



Session 5 (Ch. 12–18) — Fall 2026 ESL360 Book Club



READING SCHEDULE

Session #	Date	Chapters
1	9/3/2026	Letter + Ch. 1–2
2	9/10/2026	Ch. 3–5
3	9/17/2026	Ch. 6–7
4	9/24/2026	Ch. 8–11
5	10/1/2026	Ch. 12–18
6	10/8/2026	Ch. 19–25
7	10/15/2026	Ch. 26–28
8	10/22/2026	Ch. 29–32
9	10/29/2026	Ch. 33–36
10	11/5/2026	Ch. 37–40
11	11/12/2026	Ch. 41–44
12	11/19/2026	Ch. 45–47
13	12/3/2026	Ch. 48–51
14	12/10/2026	Ch. 52–56

SESSION 5: VOCABULARY



get a head start

 Idiom / lexical chunk

If you get a head start, you begin something earlier than usual or earlier than others so that you have extra time or an advantage later.

Usage: Common patterns include *get a head start on + noun* (I want to get a head start on dinner) and *get a head start + -ing* (We got a head start packing).

"She's agreed to join my scrapbooking class, and we're getting a head start organizing."



keep your options open

 Idiom / fixed expression

If you keep your options open, you avoid making a final decision so that several choices remain possible.

Usage: Often used when talking about jobs, plans, relationships, travel, purchases, or other decisions: *I'm applying to several programs because I want to keep my options open.*

"We kept our options open."



What are you up to?

 Conversational expression / fixed question

If you ask someone What are you up to?, you are asking what they are doing or planning, and sometimes you are asking what they are secretly trying to make happen.

Usage: The meaning depends on context and tone. It can be a friendly everyday question meaning *What are you doing?*, or it can suggest playful suspicion: *You're being unusually quiet. What are you up to?*

"Kitty looks pleased as punch, and when Daddy and Ms. Rothschild go into the living room, I grab her by the collar and whisper, 'What are you up to?'"



lighten the mood

 Collocation / figurative expression

If you lighten the mood, you make a tense, serious, awkward, or unhappy situation feel more relaxed or cheerful.

Usage: Common subjects include *a joke, comment, activity, music, or person*: *He told a funny story to lighten the mood.*

"I quickly go over to the speakers and turn up the volume to lighten the mood."

SESSION 5: VOCABULARY (cont.)



get worked up Phrasal verb / informal expression

If you get worked up, you become very upset, worried, angry, or excited about something.

Usage: Usually appears as *get worked up about/over something*. It often suggests that the emotion is becoming stronger than the situation requires: Try not to get worked up about one mistake.

“You’re easy to be with. You don’t make me get all crazy and worked up; you’re . . .”



reach out to someone Phrasal verb / conversational expression

If you reach out to someone, you contact that person because you want to communicate, offer help, ask for help, reconnect, or show concern.

Usage: Very common in personal and professional English: Please reach out to me if you have any questions.

“He never reached out to me when all the video stuff happened either, though part of me was relieved for that.”



walk a tightrope Idiom / conventional metaphor

If you walk a tightrope, you handle a difficult or delicate situation in which a small mistake could cause trouble.

Usage: Often used when someone is trying to balance two competing needs, expectations, or risks: Managers sometimes walk a tightrope between supporting employees and enforcing rules.

“‘Gen, chill out,’ Emily says, and I can tell she is walking that tightrope, a little bit feisty but careful not to further incur her wrath.”



wait and see Fixed expression / conversational chunk

If you wait and see, you delay making a judgment or taking action until you know what happens or have more information.

Usage: Common response to uncertainty: I don’t know whether the weather will improve. We’ll have to wait and see.

“We’ll just wait and see. There’s no point in getting all revved up yet.”

SESSION 5: VOCABULARY (cont.)



give someone the third degree Idiom / informal expression

If you give someone the third degree, you ask that person many detailed questions in an intense or demanding way because you want information.

