

7

Behavior

▲ Look at the photo.
Discuss the questions.

- What are the people doing in the photo?
- What do you think they are going to talk about?
- How do you feel when you meet new people?

▲ Work with a partner.
Discuss the questions.

- Is it important to have good manners? Why or why not?
- Are you good at following rules? Why or why not?
- Is it easy or difficult for people to change their behavior?



In this Unit

SYSTEMS

prepositional phrases
was / were + going to
connected speech: verbs +
infinitives
good and bad behavior
should have / shouldn't have

SKILLS

connecting ideas
summarizing
structuring a review
being positive and
constructive

THEMES

reality TV
creating new habits
giving feedback
sustainability

READING

LOST FOR WORDS?

contestant (n) a person who takes part in a competition
eliminate (v) beat someone so that they leave the competition
hit (n) very popular
ingenious (adj) clever and creative
on air being broadcast
spin-off (n) a new TV show based on another popular TV show
tune in watch a TV show

A TV REVIEW

- **A** Read the sentences and answer the questions.

CONNECTING IDEAS

Writers often use pronouns (*it, this*) and linkers (*but, as a result*) to connect ideas within a text and move from one idea to another.

- 1 Melissa King won *Top Chef* in 2020. This was important for her career. What idea does "this" refer back to?
- 2 Contestants are unpaid. However, the experience can make you famous. Does "however" introduce an example or show a contrast between two ideas?

- **B** Read the TV review of *Top Chef*, ignoring the blanks for now. Is it a positive or negative review?



Top Chef

I say this as someone who loves TV: there are too many shows. Too many channels. Too many streaming services. So it's not very common for a show to stay on air for more than two decades and still be popular.¹

Top Chef started in 2006, in the early days of reality TV. It's based on a simple but excellent idea: collect a group of skilled chefs, ask them to compete against each other, and then eliminate contestants one by one. The winner takes home a cash prize—as much as \$250,000.²

Top Chef has been a hit from the start.³ *Chef Masters*, *Top Chef: Just Desserts*, *Top Chef Junior*, to name just a few. Then there are all the international adaptations: *Top Chef Brazil*, *Top Chef Italy*, etc. Across the world, more than 20 different countries have created their own versions.

What is the secret to its success?⁴ Second, the show is dedicated to local food traditions and history, with each season taking place in a different city.⁵ What's more, it's fascinating to see how these talented chefs behave under the stress and pressure of the cooking competition.

If it's been a while since you watched *Top Chef*, I highly recommend tuning in when the newest season comes out. I know I will.

RATING ★★★★★

- **C** Complete the blanks in the text with the sentences below. There is one sentence you don't need to use. Look at the underlined words to help you decide.

- a With this money, they can start their own restaurant.
- b First, *Top Chef* is a great place to learn about the newest food trends.
- c Of course, these judges are well respected professional chefs.
- d This allows the show to explore food culture in a variety of locations.
- e This is what makes *Top Chef* so unusual.
- f In fact, it's been so successful that it's inspired a number of spin-offs.

- ▲ **D** Work in pairs. Would you like to appear on a reality TV show?

Prepositional
PHRASES

A Read the social media posts. Match each person to what they did wrong.

- 1 Leah

2 Evan

3 Avery
- a lying to somebody at work

b damaging another person's property

c leaving a building the wrong way

Tell me about a time you did something wrong.
I want to hear your stories!

One time I broke my sister's special trophy, which I wasn't supposed to touch. She was ¹at / by / in / on **tears**. I felt terrible. ²At / By / In / On **first**, it seemed like we might be able to fix it, but it was impossible. (Leah)

In college, I went out a fire exit ³at / by / in / on **mistake** and the alarm went off. Every student had to go outside while the staff made sure the dormitory wasn't ⁴at / by / in / on **fire**. Everyone was furious, thinking somebody had done it ⁵at / by / in / on **purpose** as a joke. (Evan)

One day I called out sick and then saw my boss ⁶at / by / in / on **chance** on the street. She looked really annoyed. That night, I couldn't sleep, thinking I was ⁷at / by / in / on **risk** of losing my job. Thankfully, I didn't get ⁸at / by / in / on **trouble**, but I've never done it again. (Avery)



B Read the posts again. Choose the correct options.

