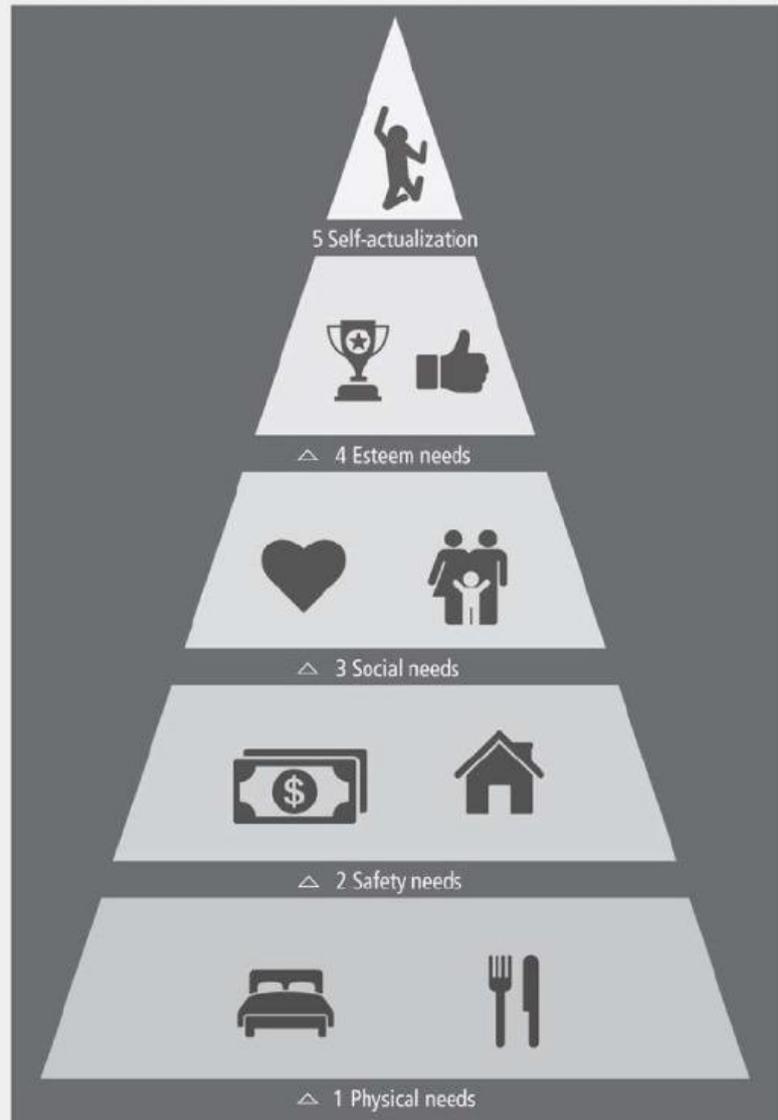


Maslow's hierarchy of needs

Abraham Maslow was one of the most well-known psychologists of the 20th century. He believed that everyone has needs and that people's needs influence how they behave.

A hierarchy organizes things from most to least important. Maslow's hierarchy is a triangle shape. It has the most basic needs at the bottom and at the top, it has things for a happier life. When people have the basic things they need, they can progress to the next level. This continues until they get to the top level and have everything they need.

- 1** At the bottom of the triangle are physical needs. These are things everyone must have before they can think about or do other things. For example, food, water, sleep, and a place to live. These are the things we can't live without.
- 2** Higher up, but still basic needs, are safety needs. These include a safe place to live, enough money to live, and healthcare.
- 3** The middle level are social needs. According to Maslow, people have social needs such as being part of a family, making friends, or joining a club. Strong relationships make people feel loved and wanted.
- 4** "Esteem" means feeling good about yourself. People want respect for, or to feel good about, what they've achieved. Getting a promotion at work, passing a test, or doing something well are all things that can improve someone's esteem.
- 5** At the top of the hierarchy is self-actualization. This is becoming your best self. It's being the person you want to be. People who self-actualize have achieved their goals and can try new things they enjoy.



