all the sentence types from C?

SPEAKING

For more speaking practice, go to page 149.

A Think about your eating habits and answer the following questions in your notebook.

- How many meals do you eat per day? What time do you usually eat?
- Does your family sit down for a meal together or do they eat separately?
- Do you prefer to eat at home or go out to eat?
- When you eat out, what type of food do you like to eat and why?
- How typical are you and your family’s eating habits compared to other people you know?

B **IN GROUPS** Discuss your answers with your group. How are your eating habits similar or different?



READING

A Brooke is going on a student exchange trip to Brazil. Read these entries from her diary. Which word best describes how she feels about the idea of studying and living abroad?

- a anxious b excited c anxious *and* excited

< Notes

Done

July 15

Only two days to go before Rio. I can't wait. I'm preparing myself for a little culture shock at first, but I figure I can get used to most things. People tell me Rio is amazing. I hope I can get to know some people my age and also travel around a little and see some of the rest of the country. My Portuguese isn't very good right now, but I'm sure it'll get better once I'm there for a while. Rio, here I come!

B  **3.02** Read more of Brooke's diary entries. Then choose *True* or *False* for the statements that follow.

< Notes

Done

July 28

Fernanda and a few of the other students went to the beach after class and invited me to come along. Everyone was really friendly and relaxed, and they showed me how to play beach volleyball. I wasn't very good, but it was a lot of fun. They've promised to take me to see my first *futebol* (or soccer) match next week. I'm looking forward to hanging out with them. There's a real sense of cultural diversity here. It makes the place feel really exciting. I love it so far. The only thing that feels different is that people are very comfortable kissing and hugging one another when they meet. I don't mind it, but it might take some people a while to get used to it.



August 1

The family I'm staying with is really nice. They've made me feel really welcome. Maria—the mom—is a fantastic cook. She makes the most delicious *pão de queijo*, which is a type of cheese bread snack. I'm a little homesick today. I'm not used to being away from home. I spoke to Mom and Dad tonight, and that made me feel a lot more upbeat. I was relieved to learn they were all OK and managing without me! Keeping this diary is useful. It's good to put my feelings down.

August 18

I'm feeling exhausted today. Back home, we have 10–15 hours of classes per week. Here, it's more like 20–25 hours and we're expected to study in the evenings as well. It's taken me the last three weeks to get used to the hours. Most of my classmates are very focused and hard-working. I'm used to things being more laid-back. But that's good for me, I guess. I'm determined to pass the final exams.

August 20

My Portuguese is definitely improving. I wasn't accustomed to using it so much and I felt self-conscious speaking at first. But I'm more confident now and I'm used to asking people to speak more slowly so that I can understand them. It definitely helps to be staying with a host family that doesn't speak very much English. I've also been watching Brazilian TV shows and listening to Portuguese podcasts. It really helps with my understanding.

August 22

I'm feeling like I fit in, even when life is stressful. Public transportation is cheap, so the bus is the best way to get to class. Still, traffic is always heavy and it's a slow ride. I got really frustrated this morning because the bus was so full that I couldn't get on. I was late for class. On the positive side, I'm getting used to being in Rio. I actually like exploring new neighborhoods. I'm enjoying eating out, too—it's cheaper than in the US, and the food is delicious. I'm used to eating dinner earlier, though. Back in the US, we usually eat our evening meal around 6:30. Here it's around 8 p.m.!

- 1 Brooke regularly plays beach volleyball at home. True / False
- 2 Brooke feels uncomfortable with people hugging and kissing when they meet. True / False
- 3 Brooke speaks English with her host family. True / False
- 4 Brooke is enjoying discovering different parts of Rio. True / False

GLOSSARY

cultural diversity (phrase): the existence of a variety of different cultures in one place
culture shock (phrase): the confused feeling a person gets when they arrive in a place that has a very different culture from their own

C READING SKILL—Identify main ideas Read the text again. Circle the keywords and phrases in each paragraph that tell you what the main idea of that paragraph is.

D Match the main idea of each paragraph to its date.

- | | | | |
|----------------------|-------|----------------|-------|
| Daily life | _____ | Making friends | _____ |
| Getting down to work | _____ | Missing home | _____ |
| Becoming fluent | _____ | | |

VOCABULARY feelings

A Match the words to their definitions.

