

1

Values

UNIT SNAPSHOT

How do values affect lifestyle choices?	4
Is tourism always good?	8
What makes a “good citizen”?	14



BEHIND THE PHOTO

What values are involved in this type of agricultural production?

Are some values more important than others?

What are some ways people can express their values?

REAL-WORLD GOAL

Express your opinions on a controversial topic

1 What do you value the most in life? Rank each topic on a scale of 1–5 (1 = not important, 5 = extremely important). Then share your answers with the class.

- | | |
|--|---|
| <input type="checkbox"/> family | <input type="checkbox"/> privacy |
| <input type="checkbox"/> friends | <input type="checkbox"/> free time or work–life balance |
| <input type="checkbox"/> nature or the environment | <input type="checkbox"/> work or money |
| <input type="checkbox"/> health or fitness | <input type="checkbox"/> education |

2 Take a poll to identify the five things the students in your class value the most from the list in Exercise 1.

1.1 Way of Life

1 ACTIVATE Work with a partner. Read the definition and discuss the questions.

values [pl.] beliefs about what is right and wrong and what is important in life

- *moral values*
- *a return to traditional values in education, such as firm discipline*
- *Young people have a completely different set of values and expectations.*

- 1 What is lifestyle?
- 2 How are people's lifestyle choices connected to their values? Give an example.



READING SKILL Recognizing scenarios

Writers sometimes use imaginary situations or scenarios in order to draw the reader in, "set the scene," and establish a personal connection between the reader and the topic.

Scenarios are typically written in the second person and often use the simple present, present continuous, or imperative. Sometimes they are introduced with a conditional or present perfect question.

Imagine you're watching the news on TV, and you hear...

You walk out your front door, and suddenly you see...

You're faced with an important decision...

Picture this scene...

What would you do if...?

Have you ever...?

2 APPLY Skim the blog post and identify the imaginary scenario. Then discuss these questions with a partner.

- 1 How did you recognize the scenario?
- 2 Which of the elements described in the Reading Skill box did the writer use?
- 3 What do you think the writer's purpose was for including the scenario?

3 APPLY Read the blog post. What is it about?



Ingels's concept of 8 House

4 EXPAND What values do you think are most important to the blogger? Identify examples from the text to support your ideas. Then share your ideas with the class.

5 IDENTIFY Read the text again. Decide if the sentences are true (T) or false (F).

- 1 The concept of moral geography is the idea that where people live affects morality. ___
- 2 The blogger believes that living space is not connected to quality of life. ___
- 3 The blogger feels that the 8 House project does not deal effectively with social issues. ___
- 4 The 8 House concept is a good lifestyle choice for people who value having a good balance of work and family life. ___
- 5 The blog discusses globalization and society's attitudes to other people and cultures. ___
- 6 The blogger thinks the field of moral geography has broader possibilities. ___
- 7 The blogger feels pessimistic about the future. ___



This morning, I'm sitting in a traffic jam, late for work again. I'm listening to a podcast to keep my mind off how angry my boss is going to be. Just by chance, the podcast is talking about the concept of moral geography. It's fascinating—the idea that the features of the geographical location where we live can both affect and be affected by our values and social morals.

An excellent example of this is in the field of urban planning where architects aim to create a more moral society through their designs of living spaces. The aim is to create living environments that provide a higher quality of life, lower stress levels, and increase social interaction, which will in turn lead to kinder, more open, tolerant, and caring communities.

Imagine waking up on an ordinary workday. There's no need to rush; you can take all the time you need. You get the kids ready and head out your front door. You stop by the café for a latte and a friendly chat with a neighbor and a colleague. Then you drop off the dry cleaning, mail a package, and bring the kids to day care, and a minute later you're at the office, all without ever really leaving the comfort of home!

That's the type of living environment architect Bjarke Ingels wanted to create with his 8 House project in Copenhagen. Ingels's project goes beyond ordinary design concepts by addressing issues such as the social class divide, loneliness, and the challenges faced by working parents. The project features a mix of residential homes, offices, and retail businesses, all built around a



GRAMMAR IN CONTEXT

Dramatic present in narratives

We often use the simple present or present continuous to tell stories, anecdotes, and jokes. We use these present tenses to make our stories sound more dramatic and more immediate.

We often use the simple present to talk about the main events in a story or anecdote and to explain the plot of a movie or book.