C Complete the sentences so that both have the same meaning.
Use the words in bold in Exercise A.

- 1 I didn't expect it to happen.

2 Our lives are in danger.

3 In the beginning, I liked it.

4 You're going to get punished.

5 The forest was burning.

6 The boy was crying.

7 I didn't break it **on**
- It happened **by** *chance*

Our lives are **at**

I liked it **at**

You're going to get **in**

The forest was **on**

The boy was **in**

I broke it **by**

D Write sentences that are true for you using the phrases.

*One time I stepped on my brother's tablet
by accident and broke it.*

E Work in pairs. Discuss your sentences and ask questions.

*Oh yes! He was furious. He needed it to do his
schoolwork. Luckily, the school had an extra tablet
and they let him use it until we bought a new one.*

*Did your brother get mad at
you for breaking his tablet?*

PLAY WITH WORDS

What would you do if ...

- your friend broke your cell phone by mistake?
- you met your favorite singer in the street by chance?
- you saw a tree on fire in a public park?

Game



Adaptive Practice



Was / Were + GOING TO

- ▲ A 🎧 7.1 Listen to a phone conversation between two friends. What plans did Abbey and Iris have? What happened?



Iris: Hi Abbey.

Abbey: What happened? I thought we had plans.

Iris: I know. I'm so sorry. I was going to call you, but then my phone died. I had to come home and charge it. That's where I am now.

Abbey: Oh OK. I understand. So, do you still want to meet up?

Iris: Yes, definitely. We were going to see that movie, but it started half an hour ago. Maybe we could just get some ice cream or something?

Abbey: OK, that sounds good.

- B 📺 Watch the grammar video and read the explanation. Do we use *was* / *were going to* for plans that happened or plans that didn't happen?

WAS / WERE + GOING TO



To talk about plans in the past that didn't happen we use *was* / *were going to*.

*We **were going to** play tennis, but it started to rain.*

(We had planned to play tennis, but we didn't because it started to rain.)

*Nadia **was going to** stay at her favorite hotel, but it was fully booked.*

(Nadia had planned to stay at her favorite hotel, but she didn't because it was fully booked.)

Wasn't / Weren't going to is also possible.

*Scott **wasn't going to** join the conference call, but his boss asked him to participate.*

(Scott hadn't planned to join the conference call, but he did because his boss asked him to participate.)

Note that we often use *was* / *were going to* to apologize for not doing something.

*I'm so sorry. I **was going to** call you, but then my phone died.*

(I'm apologizing for not calling you and then explaining why.)

C Complete the sentences with *was*, *wasn't*, *were*, or *weren't*.

- 1 I going to take the train, but I decided to drive instead.
- 2 Rob and I going to visit that museum, but it was closed.
- 3 Sue and Yana going to come, but they decided to join us at the last minute.
- 4 They going to catch the early bus, but they missed it by a few minutes.
- 5 Lee going to attend the lecture, but he got sick.
- 6 I going to go to the show, but then my friend gave me a free ticket, so I went.

D Rewrite the sentences using *was* / *were going to* or *wasn't* / *weren't going to*.

- 1 He had planned to get up early, but he slept through his alarm.
He was going to get up early, but he slept through his alarm.
- 2 I had decided to make a cake for the party, but I didn't have any sugar.
.....
- 3 We hadn't planned to eat dessert, but we saw the chocolate cake!
.....
- 4 We hadn't planned to buy anything, but we couldn't resist the sales.
.....
- 5 Marc had agreed to attend the meeting, but then he didn't come.
.....
- 6 She hadn't planned to invite Jeff, but then she changed her mind.
.....
- 7 Connie had arranged to see the dentist, but she canceled the appointment at the last minute.
.....