- | | | |
|------------------|-------|---|
| 1 homesick | _____ | a very tired |
| 2 self-conscious | _____ | b sad and alone because you are far from family and friends |
| 3 relieved | _____ | c happy, positive, and confident |
| 4 exhausted | _____ | d very glad that something bad didn't happen |
| 5 determined | _____ | e worried about what others think of you |
| 6 upbeat | _____ | f not willing to let anything stop you from succeeding |
| 7 laid-back | _____ | g annoyed and impatient because you are not succeeding |
| 8 frustrated | _____ | h relaxed and calm |

B How would you feel in these situations? Choose the most appropriate word from A.

- 1 You arrive at a party to find that you don't know anyone there. _____
- 2 You've been studying for eight hours without a break. _____
- 3 You miss the last bus home, but then a friend offers you a ride in their car. _____
- 4 You failed your driving test for the fifth time. _____
- 5 You want to become a doctor and will do whatever you can to achieve your goal. _____
- 6 You've been away from your family for a while and miss them. _____
- 7 You feel sure your team is going to win the match tomorrow. _____
- 8 You don't have to do anything all weekend except relax and take it easy. _____

GRAMMAR *be/get used to*

A Look at these sentences from READING B. Choose the correct meaning of the phrases *be/get used to*.

- | |
|---|
| 1 It's taken me the last three weeks to <u>get used</u> _____ a feel that an action or habit is normal or usual |
| to the hours. _____ b begin to feel comfortable doing a new action or |
| 2 <u>I'm used to</u> eating dinner earlier, though. habit |
| 3 <u>I'm not used to</u> being away from home. _____ c feel that an action or habit is still not normal |
| or usual |

For more practice, go to page 161.

B Underline five more examples of *be/get used to* in the Reading section. Then answer the question.

What structure follows *be/get used to*? _____

C Underline another phrase from READING B with the same meaning as *not be used to*.

D Complete the text with the correct option.

Three years ago, I moved to Guayaquil, Ecuador, to teach English. I come from Maine, in the northeast corner of the United States, so it took me a while to **1** _____ the fact that in Guayaquil it's fairly warm during the day all year round. I was not used to **2** _____ up in the morning to such heat and humidity! I **3** _____ it after about six months. I speak Spanish, but it took me a while to **4** _____ the accent of the people here. Everyone is very friendly, and it's easy to make friends, but I still **5** _____ gotten used to the fact that the sun sets about the same time every day. That still feels strange even after three years!

- | | | |
|------------------------|------------------------|----------------------------|
| 1 a get used to | b be used to | c used to |
| 2 a wake | b be waking | c waking |
| 3 a get used to | b got used to | c am used to |
| 4 a accustomed | b accustomed to | c get accustomed to |
| 5 a haven't | b have | c not |

E IN PAIRS Imagine that you are working or studying in these cities. What would be hard to get used to? What would be easy? Ask and answer questions to find out.

- Tokyo, Japan
- Madrid, Spain
- Sydney, Australia

A: What would be hard to get used to in Tokyo?

B: I think it would be hard to get used to the language, but I think I'd get used to the food quickly.

PRONUNCIATION *be/get used to*



A **3.03** Listen to the sentences. Is *to* pronounced clearly?

- 1 I'm used to driving on the right.
- 2 I used to eat out all the time.
- 3 We got used to living in Mexico City.

B **3.04 IN PAIRS** Practice saying these sentences.

- 1 She used to work late in the office.
- 2 I'm used to speaking English with friends.
- 3 Have you gotten used to living on your own?

SPAKING

For more speaking practice, go to page 149.



A Imagine that a group of international students is coming to your local area to study in an exchange program. Look at the photos and list some things they would have to get used to. What might cause culture shock for them?

B IN PAIRS Share your ideas. What similarities and differences were there in your lists?

A: They would need to get used to the food. People here eat a lot of meat!

B: I think they'd have to get used to speaking Spanish.



currency and money



climate and weather



eating habits



language

LISTENING

A How culturally diverse is your school or workplace? Discuss.

B  3.05 Listen to four people talk about diversity in their workplaces. What kind of work do they do? Write the industry from the box.

advertising education food service hospitality

Speaker 1: _____ Speaker 3: _____
 Speaker 2: _____ Speaker 4: _____

C  3.05 LISTENING SKILL—Identify the speaker Read these sentences. Then listen again and write which speaker (1-4) says each thing.

Which speaker ...