You bring the kids to day care, and a minute later you're at the office.

I move into my new apartment in 8 House and discover my boss is my next-door neighbor.

My sister accepts a high-paying job at a new company and then realizes she was happier working part time.

We often use the present continuous to describe the background of a story.

We're visiting some friends in the country, we're eating fresh vegetables from their garden every day, and we start thinking maybe city life isn't so great.

Kelly's showing everybody her expensive new car and her Rolex watch, and her husband looks annoyed.

See Grammar focus on page 159.

- 6 APPLY** Use the dramatic present of the verbs in the box to complete the anecdote. You will use some words more than once and more than one word may fit in some blanks.

be	come	feel	get	happen
have	learn	not speak	realize	speak
start	tell	try	want	

This story ¹ _____ back when I ² _____ in my early thirties. My husband ³ _____ a job for one year as a researcher at a large university in Shanghai, China. I ⁴ _____ very nervous about the move because I've never lived abroad before. I ⁵ _____ the language, and I ⁶ _____ no experience living in a big city.

For the first few weeks after we arrive, I ⁷ _____ to stay calm for my husband, but all I really ⁸ _____ to do is go home! But after a few months, I ⁹ _____ some Chinese, and every day I ¹⁰ _____ more about the culture. I ¹¹ _____ comfortable, and I ¹² _____ to enjoy the international city lifestyle. I ¹³ _____ I may actually be a city person!

Finally, the time ¹⁴ _____ to return to the United States, and my husband ¹⁵ _____ ready to come home, but I ¹⁶ _____ him I wish we could stay another year!

- 7 EXPAND** Use the dramatic present to write a brief anecdote about a lifestyle change you have experienced.

- 8 VOCABULARY** Match the words and phrases from the text to their definitions.

- | | | | |
|----------------|-----|----------------|-----|
| 1 citizenship | ___ | 5 interaction | ___ |
| 2 civilization | ___ | 6 significance | ___ |
| 3 conservative | ___ | 7 unacceptable | ___ |
| 4 foster | ___ | | |

- a a state of human society that is very developed and organized
- b the act of communicating with somebody, especially while you work, play, or spend time with them
- c the importance of something, especially when this has an effect on what happens in the future
- d the legal right to belong to a particular country
- e opposed to great or sudden social change; showing that you prefer traditional styles and values
- f cannot be accepted, approved, or allowed
- g help something to develop

network of attractive pathways and inviting public spaces designed to **foster** social **interaction**, community connections, and a more active lifestyle. That's what I call an advanced **civilization**!

But could this idealistic concept of togetherness be applied beyond single communities to whole cities, countries, and the world? Is there such a thing as "global **citizenship**"? For centuries, long-distance relations among different societies have grown in number and **significance**, and geographical interdependency is an important fact of modern life. But turn on the news, and it's easy to see that there still exist great division and misunderstandings between societies and cultures. We qualify people's viewpoints as "**conservative**" or "liberal" and often find it **unacceptable** when someone's values are very different from our own. These attitudes affect how we as a society react to the plight of other people, for example, after a natural disaster on the other side of the world. In addition, they affect how we view and treat strangers or outsiders who wish to live in our home countries or cities.

Moral geographers have only just begun to explore these issues in detail. I, for one, am hopeful that someday in the future the world can become a better, more peaceful place. But it's going to take all of us working together, one community at a time.

—adapted from *A Dictionary of Human Geography*, by Noel Castree, Rob Kitchin, and Alisdair Rogers

9 APPLY Complete the sentences with the words from Exercise 8.

- 1 The use of electronic devices has resulted in a decrease in face-to-face _____ between humans.
- 2 Applying for _____ in this country involves taking language classes and learning about the history and culture.
- 3 In some cultures, it is _____ to disagree with a professor or another person of authority.
- 4 How can political leaders _____ more friendship and better relationships between countries?
- 5 In most modern societies, a person's level of education has a lot of _____.
- 6 In different _____ and throughout time, the concept of physical beauty has changed a lot.
- 7 Ali grew up in a very _____ family. His parents want him to have a traditional wedding.

10 WHAT'S YOUR ANGLE? What's your ideal living environment? Write an imaginary scenario like the one from the blog to describe a living environment that reflects your personal values. Then share it with a partner.