E Complete the sentences with your own ideas.

- 1 ... but we stayed home and watched TV instead.

We were going to drive to the mall, but we stayed home and watched TV instead.

- 2 ... but the restaurant was fully booked.
- 3 ... but I didn't have enough money.
- 4 ... but her phone died.
- 5 ... but we decided to go to the beach instead.
- 6 ... but they didn't have time.
- 7 ... but my boss asked me to stay late at work.
- 8 ... but he completely forgot.

F Think of three plans you had recently that didn't happen.

G Work in pairs. Take turns discussing the plans you had that didn't happen. Ask follow-up questions for more information.

Last night I was going to finish watching a TV series, but I felt tired and so I just went to bed early.

What TV series were you going to watch?



Adaptive Practice



LISTENING



LOST FOR WORDS?

frustrating (adj) making you feel annoyed and impatient

relapse (n) when something gets worse again after being better

to be precise to give more detailed information

PRONUNCIATION

A short LECTURE

▲ **A** Which of these habits would be the hardest to start? Why?

- Getting up an hour earlier every morning
- Eating five different types of vegetables every day

● **B** 7.2 Listen to a psychologist talking about the process of creating new habits. Put the main ideas in the correct order.

SUMMARIZING

To summarize a text, first identify the main ideas. Then give a short explanation of these ideas, leaving out specific details and examples.

- **a** While making a change, everyone goes through the same steps.
 **b** When you experience "relapse," it's important to continue trying.
 ¹ **c** Starting a new habit is difficult and it can take a long time.
 **d** The final step is "relapse," when you return to your old behavior.
 **e** It's possible to change our behavior.

● **C** Listen again. Complete the summary of the lecture with the words from the box. There are three words you don't need.

impossible	mistake	normal	opportunity
process	step	success	time

It's hard to create a new habit and it takes ¹ to achieve, but it isn't ² While making a change, we all seem to follow the same ³ The most frustrating ⁴ is the last one: "relapse." This is when we return to our old behavior. At this point, it's easy to give up. So it's important to continue and think of this as a learning ⁵

▲ **D** Work in pairs. What new habit would you like to start?

Connected speech: verbs + INFINITIVES

■ **A** 7.3 Listen and choose the correct options. Then repeat. Notice the fast, informal pronunciation of the verbs + infinitives.

- 1 We 're going to / 've got to / want to do some shopping.
- 2 We 're going to / 've got to / want to leave in 10 minutes.
- 3 We 're going to / 've got to / want to get some coffee.

■ **B** Work in pairs. Take turns asking and answering the questions, practicing the informal pronunciation of the verbs + infinitives.

- 1 What do you think you're going to do with your friends this weekend?
- 2 Is there anything you've got to finish by the end of the week?
- 3 What do you want to have for dinner tonight?

Good and bad
BEHAVIOR

A Use the verbs from the box to complete the list of “dos and don’ts” from a college bulletin board.

arrive cheat damage participate
show skip take use

Eight Dos and Don’ts: Red Cedar College

DO

- 1 **on time** to every class. It’s important to be punctual.
- 2 **respect** to your professors and fellow students.
- 3 **in class**. Ask a lot of questions. You’re here to learn!
- 4 **responsibility** for your actions and your words.

DON’T

- 5 **class**. Your professors expect you to attend every lesson.
- 6 **on exams**. Students who copy answers receive a zero.
- 7 **offensive language**. Bad words have no place here.
- 8 **property**. You will pay to replace anything you break.

B Which of these “dos and don’ts” would be the most difficult for college students to follow? Why?

A restaurant

REVIEW

STRUCTURING A REVIEW

Start by providing basic information (name, location, type). Then explain what you liked / disliked and why. Finish with a recommendation.

A Read the restaurant review and put the paragraphs in the correct order.