- | | | |
|---|---|---------------|
| 1 | thinks technology has changed how we see people? | Speaker _____ |
| 2 | quotes research on the positive effects of diversity? | Speaker _____ |
| 3 | comes from a culturally diverse background? | Speaker _____ |
| 4 | wanted to travel to experience more diversity? | Speaker _____ |
| 5 | manages a culturally diverse group of people? | Speaker _____ |



VOCABULARY dependent prepositions



A Match the verb to a preposition from the box. There may be more than one correct answer.

about for on to with

- | | | | | | |
|---|--------------|---|-------------------|---|------------|
| 1 | appeal _____ | 4 | apologize _____ | 7 | deal _____ |
| 2 | allow _____ | 5 | complain _____ | 8 | rely _____ |
| 3 | argue _____ | 6 | concentrate _____ | | |

B Write a phrase from A next to its meaning.

- | | | |
|---|---|-------|
| 1 | to disagree with someone in an angry way | _____ |
| 2 | to take action to solve a problem | _____ |
| 3 | to trust someone to do something for you | _____ |
| 4 | to focus your attention on one activity | _____ |
| 5 | to say that you're not happy with something | _____ |
| 6 | to be attractive to people | _____ |
| 7 | to consider something when making a plan or calculation | _____ |
| 8 | to say you are sorry for something | _____ |

C Choose the correct options to complete the text.

Do you know someone who sometimes acts in an annoying way? Maybe you have a coworker who you always have to **1 apologize for** / **allow for**. Or perhaps there's someone in class who makes it hard for everyone to **2 complain about** / **concentrate on** the lesson? Many of us know someone like this. But what can you do to stay upbeat even when you're feeling frustrated? Here is some advice on how to **3 deal with** / **rely on** that kind of person.

You might want to **4 complain about** / **concentrate on** the person to other people, but try to avoid doing this. Speak to them alone and ask them to be more considerate, but try to be polite and do this without **5 arguing with** / **relying on** them. Try to **6 apologize for** / **appeal to** his or her desire to get along with other coworkers. If this doesn't work, you may just have to accept that everyone is different and try to get along with this person the best you can.

★ MAKE IT YOURS

You will see dependent prepositions (with verbs, adjectives, and nouns) very often in written English, e.g.,
 She's *good at* soccer. (i.e., has a skill or ability)
 He's *good with* children. (i.e., able to deal with well)
 What are you *good at* doing? Look for words online that describe your abilities.

THINKING SKILL recalling

A How good are you at recalling information? Is it easy or hard to remember facts, numbers, or names?

B Read these tips on recalling information. Check the ones that might be useful for you.

- Try to break the information into separate pieces or "chunks."
- Repeat the information in your head again and again.
- Try to create a mental picture in your head of the information.
- Most people can only store about four pieces of information in their short-term memory. Therefore, choose four things to remember, and try to remember them accurately.

C **IN PAIRS** Read this text about cultural diversity. Use the tips from B to help recall information.

D **IN PAIRS** Cover the text and take turns asking and answering the questions.

← → ↻
☆ ☰

Our planet is currently home to around 8 billion people. According to the United Nations, this is expected to reach 10 billion by the year 2050. Today, approximately 7,000 different languages are spoken throughout the world, although this number is constantly changing. Languages such as English, Mandarin Chinese, and Spanish are spoken by a large majority of the world's people, but there are rare and endangered languages spoken by smaller groups. For example, Pirahã is spoken by a small group of several hundred people in Brazil, and Ottawa is spoken in small communities in southern Canada.

One of the most culturally diverse countries in the world is the island of Papua New Guinea in the Pacific Ocean. Over 850 different languages are spoken by a population of around 8 million people. English is considered to be the "official" language, but it is only spoken by one to two percent of the population.

World cities that are considered to be among the most culturally diverse include Amsterdam, Paris, and Los Angeles. LA is home to people from around 140 different countries. You may know some of their languages from the foods commonly found in the city, such as *dim sum* from China, *bratwurst* from Germany, *ceviche* from Peru, and *sashimi* from Japan.

Read more


- 1 How many different languages are spoken in Papua New Guinea?
- 2 Name three languages that the article describes as widely spoken.
- 3 What country does *bratwurst* come from?
- 4 Name three cities that the article describes as being culturally diverse.
- 5 Approximately how many languages are spoken around the world?
- 6 What is the world population expected to be in 2050?
- 7 Where is Ottawa spoken?
- 8 What percentage of people in Papua New Guinea speak English?