11 INTEGRATE Work in a small group. Discuss the questions.

- 1 Describe your living environment. Does it foster social interaction? Why or why not?
- 2 Does your current lifestyle match your personal values? Which aspects match, and which do not?
- 3 Do you feel you have a healthy work–life balance? What are some ways companies and employers can promote that balance?
- 4 What are some examples of values your friends or family members have that are different from yours?

Ho Chi Minh City, Vietnam



1.2 The Great Barrier Reef

1 ACTIVATE In a small group, look at the photos of the Great Barrier Reef. What do you know about the Great Barrier Reef? Where is it located? Why is it important?



2 IDENTIFY Watch the video. Does it mention any of your ideas from Exercise 1? Were there any facts in the video that surprised you?

3 APPLY Watch the video again. Answer the questions with a partner.

- 1 Where is the Great Barrier Reef?
- 2 What makes it a popular tourist destination?
- 3 In what ways is tourism causing damage to the reef?
- 4 What other factors have had an impact on the reef? In what way?
- 5 Do you think the damage to the reef can be reversed?



4 WHAT'S YOUR ANGLE? What are some places in your country that have been affected by tourism? What have the effects been? What is being done about the issue? Discuss your ideas in a small group.

5 NOTICE Read the essay question. What is the writer expected to do?

Tourism **activity** on the Great Barrier Reef should be **suspended** immediately to **protect** the marine **environment** from further damage. To what extent do you agree or disagree?

- 6 ASSESS** Read the essay. Did the writer answer the essay question correctly? Are any of your ideas from Exercises 1 and 4 mentioned?

Located in the Coral Sea off the coast of Queensland, Australia, the Great Barrier Reef is the largest coral reef system in the world. It spans an area of more than 344,400 square kilometers (133,000 square miles) and contains more than 900 islands and 2,900 individual reefs. The reef is home to billions of tiny living organisms called *coral polyps*.

Over the years, tourism has **caused** considerable **damage** to the Great Barrier Reef and many of its living creatures. In fact, according to a 2012 study published by the National Academy of Sciences, more than half of the coral on the reef is now dead as a result of tourism and related activities.

Some people feel that reef tourism should be suspended in order to allow the environment to recover. While I agree that the reef must be protected, I disagree with the proposal to suspend tourism.

Firstly, tourism is not the only problem. Climate change is also **having** a great **impact**. In fact, the reef has lost more than half its coral since 1985 as the result of extreme weather events.

Secondly, tourism can bring some positive results as well. It generates billions of dollars for the local economy, and many of these funds have been put toward efforts to conserve the reef. If tourism is suspended, the money that could be used for marine conservation would be lost. In addition, many local businesses would be adversely affected. Workers at businesses from hotels and restaurants to tour operators and transportation would be unemployed. If there are no tourists and many of the local people don't have jobs, it will have a devastating effect on the local economy.

Tourism also provides an opportunity to **educate** visitors and the **public** and to **spread** the important **message** about environmental issues.


In my opinion, businesses in the local tourist industry should **take** greater **responsibility** for the way they affect the environment. Business owners should work with local authorities and environmental organizations to **monitor** the reef **situation**, raise public awareness, and help visitors learn about the damaging effects of tourism and climate change and what they can do to help.

In conclusion, I agree that quick action is essential to protect the reef from further environmental damage; however, simply suspending tourism is not a viable solution.

- 7 VOCABULARY** Complete the collocations with words from the box. Use the essay to help you.

cause	educate	have	monitor
protect	spread	suspend	take

- _____ the environment
- _____ the situation
- _____ a message
- _____ an activity
- _____ the public about an issue
- _____ responsibility for something
- _____ damage to something
- _____ an impact on something

- 8**  **ASSESS** Listen and check. Then listen and repeat.

- 9 EXPAND** Work with a partner. Write a sentence using each collocation in Exercise 7. Share your ideas and sentences with the class.



GRAMMAR IN CONTEXT Present perfect versus present perfect continuous

We use the present perfect and present perfect continuous to connect the past and the present.

We use the present perfect to talk about past experiences that connect to the present.

*Tourism **has become** the main industry in the area.*

We use the present perfect and the present perfect continuous + *for* or *since* when we express how much time an action has lasted.