Lev’s Delicatessen

- a It was super crowded. We ordered a classic pastrami sandwich and it was delicious. The five simple ingredients worked together like a championship basketball team. According to our rather unfriendly waiter, they make the pickles and mustard in-house. It’s a difference you can taste.
- b Don’t miss this place if you’re ever in New York. And bring a friend: the sandwiches are cut in half and easy to share.
- c A pastrami sandwich: that was one thing I had to try in New York City. So my friend and I stopped for lunch at the famous Lev’s Delicatessen, which is located on East Houston Street.



B Write your own structured restaurant review.

PLAY WITH WORDS

After you do Exercise A, cover the word box with the verbs. How many can you remember?

Game



Adaptive Practice



WRITING

Should have / SHOULDN'T HAVE

▲ **A** Read the dialogue. Then answer the questions.

- 1 What does Mateo regret doing?
- 2 Why does he regret it?
- 3 Have you ever upset someone by being honest?
- 4 Do you think we should or shouldn't share our opinions? Does the situation or the person matter?



Lilian: How was the art show?

Mateo: Not great.

Lilian: What happened?

Mateo: Aria asked me what I thought of one of her paintings, and I told her the people's heads seemed too big. I shouldn't have said that. She looked really annoyed.

Lilian: Oh no! Poor Aria.

Mateo: I know! I feel bad. I should have kept my opinion to myself. I don't know what I was thinking.

■ **B** 📺 Watch the grammar video and read the explanation. Do we use *should have* / *shouldn't have* + past participle to express regret about the present or the past?

SHOULD HAVE / SHOULDN'T HAVE



We use *should have* / *shouldn't have* + past participle to express regret about the past.

*I **should have brought** a warmer jacket. It's really cold out.*

(I wish I had brought a warmer jacket, but I didn't.)

*I **shouldn't have drunk** so much soda. Now I have a stomach ache.*

(It wasn't a good idea to drink so much soda, but I did.)

We also use this structure to express criticism. The meaning is *I think this was wrong*.

*You **should have bought** your mom a birthday present.*

(I think it was wrong that you didn't buy your mom a birthday present.)

*He **shouldn't have spent** all his savings on a motorcycle.*

(I think it was wrong that he spent all his savings on a motorcycle.)



C Choose the correct options to complete the sentences.

- 1 I failed my math test. I really **should** / **shouldn't** have studied more.
- 2 The story was fake news. I **should** / **shouldn't** have reposted it.
- 3 He burned his hand. He **should** / **shouldn't** have touched that pan.
- 4 I got wet in the rain. I **should** / **shouldn't** have brought an umbrella.
- 5 Our bikes got stolen. We **should** / **shouldn't** have locked them.
- 6 This skirt is too big for me. I **should** / **shouldn't** have bought it without trying it on.

D Complete the dialogues with *should have* / *shouldn't have* + the correct form of the verb in parentheses.

- 1 A: Rosie looks exhausted.
B: It's true. She shouldn't have stayed (stay) out so late.
- 2 A: We have to pay in cash, but we don't have any.
B: Oh no! We (go) to an ATM.
- 3 A: I didn't know you were allergic to eggs.
B: Sorry, I (mention) it earlier.
- 4 A: All the plane tickets are really expensive now.
B: I knew we (wait) so long to buy them.
- 5 A: Why did you have to ask Roberto about his illness?
B: I'm so sorry. I (say) anything.
- 6 A: Look at all this traffic. We're going to be late.
B: I know. We (take) the subway instead.

E Rewrite the sentences using *should have* / *shouldn't have*.

- 1 I wish you had been more polite.
You should have been more polite
- 2 I regret not accepting the offer.
I should have
- 3 It was a bad idea to let him use my car.
I
- 4 It was a mistake for you to leave.
You
- 5 It was silly of us not to keep the receipt.
We
- 6 It was wrong for Greg to insult you.
Greg
- 7 I wish I hadn't ordered the pasta.
I
- 8 Why didn't you tell me about this sooner?
You

F Work in pairs. Do the role-play activity.