E **IN GROUPS** Discuss the article. Did any information surprise you? Try and recall the information from the article without looking back at it.

MEDIATION **CONFIDENT COMMUNICATOR** intercultural communication

- A** Read these tips on how to improve your communication skills with people from different cultures. Check the tips that you think are the most useful.

Intercultural Communication: Easy Steps to Making It Work



- If possible, learn a little bit about the culture of the people you are going to meet.
- Learn a few key phrases such as *Hello*, *Good morning* and *Thank you* in their language.
- Be accepting of other people's behavior. Don't expect them to change their behavior to suit you.
- Speak slowly and clearly. Clarify information as needed to make sure there is no misunderstanding.
- Pay attention to nonverbal communication. Gestures, eye contact, and body language are all clues as to how someone is feeling.
- Don't forget to relax and enjoy yourself!

- B**  **3.06** Listen to two people from different cultures meet for the first time. Do they communicate effectively? Why or why not?



MAKE IT REAL

Before you start the role-play, think about what to say when you first meet, and do any research that you think will be useful. Useful phrases for introducing yourself are:

Hello. How are you? I'm ... We've spoken on the phone before.

Could you remind me how to pronounce your name / last name?

I hope I haven't kept you waiting.

- C** **IN PAIRS** Role-play a situation where two people from different cultures meet for the first time. Follow the instructions. Then change roles.

Student A: You come from a culture where it's important to be on time for meetings and people behave formally in business situations. The person you are meeting arrives 30 minutes late. Introduce yourself and ask and answer questions to try to get to know one another.

Student B: You come from a culture where it's not that important to be on time for meetings and people behave informally in business situations. You arrive later than the other person. Introduce yourself and ask and answer questions to try to get to know one another.

- D** Give feedback on how well you were able to communicate. Share your experience with another pair.

VOCABULARY review

SCORE: / 10



A Complete the sentences with a preposition from the box. One preposition is used more than once.

about for on with

- Knowing how to deal _____ people is necessary if you work in customer service.
- We were so unhappy with the poor service that we complained _____ it to the hotel manager.
- The restaurant owner appreciates that he can rely _____ his employees.
- We need at least an hour to get there to allow _____ traffic.
- My best friend and I rarely argue _____ one another, except over soccer!

B Complete the text with the correct feelings. The first letter has been provided for you.

I'd just arrived in Tokyo, the exciting capital of Japan, after a very long flight. I was 1 e_____ and all I wanted to do was rest, but my host family was 2 d_____ to take me out for dinner. We went to a small restaurant that specialized in noodle soup, or *ramen*. The first thing I noticed was the wonderful smells—garlic, ginger, soy sauce, sesame oil. The second was the sound. Everyone in the restaurant seemed very 3 l_____ and relaxed, as they were "slurping" loudly—that is, sucking the noodles into their mouths in a noisy way. It seemed strange to me, but nobody seemed 4 s_____ or embarrassed about it. My host explained that it's the Japanese way of showing how much you love and appreciate the food. I tried to slurp my noodles, but I felt 5 f_____ that I couldn't use chopsticks well, so I couldn't make as much noise as the other diners.

GRAMMAR review

SCORE: / 10



A Complete the sentences with the gerund or the infinitive form of the verbs in parentheses.

- Don't forget _____ (tip) taxi drivers about 20% of the fare when you visit New York.
- Do you remember _____ (try) squid when we visited Turkey?
- Remember _____ (take) a raincoat when you visit Tierra del Fuego. It rains a lot!
- We went on _____ (see) the cultural highlights of Arequipa after we visited Macchu Picchu.
- You must stop _____ (eat) seafood tacos on the way to Baja California. They're delicious!

B Complete the sentences with the correct options.

- When we moved to Alaska, we had to **get used to** / **be used to** the cold pretty quickly!
- Did you **use to** / **get use to** eat with chopsticks when you lived in Hong Kong?
- I **not used to** / **am not used to** speaking French, even though I've lived in Paris for a while.
- As a resident of San Francisco, I'm used to **traveling** / **travel** around by cable car.
- Brandon is finding it difficult to **be** / **get used to** Brazilian reals instead of dollars.

16–20 correct: You can talk about feelings and use dependent prepositions.

You can use gerunds and infinitives and *be/get used to*.

0–15 correct: Look again at the Vocabulary and Grammar sections in the unit.

