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# Plan of Book 1

## Unit 1: Friends and family  pages 2–9

**A** What kind of person are you?
- Describing personalities
- Expressing likes and dislikes
- Describing personal change
- Stating advantages and disadvantages
- Talking about rules

**B** Every family is different.
- Personality collocations
- Compound family terms

## Unit 2: Mistakes and mysteries  pages 10–17

**A** Life lessons
- Describing rules and obligations in the past
- Giving advice about the past
- Speculating about past events
- Offering explanations about past events

**B** I can’t explain it!
- Past modals and phrasal modals of obligation
- Modals with multiple uses
- Collocations with problem
- Verbs of belief

## Unit 3: Exploring new cities  pages 18–25

**A** Popular destinations
- Describing and giving information about places
- Stating preferences
- Presenting contrasting information
- Categorizing and evaluating issues

**B** My kind of town
- Defining and non-defining relative clauses
- Order of modifiers
- Connecting contrasting ideas
- Features of cities
- Compound terms for towns

## Units 1-3 Communication review  pages 26–27

## Unit 4: Early birds and night owls  pages 28–35

**A** It’s about time!
- Describing routines and habits
- Giving advice
- Explaining reasons and conditions
- Giving interpretations of meaning

**B** Tossing and turning
- Reduced time clauses
- Clauses stating reasons and conditions
- Phrasal verbs related to energy and sleep
- Sleep idioms

## Unit 5: Communication  pages 36–43

**A** Making conversation
- Describing types
- Talking about appropriate behavior
- Starting a conversation
- Making small talk
- Reporting what someone else has said

**B** It’s personal.
- Infinitive and gerund phrases
- Reported speech
- Terms to describe behavior
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## Unit 6: What’s the real story?  pages 44–51

**A** That’s some story!
- Presenting information in chronological order
- Narrating news events
- Organizing and presenting topical information
- Present perfect vs. simple past
- Present perfect vs. present perfect continuous

**B** Storytelling
- Adverbs with the simple past and past perfect
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## Units 4-6 Communication review  pages 52–53
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<td>your classmates</td>
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<td>Writing a paragraph about your most positive or negative quality</td>
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<td>Comparing personality profiles</td>
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| Talking about your past mistakes                                        | A man talks about a bad decision he made                                   | Brainstorming topic sentences and supporting ideas                      | "Amnesia Spoils Newlyweds’ Bliss": A man loses all his memories during |
| Comparing reactions to a news story                                       | Three people talk about how they                                         | Writing a paragraph with dos and don’ts                                  | his honeymoon                                                           |
| Discussing what might have caused three mysterious events               | dealt with their problems                                                  |                                                                        |                                                                        |
| Making guesses about unusual questions                                  | A radio program discusses a real-life unexplained event                    |                                                                        |                                                                        |
| Comparing opinions about a real-life unexplained event                  |                                                                           |                                                                        |                                                                        |

| Explaining why you’d like to visit a particular city                     | A TV show introduces two exciting cities                                  | Organizing ideas with a mind map                                        | ‘ A Tale of Two Cities”: The rivalry between two major Australian     |
| Choosing the right city for a particular purpose                         | Two foreign students explain what they like about their host city        | Writing a paragraph about a place you know                              | cities                                                                  |
| Deciding which city is best to live in                                  | Two Sydney residents talk about the city                                  |                                                                        |                                                                        |
| Describing your hometown                                                 |                                                                           |                                                                        |                                                                        |
| Discussing quality-of-life issues                                       |                                                                           |                                                                        |                                                                        |

| Discussing personal energy levels                                       | Three people describe methods they                                       | Choosing the best topic sentence                                         | "To Sleep or Not to Sleep?: How technology is changing our sleep     |
| Talking about how to deal with stress                                   | use to lower stress                                                        | Writing a paragraph giving advice on good habits                         | habits                                                                  |
| Giving advice on sleep and energy levels                                | Two people describe their dreams and try to interpret them                |                                                                        |                                                                        |
| Talking about sleeping habits                                           |                                                                           |                                                                        |                                                                        |
| Interpreting dreams                                                     |                                                                           |                                                                        |                                                                        |

| Discussing conversational styles                                        | Several people make small talk at a party                                  | Keeping a journal                                                       | "Cell Phone Personality Types": What kind of cell phone user are you? |
| Discussing awkward social situations                                    | Two people tell some interesting news                                     | Writing your reaction to a place of important news                      |                                                                        |
| Determining appropriate topics for small talk                           |                                                                           |                                                                        |                                                                        |
| Comparing who you confide in                                            |                                                                           |                                                                        |                                                                        |
| Recounting an interesting conversation                                  |                                                                           |                                                                        |                                                                        |