Usage: *Informal and often humorous, but it usually suggests that the questioning feels excessive or like an interrogation: My family gave me the third degree about my new job.*

“After Kitty goes to bed, I clean up the kitchen—I even scrub the stove with a Brillo pad and organize the refrigerator—so that I can give Daddy the third degree the second he gets home.”



go to waste Idiom / fixed expression

If something goes to waste, it is not used or enjoyed and is therefore lost unnecessarily.

Usage: *Common with food, time, money, opportunities, effort, tickets, and resources: Take the leftovers home so they don't go to waste.*

“Her husband came down with the flu, and she didn't want the ticket to go to waste.”



spring into action Idiom / figurative expression

If you spring into action, you suddenly begin doing something quickly and energetically, usually because action is needed.

Usage: *Often used when someone responds immediately to a problem, opportunity, signal, or plan: As soon as the alarm sounded, the staff sprang into action.*

“Kitty springs into action.”



give it a shot Idiom / informal expression

If you give something a shot, you try it even though you are not sure you will succeed.

Usage: *Informal and very common. Give it a try has nearly the same meaning. Common patterns include give it a shot and give something a shot: I've never made sushi, but I'll give it a shot.*

“‘I could give it a shot,’ Kitty says.”

SESSION 5: GRAMMAR: CLARIFYING WHAT SOMEONE WANTS

Do you want me to ...? / Would you like me to ...?

Sometimes a person tells us about a problem, a decision, or something that happened because they want a particular kind of response. English gives us ways to **check what kind of response the other person wants instead of assuming.**

In a 2026 interview with Mel Robbins, behavioral scientist Dr. Dolly Chugh discussed the question: **“Do you want to be heard, hugged, helped, or high-fived?”**

She explained the four ideas as different kinds of support a person might be looking for.

- heard — someone listens and lets the person talk
- hugged — comfort or reassurance
- helped — ideas, advice, information, or problem-solving
- high-fived — recognition, encouragement, or celebration

Source: Dr. Dolly Chugh, interview on The Mel Robbins Podcast, August 27, 2026.

This is not a rule for what people should do. It is a useful way to notice the **different jobs English can do in a supportive conversation.**

Useful pattern 1: Do you want me to + base verb ...?

Use Do you want me to + verb? to ask what action the other person wants from you.

- Do you want me to listen?
- Do you want me to help you think it through?
- Do you want me to look at it with you?
- Do you want me to celebrate with you?

SESSION 5: GRAMMAR (cont.)

Useful pattern 2: Would you like me to + base verb ...?

Would you like me to ...? has the same basic function but often sounds a little softer or more formal.

- Would you like me to help?
- Would you like me to call you later?
- Would you like me to give you some ideas?

Important grammar:

After **want** and **would like**, use person + to + base verb. Do not use a that-clause.

- ✓ Do you want me to listen?
- ✓ Would you like me to help you?
- ✗ Do you want that I listen? [no that-clause after want]
- ✗ Would you like that I help you? [no that-clause after would like]
- ✗ Do you want I listen? [use me + to: Do you want me to listen?]
- ✗ Do you want me listen? [don't forget to]

*Tip: The person comes directly after **want**: I want you to know. / She wants me to call her.*

Other natural ways to check

- Do you want to talk about it?
- Do you want a hug?
- Do you want my opinion?
- Would you like a suggestion?
- Do you want help figuring it out, or do you just need to vent?
- Are we problem-solving or celebrating?
- Would it help if I listened* for a while?
- Would it help if I looked* at it with you?

**Note: The past tense after if (listened, looked) makes the offer softer. It does not refer to past time.*

Questions can do more than ask for information

A question may also suggest advice, express doubt, show concern, or ask permission. The grammar may be a question in every example, but the **conversation function** is different.

