

7 Behavior

An article on television-watching BEHAVIOR

● **A** Read the article. Put the paragraphs in order.



..... a While the rise of satellite television in the 1980s gave people more options of channels to watch, in reality it was the invention and grouping together of streaming services like Netflix and Amazon Prime from the mid-2000s to 2015 that brought a real revolution to television. Now viewers could watch entire seasons of a series when ¹ **they** wanted and with no commercials. The rise of smartphones and tablets meant that people could watch TV on these devices as well.

..... b As a result, a new word emerged for television-watching behavior: binge-watching. The traditional schedule for shows lost relevance. People could now choose their own content on the streaming platforms and watch it whenever they pleased. More recently, social media platforms have changed the way we share our television viewing. Now people can have conversations on ² **them** about what they are watching.

..... c In sum, television watching has become more personalized and more interactive. ³ **This** is likely to keep changing, as artificial intelligence and other technologies begin to affect how television is made and shared.

..... d The way we watch television has changed significantly over the past 30 years. These changes have been shaped by new technology, consumer preferences, and the media landscape. In the past, television was a group activity. Families gathered around a single television set to watch a show at a particular time. Viewers did not have much control over when they watched shows, or how they watched ⁴ **them**.

● **B** Read the article again. For each word in bold in the text, choose the word or phrase it refers to.

- 1 a seasons
b series
c viewers

- 3 a artificial intelligence
b television watching
c technology

- 2 a social media platforms
b conversations
c viewers

- 4 a streaming platforms
b shows
c viewers

● **C** Match the phrases from the text with the phrases with similar meanings.

- 1 However
2 As a result
3 Moreover
4 In the past
5 In sum

- a Previously
b In addition
c Consequently
d But
e To conclude

Prepositional PHRASES

A Choose the correct option to complete the sentences.

- 1 **At / On / In** first, we didn't know what to think.
- 2 When she described her sad situation, she was **in / on / at** tears.
- 3 You don't have an extra USB cable, **in / at / by** chance, do you?
- 4 There's a building **on / at / in** fire over there—I hope nobody is hurt.
- 5 Sorry, I deleted the file **in / on / by** mistake.
- 6 The animals in this area are **in / on / at** risk of extinction.
- 7 But I didn't do it **on / at / by** purpose!
- 8 If they find you here, you're going to be **on / at / in** trouble.

B Choose the word that doesn't belong.

- 1 **at** first / chance / risk
- 2 **by** tears / mistake / chance
- 3 **in** fire / tears / trouble
- 4 **on** purpose / fire / trouble

C Rewrite the words in bold with a prepositional phrase from Exercise B with the same meaning.

- 1 I met June the other day **by coincidence**.
- 2 Marcos turned in the wrong paper **accidentally**.
- 3 In the distance, we could see the whole forest **burning**.
- 4 If ever you are **in difficulty**, call this number.
- 5 **In the beginning**, the audience was laughing.
- 6 I think he did it **deliberately**.
- 7 The whole project is **in danger**.
- 8 The speech was so moving that we were **crying** at the end.

D Complete the text with words from the box. There are three words you do not need.

chance fire first mistake purpose risk tears trouble


New Message

To: jjonas

Subject: Open door

Hi neighbor!

The other day I passed by your house and I noticed by ¹.....that the door was open. At first, I thought someone had left it open on ²..... I called out "Hello?" but nobody answered. I was worried that you were in ³..... and so I went into the house. There was nobody there, so I imagine you left the door open by ⁴..... The house was at ⁵..... of being robbed, so I closed the door and left a note. I hope that's OK!

Send



Was / Were + GOING TO

A Match the sentence halves.

- 1 I was going to call you,
- 2 They were going to have a nice meal out,
- 3 Shaun wasn't going to take the job,
- 4 You were going to bring me that book,
- 5 We weren't going to work late,
- 6 I wasn't going to buy you a present,

- a but he changed his mind.
- b but I guess you forgot.
- c but I saw this and loved it.
- d but my phone battery died.
- e but the restaurant was closed.
- f but we couldn't avoid it.