Though Maslow's hierarchy of needs is a popular theory, other psychological researchers found that needs don't always follow an order. They believe that self-actualization and social needs are important to people who don't have the basic things they need. For example, if someone doesn't have a safe place to live or enough money, they'll still want to feel loved, receive praise, and achieve their goals.

Grammar

Second conditionals

1 Which sentence (a or b) means the same as the sentence in bold? Circle the correct sentence.

1 **If I wasn't so busy, I'd take a vacation.**

- a I can't take a vacation because I'm busy.
- b I'm not very busy, so I can take a vacation.

2 **If Nadia went to sleep earlier, she wouldn't be so tired.**

- a Nadia doesn't go to sleep early, so she's tired.
- b Nadia goes to sleep early, but she's still tired.

3 **If Janina saw her friends more, she would not be so unhappy.**

- a Janina sees her friends, but she still feels unhappy.
- b Janina doesn't see her friends enough, so she isn't very happy.

4 **Hari wouldn't exercise if he didn't enjoy it.**

- a Hari doesn't exercise much because he doesn't like it.
- b Hari does a lot of exercise because he likes it.

5 **If they lived in the city, they would feel more stressed.**

- a They live in the city and they feel stressed.
- b They don't live in the city, so they are less stressed.

2 Circle the correct options to complete the sentences.

- 1 Anya and Olha *wouldn't / will not* be stressed if they *weren't / wasn't* so busy.
- 2 If you *do / did* ten minutes of practice a day, you'd / you'll learn really quickly.
- 3 If Ramon *is / were* more relaxed, he'd *be / being* happier.
- 4 I would *see / saw* my family more if I *live / lived* in the same town.
- 5 We'd / 'll do more sports if we *didn't have / not had* a TV.
- 6 Patrick *would / will* sleep late if he *didn't / doesn't* work on Saturday mornings.

3 Complete the conditional sentences with the correct form of the verbs.

- 1 If Khalid _____ (not / live) in the city, he _____ (not / order) takeout every day.
- 2 If Blair's family _____ (praise) her more, she _____ (feel) better.
- 3 They _____ (have) less energy if they _____ (not / eat) breakfast.
- 4 If Lihua _____ (change) her job, she _____ (not / get) free healthcare.
- 5 If we _____ (buy) new bikes, we _____ (use) them every day.
- 6 I _____ (not / practice) every day if I _____ (not / have) a race next month.
- 7 If I _____ (be) you, I _____ (study) more.

Look at the Learning to Learn box. Then do the task.

LEARNING TO LEARN: GRAMMAR

Using search engines to find example sentences

To help you remember grammar, it can be a good idea to find example sentences with search engines. This is because search engines often predict what you are searching for and give examples. Use a search engine to type the beginning of a sentence or question with new grammar. Take notes of the examples that the search engine gives.

Type these sentence beginnings into a search engine. Complete the sentences with an example from the search engine.

- 1 If I were rich, I would _____

_____.
- 2 I'd be happier if _____

_____.

Listening



- 9.1 Listen to the radio interview. Write down some keywords that you hear.

- Look at your notes for Exercise 1. Circle what Mika thinks people need to talk about more.
a feelings b sadness c happiness
- 9.1 Listen again and check your answer to Exercise 2.
- 9.1 Listen again. Circle the correct option to complete the sentences.
 - Mika says that people think that they'd be happier if they did *more* / *less*.
 - The host says that people don't always want to *be positive* / *hear advice* when they're sad.
 - Mika thinks it's a good idea to *smile* / *talk about it* when you feel sad.
 - Mika says feeling sad can help people to *think* / *make changes*.
 - The host says that if someone is sad all the time, they should speak to a *friend* / *a doctor*.

Vocabulary

Health and illness

- Complete the phrases with these verbs.

feel get have prevent stay take

- _____ a cold / sunstroke / an accident
- _____ sunstroke / better / sick
- _____ a break / your medicine
- _____ a serious accident / a high fever / an illness
- _____ tired / sick / healthy
- _____ healthy / in good shape / young

- Complete the questions or answers with a noun or adjective from Exercise 1.

- A: What do you do to prevent _____?
B: I wear a hat and stay inside when it's very hot.
- A: What's wrong?
B: I have a bad _____. I have a sore throat and a cough.
- A: Do you feel _____?
B: Yes. I didn't sleep well last night. I'm going to bed now.