- **Mainly asks for information:** *What are you thinking of doing?*
- **Question + possible suggestion:** *Have you thought about waiting a few days?*
- **Question + possible doubt:** *Are you sure you want to do that?*
- **Asks permission before giving an opinion:** *Do you want my opinion?*

The goal in this guide is not to decide what someone should do. The goal is to notice what different English forms communicate and to practice choosing language that matches the conversation you want to have.

SESSION 5: DISCUSSION QUESTIONS

GRAMMAR IN CONVERSATION

As you discuss, practice language that checks what the other person wants from the conversation. Try at least one naturally: *Do you want me to listen, or would you like ideas?* / *Do you want my opinion?* / *Would you like a suggestion?* / *Do you want me to help you think it through?*

1. **When a question is really a request or advice:** In Chapter 16, Peter asks Lara Jean, “Hey, how come you never call me to say good night?” Lara Jean answers with the question from this session’s grammar: “Do you want me to?” When she asks again—“So wait, do you want me to call you every night or not?”—Peter says, “Ugh, just forget it.” What was Peter really asking for?

Can a question be a way of making a request or giving advice without actually saying “Please ...” or “You should ...”?

What features of the wording or tone help you recognize what a question is really doing?

Also consider: Lara Jean plans to give Daddy “the third degree,” but all she actually says is, “How was your date?” What does her question assume?

Part A: Put It Into Practice: A friend says, “I had a terrible day at work. I’m thinking about quitting tomorrow.” Ask one question that mainly seeks information and one question that also suggests an idea.

PART A Language to Model:

- What happened today?
- What are you thinking of doing?
- Have you thought about giving yourself a day before deciding?
- Do you want my opinion, or do you just need to vent?

Part B: Your friend says, “I don’t want advice right now. I just need to tell somebody what happened.” Respond in a way that shows you understood what your friend wants from the conversation.

PART B Language to Model:

- Got it. Tell me what happened.
- Okay. I’m listening.
- Of course. You can just talk it through.

SESSION 5: DISCUSSION QUESTIONS (cont.)

2. **Heard, hugged, helped, or high-fived?** Look at these moments from Chapters 12–13: - Alicia tears up and says she misses her husband, Phil, every day. Stormy interrupts to tell Alicia she needs to “jazz up” her scrapbook pages. - When Stormy becomes irritable, Lara Jean asks, “Do you want me to put on some tea?” - Lara Jean tells Stormy, “You could never be boring,” because she knows it is what Stormy wants to hear.

What kind of response did each person want—to be heard, hugged, helped, or high-fived? Did they get it?

What does the phrase “heard, hugged, helped, or high-fived” suggest about the different reasons people may tell someone about a problem, decision, or success? Which English phrases make those differences clear?

Part A: Put It Into Practice: For each opening, choose a natural question that checks what kind of response the speaker wants. You are practicing the English, not trying to decide what the person should do.

- “I cannot believe what happened at work today.”
- “I finally finished the course I’ve been working on for six months!”
- “I have two good options and I honestly can’t decide.”
- “I’m having a rough day.”

PART A Language to Model:

- Do you want me to listen, or would you like ideas?
- Do you want help thinking it through?
- Do you want a hug?
- Are we problem-solving or celebrating?
- Do you want me to help, or do you mostly want to be heard?

Part B: Your partner says, “I’m not sure what I need yet.” Respond without forcing the conversation in one direction.

PART B Language to Model:

- That’s okay. I can just listen for now.
- That’s okay. We can just talk for now.
- That’s okay. I can listen while you figure out what you need.
- If you want ideas later, let me know.

SESSION 5: DISCUSSION QUESTIONS (cont.)

3. **When the message received is not the message intended:** Peter tells Lara Jean that she is “*easy to be with*.” He means it as a compliment, but she hears something different and feels hurt. When Peter asks, “*Are you mad?*” she answers, “*No, I’m not mad.*”

Why do you think she hides her reaction? How did hiding her reaction affect the conversation, especially given that she and Peter had promised to tell each other the truth?

Why can a comment sound positive to the speaker but negative to the listener?