TOTAL SCORE: / 20

EXAM SKILLS

READING identify parts of speech

Write the part of speech next to each word.

- | | | | | | |
|---|------------|-------|---|--------------|-------|
| 1 | impress | _____ | 3 | impression | _____ |
| 2 | impressive | _____ | 4 | impressively | _____ |

Go to Exams Skills on page 132 to learn how to identify parts of speech.

Identify parts of speech

You may be asked to complete sentences or a text with a word, either by choosing from a selection of words or by changing a given word.

TACTIC 1: Decide what part of speech is needed to complete the sentence.

A Look at the underlined words and identify whether they are verbs, nouns, adjectives, or adverbs.

- 1 People in my family tend to be unimaginative when it comes to trying new foods. _____
- 2 It is important to be sensitive to differences in other cultures, especially in the workplace. _____
- 3 Before moving to Mexico for college, she carefully researched the local customs. _____
- 4 "Have you managed to get used to the way of life here yet?" Roberto asked. _____
- 5 The hardest thing about moving to London is coming to terms with the expense of everything. _____
- 6 She's now fluent in Russian after having lived in Moscow for a year. _____
- 7 It's hardly likely that we'll be able to go on our round-the-world trip this year, unfortunately. _____
- 8 Homesickness can affect everybody, but it is possible to overcome it if you try. _____

B Read the text. Decide what kind of word should be used to complete the sentences (a verb, a noun, an adjective, or an adverb). Then choose a word from the box.

beneficial	develop	encounter	increasingly
opportunity	practically	proficient	realization

Some people maintain that some of the most useful lessons in life are those that you have to learn if you live in another country or culture for a period of time. In fact, the younger you are when you do this, the more **1** _____ the experiences will be, as you can carry them with you for the rest of your life.

This is why, in some countries such as the UK, it is becoming **2** _____ popular for young people to take a gap year, usually after finishing high school and before entering college. The gap year offers the **3** _____ to volunteer, take up some casual work, or even just travel around and **4** _____ different places and people.

But, **5** _____ speaking, what kind of skills does an experience like this actually bring? Well, the obvious benefit is that it allows the traveler to learn or become **6** _____ in a new language; however, that's not all. Learning to adapt to living in a different country can help **7** _____ a more open mind: the **8** _____ that there is more than one way of doing something is a valuable lesson that will be useful in dealing with other people in a variety of contexts from the classroom to the workplace.



TACTIC 2: Use suffixes to help identify the part of speech.

A Complete each column of the table by using the suffixes from the box to form new words. Each suffix may be used more than once and spelling changes may need to be made.

- able -ably -al -ance -ant -ic
- ify -ion -ive -ize -ly

1 verb	add		exclude	justify		tolerate
2 noun		apology			significance	
3 adjective						
4 adverb						

B Complete the sentences using the correct form of the word in parentheses. Two of the sentences require a negative prefix, *-un* or *-in*.

- A key part of interacting with other cultures is the ability to be _____ (tolerate) with each other's differences.
- The climate in Madrid is _____ (significance) warmer than Dublin—it's taking a while to get used to it!
- She was _____ (apology) about being late for dinner, which her hosts found very rude.
- They were _____ (justify) angry when the airline changed their flight times without informing them in advance.
- Bear in mind the _____ (add) expense of bank charges if you are using your credit card abroad.
- One part of the hotel was reserved _____ (exclude) for those who were attending the conference.
- He couldn't see any _____ (justify) in spending so much money on a taxi, so he took the subway instead.
- The difference in the cost of living between the two cities is _____ (significance), so in that respect, you should be fine.

100 MAKE IT COUNT

Read the full sentence to help identify the type of word you need. Remember that it may need to be plural or negative in order for the sentence to make sense.

EXAM PRACTICE

A Read the text. Complete the paragraphs with the correct form of the words in parentheses.

It was our last day on the island, and the one I was looking forward to most. In **1** _____ (real), the waterfalls we were going to visit are not very popular, but I think it was the idea of visiting somewhere **2** _____ (entire) inaccessible that I liked.

We took a guided tour for a large part of the trek, but, after a certain point, we were left on our own to do the **3** _____ (escort) hike to the falls. The hiking was not **4** _____ (particular) difficult, and the trail was close to the river. There had been **5** _____ (signify) rainfall, so we slipped on a few occasions. At one point, we had to cross the river with the **6** _____ (assist) of a rope.