*They've **lived** in Australia **since** the 1990s.*

*She's **been studying** the effects of climate change **for** more than ten years.*

We use the present perfect continuous when the focus is on an action that is still ongoing

*The reef **has been absorbing** carbon dioxide from the atmosphere. (It is still happening now.)*

*Local officials **have been discussing** what to do.*

We usually use the present perfect, not the present perfect continuous, to talk about states rather than actions with verbs like *be*, *have*, *know*, and *seem*.

*We've **known** about the problems with the reef for a long time. (NOT *We've been knowing about problems with the reef...*)*

*Officials **have had** years to do something about the problem. (NOT *Officials have been having years...*)*

- 10 IDENTIFY** Choose the correct option to complete each sentence.
- 1 He's been interested in studying weather and climate *for / since* he was twelve years old.
 - 2 The area *has become / has been becoming* very popular with tourists.
 - 3 We can't quit now, *we've been trying / we tried* to publish this research for years!
 - 4 *I've worked / I've been working* on this project all week, and I'm still not finished.
 - 5 Melanie has been giving talks about the effects of tourism on the reef *for / since* 30 years.

- 11 APPLY** Complete the sentences with *for* or *since* and the correct form of the verbs in parentheses.
- 1 _____ many years, tourism _____ (be) an issue in the local area.
 - 2 The number of tourists visiting the reef _____ (increase) _____ last year.
 - 3 Jamal _____ (go) to Australia every year _____ the past ten years.
 - 4 _____ 1985, about half of the reef's living organisms _____ (die).
 - 5 The government of Australia _____ (try) to find a solution to the problem _____ scientists first learned about it.



WRITING SKILL Writing paragraphs and topic sentences

Paragraphs have a very formulaic structure that is usually repeated throughout a text. A typical paragraph structure is:

topic sentence → supporting information, reasons, and examples → conclusion

The topic sentence introduces the main idea of a paragraph. It is usually (but not always) the first sentence of the paragraph.

It is important to support your main idea with supporting information, reasons, and examples. This shows that you understand the topic and have researched it well.

In a concluding sentence(s), the writer usually summarizes the main points of the paragraph.

Noticing paragraph structure can help you to improve your writing and make it easier to understand.

- 12 APPLY** Work with a partner. What is the topic of each paragraph in the essay in Exercise 6? Identify the topic sentence for each paragraph.
- 13 IDENTIFY** Work with a partner. How many supporting sentences are there in each paragraph of the essay in Exercise 6? How do they relate to or support the topic sentence? What kind of information or details do they give?

- 14 PREPARE** Think about a problem that is going on in your town, city, or country. Make brief notes on your responses to the following questions.

- 1 What are some of the reasons or causes for the problem? What is being done about it?
- 2 Do you agree with these solutions?
- 3 What other solutions would you propose?

- 15 WRITE** Write an essay in response to the questions in Exercise 14. Follow these steps.

- 1 Write three main topics or points your essay will include. (These will be the topics of your paragraphs.)
- 2 Write a topic sentence to describe each main topic or point.
- 3 Write some information, reasons, and examples to support your main ideas.
- 4 Consider how you will summarize the main arguments in each paragraph in your concluding sentence.
- 5 Write your essay.

- 16 IMPROVE** Read your essay and correct any grammar and spelling mistakes. Check for examples of what you have learned.

Writing checklist

- Have you written a topic sentence in each paragraph?
- Did you include main ideas as well as supporting information, reasons, and examples?
- Did you write a concluding sentence?
- Did you use vocabulary related to issues, values, and ethics?
- Did you use the present perfect and present perfect continuous to link the present to the past?

- 17 SHARE** Read a classmate's essay. Tell them whether you agree or disagree with their opinions. Explain which arguments in their essay you think are strong and what they have done well.



1.3 Opinions

1 ACTIVATE Read the quote. What do you think it means? Do you agree?

"Never, never be afraid to do what's right, especially if the well-being of a person or animal is at stake."
—Martin Luther King Jr.

2 IDENTIFY Work with a partner. The photos illustrate controversial topics. What is happening in the photos? What do you think the topics are? Why are they controversial?



3 **ASSESS** Listen to the first part of a debate. Decide who is for (F) and who is against (A) testing on animals.

___ Charlotte ___ Daniel ___ Senji

4 **INTEGRATE** Listen to the full debate. Choose the opinions that you hear.