What kinds of words or explanations help repair that kind of misunderstanding?

Part A: Put It Into Practice: Your friend says, “You’re so quiet compared with everyone else.” You are not sure whether it was meant as a compliment, criticism, or neutral observation. Ask for clarification without assuming the meaning.

PART A Language to Model:

- What do you mean by quiet?
- Do you mean that in a good way?
- I’m not sure how to take that. What did you mean?

Part B: Now imagine you were the speaker and your comment landed badly. Clarify what you intended.

PART B Language to Model:

- I didn’t mean that as criticism.
- What I meant was that you seem calm and thoughtful.
- I can see how that sounded different from what I intended.

SESSION 5: PRACTICE QUESTIONS

GRAMMAR / CONVERSATION

Section A — Choose the response that best checks what the person wants.

1. Maya says, "I need to tell somebody about the awful meeting I just had. I'm not ready to solve it yet."
 - a. You should email your manager tonight.
 - b. Have you tried writing down your options?
 - c. Do you want me to just listen for a while?
 - d. Why didn't you speak up in the meeting?
2. Luis says, "I have no idea how to complete this insurance form. Can you help me?"
 - a. Sure. Do you want me to go through it with you?
 - b. You need to call the company.
 - c. Are you sure you filled out the first page correctly?
 - d. That form is always confusing.
3. A friend says, "I got the promotion!"
 - a. Do you want me to help you negotiate the salary?
 - b. What will your new schedule be?
 - c. Are you worried about the extra responsibility?
 - d. Congratulations! Do you want to go celebrate?
4. Priya says, "I have two good choices and I keep changing my mind."
 - a. Pick the second one.
 - b. Do you want me to help you think through the pros and cons?
 - c. Why can't you decide?
 - d. You should wait another week.
5. Elena is crying and says, "Today was just too much."
 - a. You need to calm down first.
 - b. Do you want a hug, or would you rather just talk?
 - c. Have you thought about taking tomorrow off?
 - d. What exactly went wrong?
6. Your brother says, "I'm thinking of changing careers, but I'm still figuring things out."
 - a. You should stay where you are.
 - b. What job would pay the most?
 - c. Don't make a decision yet.
 - d. Do you want my opinion, or would you rather talk through your ideas first?

7. A classmate says, "I finally gave the presentation in English, and it went really well!"

- a. That's great! Do you want to tell me how it went?
- b. What mistakes did you make?
- c. Do you want advice for next time?
- d. You should practice even more before the next one.

8. Your friend says, "I'm upset, but I honestly don't know what I need right now."

- a. Then I'll tell you what I think you should do.
- b. You probably just need some sleep.
- c. Would it help if I listened for a bit, and we can figure out the rest later?
- d. Why are you so upset?

Section B – Choose the grammatically correct and natural sentence.

9. You want to offer to listen.

- a. Do you want that I listen?
- b. Do you want me to listen?
- c. Do you want me listen?
- d. Do you want I listen?

10. You want to make the offer a little softer.

- a. Would you like that I help?
- b. Would you like me help?
- c. Would you like I help you?
- d. Would you like me to help you?

11. You want to ask whether the person wants to talk.

- a. Do you want to talk about it?
- b. Do you want talking about it?
- c. Do you want me talk about it?
- d. Would you want talk about it?

12. You want to ask permission before offering an opinion.

- a. Do you want that I give my opinion?
- b. Do you want me give my opinion?
- c. Do you want my opinion?
- d. Would you like that I opinion?

13. You want to offer help thinking through a decision.

- a. Do you want me help you think it through?
- b. Do you want me to help you think it through?
- c. Do you want that I help you think it through?
- d. Do you want I help you think it through?

14. You want to offer to call later.

- a. Would you like me call you later?
- b. Would you like that I call later?
- c. Would you like I call you later?
- d. Would you like me to call you later?

15. You want to ask whether the person wants comfort.

- a. Do you want a hug?
- b. Do you want hug?
- c. Do you want that I hug you?
- d. Do you want me a hug?