- 1 Write down four small problems you had this week.
- 2 Take turns reading your sentences and responding using *should have* / *shouldn't have*.

*I left my phone charger
at home.*

*You should have put it in your
bag before you left the house.*

Adaptive Practice



Giving FEEDBACK

- ▲ **A** Read the definition of *feedback*. Who normally gives you feedback at work, at school, and at home?

feedback /'fi:d.bæk/ **noun**

If you get feedback on your work or progress, somebody tells you how well or badly you are doing, as well as how you could improve.

LOST FOR WORDS?

constructive (adj) useful and helpful

otherwise (adv) apart from that

slide (n) one page of an electronic presentation, which may contain text or images

- **B** Watch and listen. What is Luis giving feedback on?

Cory: Hey, what did you think of my presentation?

Luis: It was good! The slides were very clear. I like how you used images and diagrams sometimes to explain things. That was really effective.

Cory: Thanks!

Luis: I was just going to mention one thing, though. Next time, you might want to speak a bit more slowly ... You were speaking pretty fast sometimes and, at least for me, that made it a little hard to follow what you were saying.

Cory: Mmm ... yeah, I was definitely nervous.

Luis: That's totally normal! I was going to suggest maybe practicing the presentation by yourself at home, trying to focus on saying everything slowly and clearly. You could even record yourself.

Cory: Great idea!

Luis: But otherwise, like I said, good presentation. You made some really interesting points.

- **C** Watch again. Which strategy does Luis use?

Strategies for Giving Feedback

1 Be completely honest. Don't worry about the other person's feelings. Just say exactly what you think.

2 Only give positive feedback. Just make positive comments and avoid any constructive feedback.

3 Use the "feedback sandwich." First, say something positive, and then give constructive feedback. Finish with another positive comment.

- **D** Work in pairs. For each strategy in Exercise C, discuss the following questions.

- What are the advantages and disadvantages of this strategy?
- How would you feel if someone used this strategy with you?

- **E** Work in pairs. Read the instructions and do the role-play activity on page 95.

Use these phrases.

POSITIVE

I like how you ...
One thing you did really well was ...
Nice job with ...
I think ... is very clear / effective / useful.

CONSTRUCTIVE

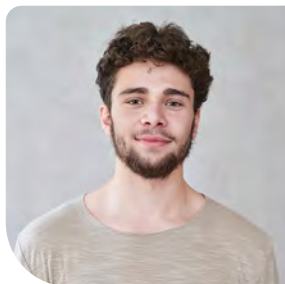
Next time, you might want to ...
Have you thought about ...
One area you could work on is ...
Something to think about is ...



Be Constructive!

Role-play instructions

- 1 Read the situation, starting with situation 1.
- 2 One student plays the role of Student A; the other plays the role of Student B.
- 3 Role-play a conversation. Student A: Give feedback to Student B.
- 4 Switch roles for the next situation.



- 1** Ángel is a hard-working college student. He turns in his assignments on time and participates in class discussions. However, his professor has noticed that he comes to class 10–15 minutes late.

Student A: college professor **Student B:** Ángel



- 2** Miray wants to get in better shape and she has hired a personal trainer. Her trainer is very energetic and motivated. She designs workout routines based on Miray's individual needs. However, she pushes Miray to work very hard, sometimes past her limits, and doesn't make time for breaks.

Student A: Miray **Student B:** personal trainer



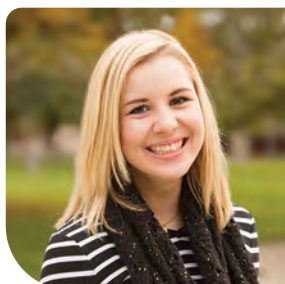
- 3** Alejandro has organized a language exchange with Jack, a Canadian exchange student. Alejandro helps Jack with his Spanish; Jack helps Alejandro with his English. Jack is fun to talk to, and he makes an effort to speak slowly and clearly, but he tends to dominate every conversation.