- 1 Animal testing is cruel.
- 2 Companies have a responsibility to produce safe products even if they harm animals.
- 3 Most cosmetics these days aren't properly tested.
- 4 It is preferable for animals to suffer than humans.
- 5 Animals don't feel pain the way humans do.
- 6 Humans should stop using cosmetics.
- 7 Animal-tested products are more expensive.
- 8 Refusing to buy animal-tested products will end animal testing.
- 9 It's up to humans to defend animals.

5 EXPAND Do you agree with the statements in Exercise 4? Why or why not? Discuss in a small group.



LISTENING SKILL Understanding opinions and speculation

When we communicate with someone about a controversial topic, it's useful to be able to recognize whether the person has a strong opinion so we can respond appropriately.

Opinions are usually expressed with certainty.

*In my opinion, animal testing is unethical.
I disagree with that practice.
Companies will never stop animal testing.*

A speculation is a guess someone makes about something without having all the facts. The language used reflects less certainty.

*Lives must have been saved by modern testing practices.
I wonder what would happen if a product wasn't tested properly.*

*The government will probably pass stricter laws in the future.
I've heard that... I'm pretty sure that...*

6 **APPLY** Listen to the debate again. Write whether Charlotte (C), Daniel (D), or Senji (S) gave each statement. Then choose whether the statement expresses an opinion or speculation.

- ___ 1 The animals probably suffer terribly.
 opinion speculation
- ___ 2 I definitely don't agree that it should be banned.
 opinion speculation
- ___ 3 Animal testing may not be pleasant, but I think that's better than risking human suffering.
 opinion speculation
- ___ 4 I'm pretty sure the majority of medicines are tested on animals, too.
 opinion speculation
- ___ 5 It won't make a difference if just a few people stop buying the products. We need to encourage people to speak out against this issue.
 opinion speculation



VOCABULARY DEVELOPMENT Verb + preposition collocations with *for*, *on*, and *against*

Verbs are often combined with a preposition. The following are examples of common verb + preposition collocations used when we discuss opinions.

<i>argue</i>	> <i>for</i>	<i>decide</i>	> <i>on</i>	<i>argue</i>	> <i>against</i>
<i>stand up</i>		<i>insist</i>		<i>decide</i>	
				<i>speak out</i>	

Noticing and recording these verb + preposition collocations will help you better understand others' opinions as well as express your own.

7 USE Complete the excerpts from the debate with the prepositions *for*, *on*, and *against*.

Charlotte: I see your point, Daniel, but I'd have to argue
1 _____ animal testing.

Daniel: Can't people just live without cosmetics? I'd prefer that to buying products that require animals to suffer. Who can argue 2 _____ that?

Charlotte: Well, these days there are plenty of companies that have decided 3 _____ testing on animals. It usually says so right on the product label. A lot of people insist 4 _____ buying only those products.

Daniel: We need to encourage people to speak out 5 _____ this issue. Animals don't have any way to defend themselves. We humans have to stand up 6 _____ them.

8  **ASSESS** Listen and check your answers to Exercise 7.

9 WHAT'S YOUR ANGLE? Which speaker do you think gives the strongest arguments? Why? Tell the class.

 **GRAMMAR IN CONTEXT** Question types: subject, direct/indirect, with preposition

There are several different types of questions used in English. Each type is formed slightly differently.

Subject questions begin with *who*, *what*, or *which*. We do not use the auxiliary verbs *do*, *does*, or *did*.

What happens if they aren't tested properly?
(NOT *What does happen if...?*)

Who uses these cosmetics? Which costs more?

Indirect questions begin with phrases like *Can you tell me...* and *Do you know if....* We do not add the auxiliary verb before the subject.

Can you tell me where the animals come from?
(NOT *Can you tell me where the animals do come from?*)

Indirect questions are often used to introduce an opinion in an indirect way.

Don't you think more people should speak out against animal testing?

Wouldn't it be better if the animals were not kept in cages?

In questions where the object needs a **preposition**, the preposition usually goes at the end.

Which test results are the researchers waiting for?

What are the protesters speaking out against?

See Grammar focus on page 159.