16. You want to check whether the person wants ideas or listening.

- a. Do you want ideas, and I listen?
- b. Would you want that I give ideas or listen?
- c. Do you want me to listen, or would you like some ideas?
- d. Do you want I listen or ideas?

Section C – What is the question doing?

Choose the best description.

17. **“What happened at the meeting?”**

- a. It strongly gives advice.
- b. It asks permission to give an opinion.
- c. It checks whether the person wants comfort.
- d. It mainly asks for information.

18. **“Have you thought about waiting until tomorrow?”**

- a. It only asks for a factual detail.
- b. It asks a question while also suggesting an action.
- c. It asks permission to give advice.
- d. It celebrates the person’s decision.

19. **“Do you want my opinion?”**

- a. It asks whether the other person wants the speaker’s view.
- b. It pressures the other person to agree.
- c. It asks what happened.
- d. It gives direct advice.

20. **“Are you sure you want to send that now?”**

- a. It mainly celebrates the decision.
- b. It asks whether the person wants a hug.
- c. It is a question that may also communicate doubt or caution.
- d. It simply asks when the message will be sent.

21. **“Would you like me to help you compare the two options?”**

- a. It demands that the person accept help.
- b. It asks for information about the options.
- c. It offers a specific kind of help and lets the person choose.
- d. It tells the person which option is better.

22. **“What are you thinking of doing?”**

- a. It mainly invites the person to explain their plan or thinking.
- b. It clearly tells the person what to do.
- c. It asks permission to give advice.
- d. It checks whether the person wants comfort.

23. **“Would you like a suggestion?”**

- a. It asks what happened.
- b. It gives a suggestion indirectly.
- c. It checks whether the speaker understood correctly.
- d. It asks whether the other person wants advice.

24. **“Do you want me to listen, or would you like ideas?”**

- a. It assumes the person wants advice.
- b. It checks what kind of response the person wants.
- c. It changes the subject.
- d. It asks the person to solve the speaker’s problem.

Section D – Your Turn

Rewrite or complete each response. More than one answer is possible.

25. A friend says, “I had the worst day.” Ask whether the friend wants listening or ideas.

26. A classmate says, “I don’t understand this form.” Offer to help using *Would you like me to ...?*

27. Someone says, “I think I’m going to send this message right now.” Write a question that also communicates a possible suggestion to wait.

28. Someone tells you about an accomplishment. Write a response that invites them to tell you more without turning the conversation into advice.

29. A friend asks, “What should I do?” Ask one genuine information question before giving any opinion.

30. Your comment was misunderstood. Begin a repair with *What I meant was ...*

SESSION 5: PRACTICE QUESTIONS / VOCABULARY

Section E — Session 5 Vocabulary: Use the expression in a new context.

Use each expression once. You may change pronouns or verb forms when necessary.

Word bank: spring into action • reach out to someone • keep your options open • go to waste • What are you up to? • give it a shot • lighten the mood • walk a tightrope • get worked up • get a head start • wait and see • give someone the third degree

31. Everyone was tense after the disagreement, so Carlos told a funny story to _____.
32. The report is due Friday, but I'm going to _____ tonight so I'm not rushing at the last minute.
33. Mei hasn't heard from her old coworker in months, so she decided to _____ and see how she is doing.
34. I've never tried pottery before, but the beginner class looks fun. I think I'll _____.
35. We don't have enough information yet. Let's _____ before we make a decision.
36. Try not to _____ about one small mistake. You can fix it tomorrow.
37. We bought too much food for the event, so everyone took some home rather than letting it _____.
38. I'm interested in two different programs, so I'm applying to both to _____.
39. When Nina came home three hours late, her parents _____ about where she had been.
40. As soon as they smelled smoke, the restaurant staff _____ and began moving everyone outside.
41. You've been whispering with your brother all morning. _____
42. She is _____ between being honest with her friend and keeping someone else's confidence.