Student A: Alejandro **Student B:** Jack



- 4** Giang is working on a group project with three other college students. She is creative, always coming up with good ideas or solutions, but sometimes it takes her more than 48 hours to respond to emails and text messages from the other group members.

Student A: group member **Student B:** Giang



- 5** Ana Liz is a college student who is doing an internship during her summer break. She is very enthusiastic and helpful around the office. However, her manager has noticed that the quality of her work is not always very good, and she often misses deadlines because she is working on too many tasks at once.

Student A: manager **Student B:** Ana Liz

A Make a list of words related to the topic of sustainability. Compare and discuss your list with a classmate.

B Read the article. Which two ways of being more sustainable would be easiest for you to include in your daily life?

SIMPLE WAYS TO BUILD SUSTAINABILITY INTO YOUR EVERYDAY LIFE



by Jagjeet Sareen
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Individual-led climate solutions are inexpensive, low-effort, and are valuable ways to support the environment. Here is how to expand your sphere of influence as an everyday climate activist.

Big changes start with small actions.

Start by questioning your consumption. What materials are your everyday items, like your toothbrush or wastebasket, made of? Can you swap them with items made from sustainable materials? You can swap your floor cleaner with homemade, environmentally friendly cleaning agents like vinegar and water. These choices count.

Make meaningful purchases.

The world generates 2.01 billion tons of municipal solid waste every year, which is set to rise by 70% to 3.40 billion tons by 2050, according to World Bank data. To do your part in counteracting this, buy only the things you need or things that will last longer. Make sustainable fashion more than a trend by purchasing basic pieces that can be worn in many ways. Not only is this good for the environment, it's also good for your budget.

Recycle, reuse, reduce.

The three Rs help reduce waste, conserve natural resources, save energy, and reduce greenhouse emissions. What does this look like in our daily lives? Don't buy a new table lamp if you can repair your existing one. You can advocate for glass bottles or water pitchers at work instead of plastic bottles. Ask your office to install separate bins to encourage waste segregation.

Be smart with your e-waste.

According to a UN report, the world produces about 50 million tons of e-waste (electronic products that are unwanted, broken, or used up) annually. Only 20% of this is recycled formally, creating hazardous working conditions for those who collect, repair, recycle and dispose of e-waste informally. Remember this when you are looking to discard an old phone.

Make wiser food choices.

Take a good look at what is sitting on your kitchen shelf and ask where it comes from: How was it grown, how were the ingredients sourced, and how has it been packaged?

These choices matter because the food industry accounts for 26% of all greenhouse gas emissions. To reduce food waste, you could organize team lunches where colleagues are encouraged to get creative with their leftovers.

Move around responsibly.

Sharing rides, using public transport when possible, and living close enough to your place of work to walk or bike are all ways of contributing to lower emissions while cutting costs.

Make your money count.

Reward the corporates that are doing their part by investing in climate-friendly funds. Invest time researching the social and environmental benefits or risks associated with each company.

We have only one Earth, which makes it "urgent" to advocate for climate-friendly solutions. Using your voice to amplify the cause and share these strategies, in person and on social media, can have ripple effects and expand the pool of everyday climate activists.

LOST FOR WORDS?



advocate (v) to support something publicly
amplify (v) to make a feeling or opinion stronger or clearer

counteract (v) to reduce the bad or harmful effects of something

discard (v) to throw something away

municipal (adj) relating to the government of a town or city

ripple effect (phr) an action has an effect on something, which then has an effect on something else

segregation (n) the act of separating people or things

sphere of influence (phr) an area in which a person, country, or organization has a lot of influence

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Global Citizenship

C Read the article again. Match the sentence halves. There are two sentence endings you do not need.