Should you go? Definitely. The tour combines hiking, kayaking, and swimming in some of the most picturesque **7** _____ (tropic) scenery in the world. And going for a swim in the pool beneath the 100-foot waterfall is a truly **8** _____ (forget) experience.

UNIT 3—verbs + gerund/infinitive: changes in meaning

Function

Some verbs can be followed by a gerund (verb *-ing*) or an infinitive (*to* + base form of verb) with no change in meaning. However, there are some verbs (*remember*, *forget*, *go on*, and *stop*) that can be followed by either a gerund or infinitive where there *is* a change in meaning. For example, when a gerund is used with *remember*, it describes looking back to a past action. When an infinitive is used with *remember*, it describes looking forward to a future action.

Form

Verb + gerund	Verb + infinitive
I remember growing my own vegetables. (I have a memory of this.)	Remember to grow your own vegetables. (You should not forget to do this in the future.)
I'll never forget hosting my first dinner party. (I have a memory of this.)	Don't forget to send a thank-you note. (You should remember to do this in the future.)
I went on talking with my guests. (I continued doing this.)	After my speech, I went on to tell a joke. (I did one activity, and then changed to another.)
I stopped eating with a fork and knife. (I stopped doing this.)	I stopped to shake hands with my guests. (I stopped in order to do another action.)

A Complete the sentences (1–6) with the correct phrases (a–f).

- 1 On your way home today, don't forget _____
- 2 I'm sorry I interrupted. Please go on _____
- 3 I spilled my coffee so I had to stop _____
- 4 I'll always remember _____
- 5 After dinner, the hosts went on _____
- 6 For health reasons, I stopped _____

- a eating so much sugar.
- b spending time with my grandparents.
- c telling your story.
- d to clean it up.
- e to serve dessert.
- f to pick up some milk.

B Complete the sentences with the gerund or infinitive form of the verb in parentheses.

- 1 Before they left the party, they stopped _____ (thank) the host.
- 2 I remember _____ (pick) cherries on my grandparents' farm.
- 3 After he brought in the cake, we went on _____ (sing) "Happy Birthday."
- 4 These cookies taste terrible. You mustn't forget _____ (add) sugar!
- 5 I smell smoke. Did you remember _____ (turn off) the oven?
- 6 She stopped _____ (cook) full-time at the restaurant when she was 60.
- 7 I didn't like tomatoes at first, but as I went on _____ (eat) them, I liked them.
- 8 I'll never forget _____ (try) sushi for the first time.

UNIT 3—*be/get used to*

Function

We use *get used to* to talk about getting or becoming accustomed to something. It describes a process. We use *get used to* when we want to say something was unusual in the beginning, but is starting to feel usual. We use *be used to* when we want to talk about being accustomed to something. It describes the result. When you are used to something, it now seems usual. Each can be followed by either a gerund or a noun.

Form

<i>Get used to (+ gerund or noun)</i>	<i>Be used to (+ gerund or noun)</i>
It took me a month to get used to eating so late.	Now, I am used to greeting people with a kiss.
I'm getting used to eating with chopsticks.	We're used to drinking tea several times a day.
I have gotten used to eating with my right hand.	She's not used to speaking Spanish all day.
I never got used to the people's accent.	I'm not used to the short winter days here.

A Choose the correct options.

A month ago, Brandy moved from a small town in Texas to Mexico City. In the United States, she drove everywhere. In Mexico, she is going to need some time to **1 be / get** used to taking the subway or bus. She hasn't **2 been / gotten** used to the traffic and large crowds yet. But she **3 is / gets** used to speaking Spanish every day. Her best friend back home is from El Salvador, and they often chatted in both English and Spanish. She is still **4 being / getting** used to the food in Mexico. The food in Texas is Tex-Mex, not truly authentic Mexican food. Brandy doesn't think she'll ever **5 be / get** used to the spicy chilies in the food! She **6 is / gets** used to much milder food back in the USA.

B Find and correct one error in each sentence.

1 I'm not used to live on my own.

2 It took several weeks to be used to the food.

3 Have you gotten use to school hours yet?

4 It was hard at first, but I get now used to chopsticks.

5 He's used to have more vegetables in his diet.

6 I'm slowly being used to the humid weather here.

7 I have never gotten used eating after 9:00 p.m.

8 We're not use to sharing just one bathroom.