Look at the Learning to Learn box. Then do the task.

LEARNING TO LEARN: Vocabulary

Increasing your vocabulary

When you think you know the vocabulary from a unit of the Student's Book, you can learn more words about a topic. Don't learn too many new words—just one or two that are useful for you.

Think of two or three more health words in your language that are useful for you. Then research online to find the English translations and make notes about the new words.

Grammar

must, have to, should

1 Complete the sentences with the positive or negative form of the verbs.

- 1 You _____ miss your appointment, or they'll charge you \$40. (should)
- 2 You _____ wear a sun hat when it's hot. It helps to prevent sunstroke. (should)
- 3 You _____ finish all the food on your plate. You can leave some. (have to)
- 4 You _____ wear a safety helmet to prevent serious accidents. (must)
- 5 You _____ wash your hands before you visit the hospital. (have to)

2 Circle the correct options to complete the conversations.

- 1 A: What time do you ¹have to / must be at the hospital?
B: My appointment is at 10 a.m. It says I ²should / must arrive fifteen minutes early or they will cancel it!
A: OK. So, we ³should / must probably leave here about 9 a.m.
B: We ⁴don't have to / must not leave that early! It's only a ten-minute drive.
- 2 A: I want to get up earlier, but I'm terrible at getting out of bed. What ⁵should / must I do?
B: Well, you ⁶don't have to / shouldn't go to bed late. And you ⁷must not / don't have to drink any coffee or tea after 4 p.m. That won't help you sleep!
- 3 A: Does Julia ⁸have to / should wear a uniform for her new job?
B: No, she ⁹doesn't / must not, but her new boss said that she ¹⁰should / shouldn't wear casual clothes.

3 Complete the sentences with your own information.

- 1 I must _____.
- 2 I don't have to _____.
- 3 I should _____.

Pronunciation

Saying long and short sounds (3):

/ɔ:/ and /ɒ/

1  9.2 Listen and complete the chart with these words.

always dawn	autumn holiday	bought stop	clock

2  9.2 Listen again and repeat.

Pronunciation

Understanding elision (2): in negative auxiliaries

1  9.3 Listen and complete the sentences with the positive or negative form of an auxiliary verb.

- 1 I'm sorry. I _____ help you today.
- 2 I _____ have time.
- 3 I _____ be able to do it on Sunday.
- 4 Shona _____ be there at 5 p.m.
- 5 They _____ arrive soon.

Writing

1 Complete the sentences with the words *because, as, see, feel, smell, taste, and hear*.

- 1 I love summer _____ I love waking up to _____ sunlight through the curtains.
- 2 Sadia and Samira are two of my favorite people. They make me _____ so loved.
- 3 I always feel grateful for the _____ of fresh flowers. It fills me with joy.
- 4 I'm so glad that I live near a park _____ I love to _____ birds singing.
- 5 One of my favorite things is the _____ of fresh bread with jam. Delicious!
- 6 I'm grateful for my family _____ they give me love and support.

2 Write three to five short posts in journal form about things that you feel grateful for in your life. Write 50–100 words for each post. Use Exercise 1 and the notes below to help you. In each post:

- write about one thing you are grateful for.
- say the reason you are grateful.
- use *as / because* and positive language.
- write about senses and feelings.

3 Check your posts. Use the checklist.

- Are the spelling and punctuation correct?
- Are the grammar and vocabulary correct?
- Do your posts include all the information from the notes in Exercise 2?

Look at the Learning to Learn box. Complete your learning journal.

LEARNING TO LEARN: Your journal

It's a good idea to review your progress at different stages in the course. You can do this by writing in your notebook, making an audio or video diary, or by creating a "Journal" document on your computer.

1 Read the questions (a–c) and write your answers.

- a What do you remember most from Units 8 and 9? Why?
- b Was there anything in Units 8 and 9 that you found difficult? Why was difficult for you?
- c Is there anything from Units 8 and 9 that you want to review or practice more? How are you going to practice it?

2 Choose how you want to make your journal. Make a journal entry about your learning in Units 8 and 9. Use your answers in Task 1 to help you.