- | | |
|--|---|
| 1 One way to fight the growing problem of e-waste | a is to buy food that was grown more sustainably. |
| 2 One way to encourage people to recycle bottles at work | b is to make sure to recycle electronic devices like cell phones. |
| 3 One way to make better choices about what you eat | c is to switch to everyday items made from sustainable materials. |
| 4 One way to travel to and from work more sustainably | d is to take public transportation, such as buses or trains. |
| | e is to ask your company to buy special bins for plastic and glass. |
| | f is to invest money in environmentally friendly funds. |

D Read the dialogue between Leonie and Milo. Check (✓) which issues from the article they discuss.

- ☐ consumer products
 ☐ e-waste
 ☐ green investments
 ☐ recycling
 ☐ transportation



Leonie: Have you seen this? On our website, it says we are a "sustainable company working towards a greener future." I don't think that's true at all.

Milo: Really?

Leonie: I mean, look around this office! I don't see any recycling bins. Everything that we throw away goes in one garbage can.

Milo: You've got a point there.

Leonie: Plus we all drive cars to get to work. We drink coffee out of single-use cups. And it's not like this company is investing in any climate-friendly funds the last time I checked. I could go on and on.

Milo: Yes, you're right. There is definitely a lot of room for improvement around here.

E Work in pairs. Look at some possible solutions to the issues that Leonie and Milo discuss. Which ones do you think could help their company be more sustainable?

- Use water pitchers at work
- Get people to bring in their own cups to keep in the office
- Install recycling bins
- Make car parking at work easier
- Give employees a free travel card
- your own idea

USEFUL LANGUAGE

Talking about problems	Talking about solutions
A problem I've noticed is ...	Maybe we could try ...
One area where we could improve is ...	One possible solution might be to ...
We could do much better with ...	It would be helpful if we ...

F Work in pairs. You are going to think about sustainability in the college you attend. Follow the instructions.

- 1 Make a list of problems related to sustainability at your college.
- 2 Talk about solutions for these problems with your partner. Use the ideas from the article.
- 3 Join another pair. Tell them about the problems and the solutions you came up with.

G Take turns sharing your problems and solutions with the class. Which of the sustainable solutions do you think you could implement in your college?

A Complete the sentences with the words from the box.

class (x2) exams language
property respect responsibility time

- 1 It's never okay to **use offensive**, even if you're angry.
- 2 You've been late a lot recently. Please try to **arrive on**
- 3 Students could use their cell phones to **cheat on**
- 4 Thank you for always **participating in**
- 5 We must **show**, even to people we disagree with.
- 6 Falling trees can injure people or **damage**
- 7 Jordan had to **skip** his 10 a.m. to finish his essay.
- 8 I **take** full for this mistake. It was my fault.

B Choose the correct options to complete the sentences.

- 1 She **was** / **wasn't** going to adopt an adorable dog, but her roommate didn't want a pet in the house.
- 2 We **weren't** / **were** going to buy a couch for the living room, but we couldn't agree on the color and style.
- 3 I **wasn't** / **was** going to apply to be a manager, but my coworkers encouraged me to try for it.
- 4 I **was** / **wasn't** going to major in civil engineering, but I decided to study data science instead.
- 5 Ari **was** / **wasn't** going to fix the problem with the sink, but she didn't have all the tools she needed.
- 6 Ella and Finn **were** / **weren't** going to travel abroad, but then they found cheap flights to London.

C Unscramble the words to make sentences with *should have* / *shouldn't have*.

- 1 asked / help / should / He / have / for / me / .
He should have asked me for help.
- 2 shouldn't / bed / late / gone / to / You / have / .
.....
- 3 told / have / You / the / should / me / truth / .
.....
- 4 have / We / last / the / until / waited / shouldn't / minute / .
.....

≡ Wordlist ≡

at first	arrive on time
at risk	cheat on exams
by chance	damage property
by mistake	participate in class
in tears	show respect
in trouble	skip class
on fire	take responsibility
on purpose	use offensive language

PLAY WITH WORDS

Test your partner. Translate two of the phrases in the second column; your partner has to translate them back into English.

Work in groups. Think of five rules for your English classes.

Level-up challenge. Can you think of more expressions with *at*, *by*, *in*, and *on*?