B Complete the sentences with *was / were + going to* and a verb from the box.

get give go fly quit rain reserve wash

- 1 Susie her job, but the company gave her a promotion.
- 2 The last time I saw you, you married.
- 3 We a table for four people. Should we make it five?
- 4 The president a speech but it was canceled for security reasons.
- 5 I to the capital, but in the end I took the bus.
- 6 It's sunny outside? I really thought it
- 7 They on vacation but unfortunately they both got sick.
- 8 He the car, but his son had already done it.

C Make sentences from the prompts. Use *was / were* or *wasn't / weren't + going to*.

- 1 They, (visit the museum) but the tickets sold out.
- 2 Why do you have your car keys? I thought we (not take the car) today.
- 3 I (make dinner)—do you want some?
- 4 Listen. I (not tell you) about what happened to me today, but it's important.
- 5 We (not finish) on time, but in the end we got it done.
- 6 You (help) me with the housework, weren't you?



- **A** 🎧 7.1 Listen to someone giving their opinion about a topic.
Which is the best title for the talk?

- a Are behavior-tracking apps as good as the makers say?
- b How your smartphone is changing how you act
- c Why we need to stop using lifestyle apps
- d Behavior-tracking apps: one way to a better life

- **B** 🎧 Listen again and identify which of the points the speaker mentions (Yes) and which she doesn't mention (No).

- 1 Tracking apps are not suitable for all areas of your life. Yes / No
- 2 Tracking apps can help you to realize how different aspects of your life are connected. Yes / No
- 3 Many companies offer a basic free version of the app and a full version you pay for. Yes / No
- 4 Tracking apps are useful if there is something specific you want to succeed at. Yes / No
- 5 Don't ignore the fact that you have to give the app provider your personal details. Yes / No
- 6 Looking closely at the things you do regularly can help you develop and improve as a person. Yes / No
- 7 Modern life is too complicated for us to manage without digital tools to help us. Yes / No
- 8 Tracking apps give you good information to use when working out how to change your behavior. Yes / No

- **C** ✓ Check (✓) the best four pieces of information from this talk to include in a summary of what tracking apps are and why they are useful.

- ☐ 1 Tracking apps make it possible for us to analyze the things that we do in our day-to-day lives.
- ☐ 2 Many people tend to spend too much money.
- ☐ 3 Tracking apps can reveal patterns in how your different habits affect different areas of your life.
- ☐ 4 Using apps to track your behavior lets you make effective decisions using real evidence rather than feelings or guesses.
- ☐ 5 There might be different ways that the personal details we provide are used by the app's makers.
- ☐ 6 Physical activities and what we eat can affect how we feel.
- ☐ 7 Tracking what you do can help you to set and reach goals.
- ☐ 8 The speaker uses three different tracking apps for different areas of her life.



Good and bad BEHAVIOR

A Choose the correct phrase to describe each photo.



1 cheat on exams / use offensive language



2 show respect / damage property



3 cheat on exams / participate in class



4 show respect / damage property

B Match the descriptions to the phrases.

- 1 The crowd broke windows and smashed cars.
- 2 I'm never late for appointments or classes.
- 3 She asked the teacher questions and helped her classmates.
- 4 A man in the audience shouted rude words at the speaker.
- 5 They didn't go to school today; they went shopping instead.
- 6 The man admitted what he'd done and apologized for it.

- | | |
|------------------------|--------------------------|
| a arrive on time | d skip class |
| b damage property | e take responsibility |
| c participate in class | f use offensive language |

C Complete the story with the correct phrases from the box.

arrive on time	cheat on exams	damaged her property
skip class	take responsibility	use offensive language

I remember when I got into trouble at school. The first problem was during a math test. My friend was sitting next to me and wanted my help. When I showed him my answers, the teacher shouted, "Hey don't ¹!" The teacher blamed us both and we were both punished. The next day, I was going to be late for class. I was worried because if I didn't ² for class, I would be in more trouble. So, I decided to ³ instead. I went to the park and played soccer with some kids. Then it got worse, I kicked the ball really hard and broke a fence! Now, I was in trouble again. The owner was very polite about it and didn't ⁴ but said I needed to ⁵ and pay for the fence as I had ⁶ Then, I had to tell my parents and my school what had happened!

Should have / **SHOULDN'T HAVE**

A Unscramble the words to make sentences.