10

Entertainment

Reading

1 Read the stories with morals on page 67. What do they have in common? Circle the correct answer.

- a The characters are animals.
- b The same person wrote them.
- c The characters are greedy.

2 Read the stories again. Underline ten time expressions in the stories.

3 Read the stories again. Circle the sentences that are true. Correct the false sentences.

1 All the mother duck's eggs were the same.

2 The ugly duckling stayed with the mother duck forever.

3 The ugly duckling was a swan, not a duckling.

4 The butcher gave the dog a bone.

5 There wasn't another dog in the river.

6 In the end, the dog lost his bone.

4 Read the stories again. Match the stories with the morals (1–2). Write the name of the story.

1 Be happy with who you are.

2 Be happy with what you have.

Look at the Learning to Learn box. Then do the task.

LEARNING TO LEARN: READING

Reading stories for pleasure

People often read stories because they enjoy them. Reading for pleasure can help you learn new vocabulary and understand grammar. It can also help you to improve your confidence with English. Follow these steps for reading for pleasure:

- 1 Choose a book with simple language (e.g., a pre-intermediate graded reader).
- 2 Before you buy a book, read a summary of the story. Choose a book that interests you.
- 3 When you read, try to understand the general idea of the story. You don't need to understand every word or all the details.
- 4 After you read, think about the story. Ask yourself: How do you feel about the story? Did you enjoy it? Why? Does the story have a moral or another meaning? You can also review the story to make notes about new vocabulary or phrases.

Choose a book that you would like to read. Read the book. When you finish the book, review the story for new words and grammar. Then answer the questions from Step 4 in the box.

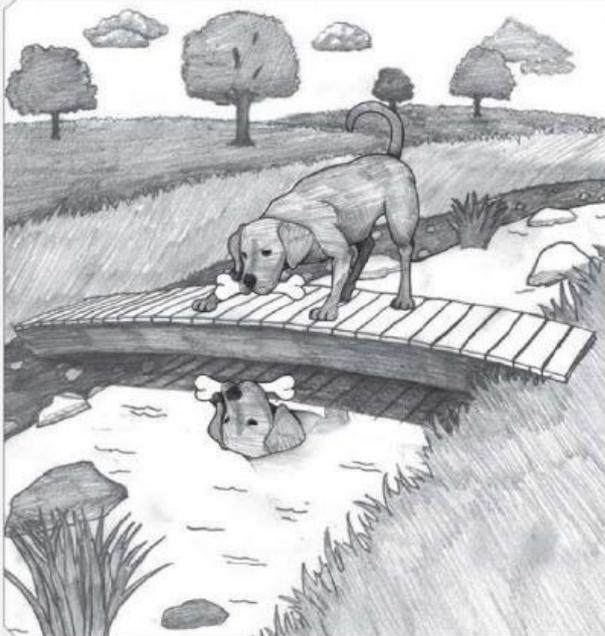
The moral of the story

For thousands of years, parents and teachers have used fairy tales and fables to teach children important life lessons. Here are two examples that you may know.

The ugly duckling

by Hans Christian Andersen

Some time ago, a mother duck was taking care of her eggs and she noticed most of her eggs were white, but one was large and gray. When the ducklings were born, there was one who looked very different and was bigger than his brothers and sisters. All the ducks called him names and didn't let him join their games, so he left and went away on his own. He spoke to other birds, but nobody wanted to be his friend because he wasn't like them. One day, he looked in the water and saw that he was tall, strong, and had white feathers. A short time later he saw other birds that looked like him. He discovered that they were swans and that he was a swan, too. He had finally found birds who wanted to be his friends.



The dog and his reflection

from Aesop's Fables

Once upon a time there was a hungry dog. He went to the market and waited outside the butcher's shop. At the end of the day, the assistant took out the trash cans. They were full of delicious bones. As soon as the dog was alone, he found the biggest bone and ran out of town. After a while, the dog came to a bridge. When he was crossing, he looked into the water and saw another dog. It had a really big bone, with lots of meat on it. Without thinking, the dog dropped his bone and jumped into the river and tried to get the second bone. He realized there was no other dog—he had seen himself in the water. When he got out of the water, it was too late. He had lost his bone.