Section F – Meaning in Context

43. If someone says, “Let’s wait and see,” the person wants to:

- a. solve the problem immediately
- b. wait for more information before deciding
- c. avoid thinking about the problem forever
- d. ask another person to decide

44. If you get a head start on a project, you:

- a. finish without doing much work
- b. ask someone else to start it
- c. begin earlier so you have more time
- d. delay the difficult part

45. If a joke lightens the mood, it:

- a. changes the subject completely
- b. makes people more serious
- c. embarrasses everyone
- d. makes the atmosphere less tense or serious

46. If a manager is walking a tightrope, the manager is:

- a. handling a delicate situation in which a mistake could cause trouble
- b. refusing to make a decision
- c. doing dangerous physical work
- d. trying to finish a job very quickly

47. If you keep your options open, you:

- a. tell everyone your final decision
- b. refuse to consider new possibilities
- c. avoid deciding too early so several choices remain possible
- d. let someone else choose for you

48. If you reach out to someone, you:

- a. avoid that person for a while
- b. contact that person to communicate, reconnect, or offer/seek support
- c. criticize the person directly
- d. tell other people about the person

49. If you give someone the third degree, you:

- a. ask the person many intense or detailed questions
- b. give the person several choices
- c. explain why you disagree
- d. offer the person helpful advice

50. If something goes to waste, it:
- a. becomes more valuable with time
 - b. is saved for later
 - c. is shared equally
 - d. is lost or unused unnecessarily

RECYCLE: GRAMMAR FROM SESSIONS 1-4

Section G – Choose the Language That Fits the Meaning

Choose the sentence or response that best matches the meaning and grammar.

51. My parents normally live in Mexico City, but their kitchen is being remodeled, so they _____ with my sister this month.
- a. stay
 - b. are staying
 - c. stays
 - d. staying
52. Which question correctly asks about a place's usual opening time?
- a. What time is the pharmacy usually opening?
 - b. What time the pharmacy usually opens?
 - c. What time does the pharmacy usually opens?
 - d. What time does the pharmacy usually open?
53. You are speaking to a stranger and want to ask politely about the nearest bus stop.
- a. Could you tell me where the nearest bus stop is?
 - b. Could you tell me where is the nearest bus stop?
 - c. Where could you tell me the nearest bus stop is?
 - d. Do you know where does the nearest bus stop is?
54. Rosa's car is gone and her office is dark, but you have not spoken to her. Which statement best matches the evidence?
- a. Rosa definitely went home.
 - b. Rosa went home.
 - c. Rosa might have gone home.
 - d. There is no question that Rosa went home.
55. A friend says, "This new policy is going to solve everything." You disagree but want to leave room for discussion.
- a. That's completely wrong.
 - b. The policy won't work.
 - c. You're being unrealistic.
 - d. I can see why you like it, but I'm not sure it will solve every problem.

56. Which sentence correctly uses although to acknowledge one idea before introducing a different one?

- a. Although I understand why you're disappointed, but we need more information.
- b. Although I understand why you're disappointed, I think we need more information.
- c. I although understand why you're disappointed, we need more information.
- d. Although but I understand why you're disappointed, we need more information.

57. Which sentence correctly uses but to connect two complete ideas?

- a. I understand your concern, but I see the situation differently.
- b. Although I understand your concern, but I see the situation differently.
- c. But I understand your concern, although I see the situation differently.
- d. I understand but your concern, I see the situation differently.

58. You want to ask indirectly about Elena's temporary living arrangement while her apartment is being repaired.

- a. Do you know where is Elena staying while her apartment is being repaired?
- b. Do you know where does Elena stay while her apartment is being repaired?
- c. Do you know where Elena is staying while her apartment is being repaired?
- d. Where do you know Elena is staying while her apartment is being repaired?

RECYCLE: VOCABULARY FROM SESSIONS 1-4

Section H – Vocabulary Retrieval: Sessions 1-4

Choose from the expressions below. Each expression is used once. Change pronouns, possessives, or verb forms when necessary.