<p>| Determining if a story is true or false                                 | A radio news broadcast                                                    | Putting events in order                                                  | &quot;It happened to me!&quot;: Two comical personal anecdotes                   |
| Presenting a recent news story                                          | Two people describe personal dilemmas                                     | Writing a narrative paragraph                                            |                                                                        |
| Discussing how you follow the news                                      | An actor describes his most embarrassing moments                          |                                                                        |                                                                        |
| Telling stories about uncomfortable situations                          |                                                                           |                                                                        |                                                                        |
| Creating a story with your classmates                                   |                                                                           |                                                                        |                                                                        |</p>
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"Can you spare a dime for my Gucci bills?"; A woman uses the Internet to get money to pay off a frivolous debt |
| Debating whether the Internet is a positive or negative influence | A news report describes health problems caused by technology |  |  |
| Giving opinions on modern information technology |  |  |  |
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| Describing jobs that require creativity | Three employees explain how their jobs are creative | Choosing when to begin a new paragraph |  
"The Man Who Taught the World to Sing"; A profile of the man who invented karaoke |
| Taking a creativity quiz | Two descriptions of important business and product ideas | Writing a composition about a creative or unique person |  |
| Suggesting new uses for everyday items |  |  |  |
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"Are We Advice Junkies?"; How to give effective advice to friends |
| Discussing what makes you typical or unique | Three people describe problems they solved | Developing a paragraph with supporting statements |  |
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| Giving advice in a role play |  |  |  |
| Discussing how to handle irritating situations | Two people describe irritating situations | Writing a letter of complaint |  
"Wedding Shop Leaves Brides Waiting at Altar"; Two brides deal with a bad consumer experience |
| Comparing styles of complaining | A man uses an automated phone menu |  |  |
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| Stating consumer complaints |  |  |  |
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| Taking a survey on scruples | Two people describe being confronted by an ethical dilemma | Writing a thesis statement |  
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| Talking about values that are important to you |  |  |  |
| Explaining what you would choose if you were given three wishes |  |  |  |
| Describing the benefits and challenges of living abroad | Three young people talk about their experiences living abroad | Writing conclusions |  
"Get Yourself Lost"; The best way to experience a foreign destination |
| Comparing customs between North America and your country | Two people describe travel mishaps |  |  |
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**The new edition**

*Passages, Second Edition,* is a fully revised edition of the popular two-level multi-skills course for upper-intermediate to advanced-level students of North American English. The series provides an ideal follow-up for students who have completed a beginning to intermediate course, and is coordinated to function as a sequel to *Interchange, Third Edition,* the world’s most successful English course for adult and young adult learners of English.

The series has been revised to reflect the most recent approaches to language teaching and learning. This edition offers updated content in every unit, additional grammar practice, new readings, increased vocabulary, and expanded opportunities to develop speaking and listening skills.

**Syllabus and approach**

*Passages, Second Edition,* covers the four skills of listening, speaking, reading, and writing, while giving systematic attention to grammar and vocabulary. The topic-based syllabus seeks to develop both fluency and accuracy in English and provides maximum opportunities for personalized discussion that should enhance linguistic and communication skills.

**Course length**

Both levels of *Passages, Second Edition,* provide material for 60 to 90 hours of class instruction. Where more practice is needed, teachers can refer students to the Self-study activities or to Grammar Plus, which provides extended grammar explanations and practice for each unit. In situations where more time is available, the *Passages, Second Edition,* Teacher’s Edition features optional activities, and photocopyable games, readings, and projects to extend each unit.

**Unit organization**

Each unit of the Student’s Book is organized around a central topic or theme and is divided into two four-page lessons (Lessons A and B), which complement each other by treating the unit topic from a different perspective.

**Approach and methodology**

*Passages, Second Edition,* seeks to develop both fluency and accuracy at the upper-intermediate to advanced level of proficiency. The course is based on the assumption that students have a strong foundation in English and they now need to extend their communicative competence by developing their ability to:

- expand the range of topics they can discuss and comprehend in English
- extend their knowledge and use of grammar
- increase their vocabulary use and knowledge
- speak English fluently (i.e., express a wide range of ideas without unnecessary gaps or breakdowns in communication)
- speak English accurately (i.e., use an acceptable standard of pronunciation and grammar when communicating)

To teach these skills, *Passages, Second Edition,* uses a communicative methodology that centers around:

- presenting topics that extend students’ oral and grammatical skills
- providing opportunities for students to engage in communicative tasks requiring the exchange of information and negotiation of meaning
- developing control of grammar and language through activities that present and model language patterns, and then provide opportunities to practice them in authentic communicative contexts

At the same time, the topic-driven syllabus provides a rich source of information for language lessons and allows for authentic flexibility in student personalization and response.