- 1 again / come / shouldn't / you / here / have / .
.....
- 2 my / have / I / should / remembered / phone / .
.....
- 3 much / they / eaten / so / shouldn't / have / dessert / .
.....
- 4 exams / harder / her / should / she / have / for / studied / .
.....
- 5 behaved / like / shouldn't / I / have / that / .
.....

B Complete the sentences with *should have* and a verb from the box.

check close eat listen show tell

- 1 You me the truth!
- 2 They tried to warn me but I ignored them. I to them.
- 3 The wind blew our papers everywhere. We the windows.
- 4 He breakfast; then he wouldn't be so tired.
- 5 They more respect to the people who live here.
- 6 Sorry, I didn't think you needed the car today so I used it. I with you first.

C Read the paragraph. Then complete the sentences with the things Richard *should* or *shouldn't have* done.

Richard regrets a series of decisions he made last month. He spent too much money on going out. He didn't call a friend who needed his support. He also agreed very quickly to a job offer that he now thinks was a bad idea. Finally, he sold his car on impulse and now has to walk a long way to his new job. He wonders how different things would be if he had made different choices.



- 1 He / so much money
.....
- 2 He / his friend
.....
- 3 He / to the job offer
.....
- 4 He / his car
.....
- 5 He / different choices
.....

Giving FEEDBACK

● A Match the specific advice to a strategy for giving feedback.

- 1 Avoid any constructive feedback.
 - 2 Don't worry about the other person's feelings.
 - 3 After any negative comments, finish with a positive comment.
 - 4 Just make positive comments.
 - 5 Say what you think and don't try to be nice or mean.
 - 6 Say something positive and then give constructive feedback.
- a Be completely honest.
b Only give positive feedback.
c Use the "feedback sandwich."

● B 7.2 Complete the feedback with phrases from the box. Then listen to the conversation to check your answers.

effective how interesting might nice on



Nina: Hey, Alex. What did you think of my review?

Alex: It was good! I like ¹ you started with a description of the scene. That was really ²

Nina: Thanks!

Alex: Next time, you ³ want to think about using more adjectives. That would make it more interesting.

Nina: I see what you mean.

Alex: Maybe one area in general you could work ⁴ is descriptive language, we could even practice writing a review together.

Nina: Great idea, thanks!

Alex: No problem! And ⁵ job with the conclusion. You made some ⁶ points.

PRONUNCIATION

● C Practice the conversation. Record yourself.

Connected speech: verbs + INFINITIVES

● A 7.3 Listen and complete with the missing verbs + to.

- 1 I go soon.
- 2 I see my grandparents.
- 3 She do her presentation.
- 4 She finish her homework.
- 5 You listen to this song.
- 6 You leave now, right?
- 7 They arrive late.
- 8 They take the bus.

● B Repeat the sentences in Exercise A. Pay attention to the unstressed *to*.

A restaurant REVIEW

WRITING

- **A** Read the restaurant review. Match the details of the review (1–12) to the types of information you should include in a review.

Last week, while visiting ¹ the Mississippi coast, I went to ² Beth's Beach Hangout for some ³ traditional Mississippi seafood. The restaurant is ⁴ right on Biloxi Beach, so it has ⁵ amazing sea views. When we arrived, we were greeted by ⁶ a friendly waitress, who gave us ⁷ the menu full of delicious-sounding meals. ⁸ I chose the étouffée, which is a stew made with shrimp. When the food arrived, I wasn't disappointed. ⁹ It was full of flavor and cooked perfectly.

One criticism I have is that ¹⁰ the portions were a bit small—both my friend and I still felt a little hungry after our main course. But at least that gave me an excuse to order dessert! I had a slice of the chocolate cake called Mississippi mud pie. Unfortunately, ¹¹ it wasn't particularly good.

Still, overall, I enjoyed my visit to Beth's Beach Hangout. If you're ever near Biloxi Beach, ¹² I would definitely suggest that you go there—just maybe not if you're really hungry!



- a a recommendation:
- b what you liked:
- c what you didn't like:
- d restaurant name:
- e type of restaurant:
- f location:
- g what you had

- **B** Put the categories of information in the order they appear in the review.

- a whether you think it's worth going to
- b background information about the restaurant
- c positives and negatives

- **C** Think of a restaurant you have been to. Write notes for each of the categories from Exercise B.

Background information:
Positives and negatives:
Recommendation:

- **D** Write your review using your notes from Exercise C.