Word bank: set the record straight • off the top of my head • buckle down • burn a hole in your pocket • spare someone's feelings • figure things out • beside the point • get something out of your mind

59. I haven't checked the exact number, but _____, I'd say about thirty people have registered.

60. We can argue later about who chose the restaurant. Right now our flight has been canceled, so that argument is _____.

61. A rumor online said the clinic was closing. The director posted an official statement to _____.

62. I keep replaying that awkward conversation from yesterday. I just can't _____.

63. The proposal is due Monday, so I need to stop procrastinating and _____ this weekend.

64. Maya did not tell her aunt that she disliked the gift because she wanted to _____.

65. We still don't have all the details. Give us a day or two to _____ before we decide.

66. As soon as Daniel received his bonus, he started looking at expensive watches. The money was clearly _____.

SESSION 5: PRACTICE QUESTIONS—ANSWERS

GRAMMAR / CONVERSATION – WITH ANSWERS

Section A

1. **c** – Do you want me to just listen for a while?
2. **a** – Sure. Do you want me to go through it with you?
3. **d** – Congratulations! Do you want to go celebrate?
4. **b** – Do you want me to help you think through the pros and cons?
5. **b** – Do you want a hug, or would you rather just talk?
6. **d** – Do you want my opinion, or would you rather talk through your ideas first?
7. **a** – That's great! Do you want to tell me how it went?
8. **c** – Would it help if I listened for a bit, and we can figure out the rest later?

Section B

9. **b** – Do you want me to listen?
10. **d** – Would you like me to help you?
11. **a** – Do you want to talk about it?
12. **c** – Do you want my opinion?
13. **b** – Do you want me to help you think it through?
14. **d** – Would you like me to call you later?
15. **a** – Do you want a hug?
16. **c** – Do you want me to listen, or would you like some ideas?

Section C

17. **d** – It mainly asks for information.
18. **b** – It asks a question while also suggesting an action.
19. **a** – It asks whether the other person wants the speaker's view.
20. **c** – It may also communicate doubt or caution.
21. **c** – It offers a specific kind of help and lets the person choose.
22. **a** – It mainly invites the person to explain their plan or thinking.
23. **d** – It asks whether the other person wants advice.
24. **b** – It checks what kind of response the person wants.

Section D – Possible Answers

25. **Do you want me to listen, or would you like some ideas?**
26. **Would you like me to help you with the form?**
27. **Have you thought about waiting until tomorrow before you send it?**
28. **That's great! Do you want to tell me how it went?**

29. **What matters most to you in this decision?**
30. **What I meant was that you seem calm and thoughtful.**

Other natural answers that accomplish the stated conversation goal are also acceptable.

Section G – Recycled Grammar

51. b
52. d
53. a
54. c
55. d
56. b
57. a
58. c

VOCABULARY – WITH ANSWERS

Section E

31. **lighten the mood**
32. **get a head start**
33. **reach out to her**
34. **give it a shot**
35. **wait and see**
36. **get worked up**
37. **go to waste**
38. **keep your options open**
39. **gave her the third degree**
40. **sprang into action**
41. **What are you up to?**
42. **walking a tightrope**

Section F

43. **b** – wait for more information before deciding
44. **c** – begin earlier so you have more time
45. **d** – make the atmosphere less tense or serious
46. **a** – handle a delicate situation in which a mistake could cause trouble
47. **c** – avoid deciding too early so several choices remain possible
48. **b** – contact the person to communicate, reconnect, or offer/seek support
49. **a** – ask the person many intense or detailed questions
50. **d** – be lost or unused unnecessarily

Section H – Recycled Vocabulary

- 59. off the top of my head
- 60. beside the point
- 61. set the record straight
- 62. get it out of my mind
- 63. buckle down
- 64. spare her aunt's feelings
- 65. figure things out
- 66. burning a hole in his pocket