10 IDENTIFY Choose the four incorrect questions.

- 1 Who is responsible if the testing goes wrong?
- 2 Who hasn't heard about this issue in the news?
- 3 For what for the scientists are looking?
- 4 Which product is tested on animals?
- 5 Do you know what kinds of animals are usually used?
- 6 Do you have any idea if that company does test products on animals?
- 7 What the best solution is to the problem?
- 8 Whom do you agree with?
- 9 What does happen when a product is not tested?
- 10 Can you tell me how to contact the company president?

11 ASSESS Rewrite the four incorrect sentences from Exercise 10.

12 WHAT'S YOUR ANGLE? What are some controversial issues and topics you sometimes disagree on with friends, colleagues, or family members? How do your opinions differ? Do you think the argument will ever be resolved? Discuss with the class.



Using social media



Eating or not eating meat



Protecting the environment

1.4 Talking Things Through



- 1 ACTIVATE** In what ways do you speak differently to people you are close to and people you are not very close to?
- 2 ASSESS** Talk about the pictures with a partner.
 - 1 Where are the people?
 - 2 Do you think they know each other well?
 - 3 What do you think they're talking about?
- 3 IDENTIFY** Watch the video and answer the questions.
 - 1 What is Andy planning to do?
 - 2 How will Professor Jackson help Andy with his plans?
 - 3 What does Professor Jackson recommend?
 - 4 Why is Andy worried?

REAL-WORLD ENGLISH Starting a formal conversation

The situation or “setting” we are in determines whether we use formal or informal language. We usually use formal language when we start a formal conversation with people we don't know well.

When we start a formal conversation, we usually use modal verbs such as *could*, *would*, *shall*, and *may*.

May I suggest something?

Shall I begin the discussion?

I'd like to...

A less formal and more neutral way would be to use the modal *can*. *Can* is appropriate in many settings, so it is common in both formal and informal interactions.

Can I suggest something?

Can I begin the discussion?

Note: In Western cultures, even the person in a higher social position uses polite language in a formal conversation. For example, in the video, Professor Jackson says, *May I make a suggestion?*

4 **ANALYZE** Watch the video again and fill in the chart. Then compare your notes with a partner.

1	Where does the conversation take place?	
2	How well do Andy and Professor Jackson know each other? How do you know?	
3	Is the speakers' relationship formal or informal? How do you know?	
4	What is the purpose of their conversation?	
5	Do they use polite formal language or informal language? Give examples.	

5 **ASSESS** Read the conversation openers. Decide if each opener is formal (F) or informal (I).

- 1 Can I tell you my plans? _____
- 2 May I start the discussion? _____
- 3 All right. Let's get started. _____
- 4 I'd like to start this discussion by saying... _____
- 5 Can I begin by sharing some of my ideas? _____
- 6 I'll get the ball rolling. _____

6 **IDENTIFY** Identify the words or phrases in Exercise 5 that helped you decide whether the conversation openers are formal or informal. Then compare your answers with a partner. Discuss which specific words or phrases make the openers sound more formal or informal. Think of one more formal and one more informal way to open a conversation.

7 **INTEGRATE** The following conversation openers are phrased in a neutral way. For each one, write a formal version and an informal version in your own words.

- 1 Can I speak to you privately?
- 2 Can I ask you more about the project?
- 3 Can I tell you how impressed I've been with your work recently?
- 4 Can I start the discussion by outlining the reasons for this meeting?
- 5 Can I begin the discussion?

8 **APPLY** Read the scenarios and write an appropriate conversation opener for each one.

- 1 You are beginning a work meeting with a group of colleagues you've worked closely with for the past year.
- 2 You are beginning a meeting with a group of your neighbors and friends about starting a community garden in your city.
- 3 You are beginning a work meeting to start a new project with representatives from a client company whom you have never met before.
- 4 You are beginning a meeting with a company president to interview them about their policies on animal testing.
- 5 You are a university professor. You are beginning a meeting with a student to discuss his poor score on a recent test.

9 **INTEGRATE** With a partner, prepare to role-play a short conversation between two people. Choose a scenario from Exercise 8. Use the questions below to help you decide the context.

- 1 Who are the speakers?
- 2 What is the relationship between them?
- 3 How well do they know each other?
- 4 Where does the conversation take place?
- 5 Should the language be careful and polite or relaxed and informal?
- 6 How can you start and end the conversation?

10 **INTERACT** Role-play your conversation for the class. Your classmates can refer to the questions in Exercise 9 to analyze the context.



GO ONLINE
to create your own version
of the English For Real video.