**Assessment**

*Passages, Second Edition,* offers a comprehensive and flexible assessment program. The communication review units in the Student’s Book encourage students to self-assess their progress in key skill areas after every three units. A more formal assessment is provided in the Teacher’s Edition, which offers written quizzes for each unit. Oral quizzes are also available and are geared to comply with a wide range of oral proficiency exams. Additionally, the Placement and Evaluation Package is an indispensable tool for placing students at the correct level and regularly evaluating their progress. Finally, TestCrafter software includes a test bank of about 1,000 items, with questions for every unit of both levels.
Passages, Second Edition, exercise types

The following exercise types are used in Passages, Second Edition:

**Information-based tasks**
These tasks present real-world information (e.g., surveys, realia, and short texts). They often begin a lesson and are designed to generate students’ interest in and reaction to a topic that forms the basis of the lesson.

**Listening exercises**
These exercises develop a variety of listening skills, such as listening for general ideas, listening for specific information, and inferencing. The listening exercises are based on authentic interviews and discussions with native and second-language speakers of English. Sometimes, they are grouped with speaking activities to provide additional oral practice on the topic.

**Grammar exercises**
The grammar exercises focus on areas of grammar that are important at the upper-intermediate to advanced levels. These include exercises that seek to:

- illustrate how previously encountered structures and grammar items can be used in more complex ways
- expand students’ grammatical resources as the basis for both speaking and writing

The grammar sections in Passages, Second Edition, begin by showing how a structure is used in context and then takes students from a grammar-noticing activity, to controlled practice, to the use of the structure in a communicative context. The Grammar Plus section provides extended grammar explanations for each unit and offers supplemental grammar practice.

**Oral exercises**
These exercises encourage an exchange of information and consist of fluency-focused pair and group activities, including discussion tasks, role plays, and speaking tasks.

**Writing exercises**
Each unit contains one page of writing activities designed to give students a background in English academic writing. In the series, students move from writing short paragraphs to creating their own compositions. Each writing exercise introduces an important principle of effective writing, presents a model text for students to analyze and emulate, and includes both a pre-writing and post-writing activity.

**Reading exercises**
Passages, Second Edition, provides new reading texts that are adapted from authentic sources and edited for clarity. Pre-reading and post-reading tasks allow students to develop reading skills such as skimming, scanning, and making inferences. The readings were selected specifically to stimulate classroom discussion.

**Vocabulary exercises**
Passages, Second Edition, presents vocabulary in both Lessons A and B of each unit. The exercises develop students’ knowledge of collocations, word building, lexical sets, and idioms. Sometimes, vocabulary tasks are grouped with fluency activities to provide additional oral practice on the topic.

**Grammar Plus**
Grammar Plus provides extended grammar explanations for each unit and offers supplemental grammar practice that students can do in class or as homework. Additionally, it furnishes teachers with broader descriptions and further clarification of the grammar that is presented in the units.

**Self-study section with Audio CD/Dictionary CD-ROM**
The Self-study section with Audio CD/Dictionary CD-ROM provides individualized listening practice and dictionary skills activities for students to engage in outside of class. The dictionary skills activities are based on the Cambridge Academic Content Dictionary included on the CD/CD-ROM, and are designed to help students build upon and consolidate the new vocabulary they have acquired in each unit.
Welcome to Passages!

Passages, Second Edition, is a two-level course that helps upper-intermediate and advanced students take their English to the next level. Each Student’s Book also comes with a free CD-ROM version of the Cambridge Academic Content Dictionary, which is used in the new Self-study section to help students improve their academic vocabulary. Passages teaches sophisticated language in both formal and conversational contexts, expands vocabulary through collocations and word-building exercises, stimulates discussion with all-new reading texts, and builds the fundamentals of academic writing and vocabulary.

Each unit contains two four-page lessons. Each lesson contains a variety of exercises, including starting point, vocabulary, grammar, listening, discussion, writing, and reading. Here is a sample unit.

### 5 Communication

#### Lesson A - Making conversation

#### Starting point
- Presents new grammar in both formal and conversational contexts
- Introduces the lesson’s topic
- Gets students talking right away

#### Types of people you might meet

**A** Read about six different types of people you sometimes meet on social occasions. Match the descriptions with the pictures.

1. It's a good idea to try out different topics to get a conversation going, and the conversation starter does just that. __________

2. Talking about your accomplishments too much is often considered rude, but that doesn't stop the braggart. __________

3. Saying nice things about others is customary for the complimenter. __________

4. It's rude to ignore your conversation partner, but the wandering eye doesn't if anyway. __________

5. Talking about topics that interest you is fun. Unfortunately, the bore is interesting to no one else. __________

6. It's usually considered impolite to interrupt people, but the interrupter is always jumping into the conversation out of turn. __________

#### Pair work: Do you know any people like the six types above? What is it like to have a conversation with them?

"My best friend is kind of an Interrupter. She's really nice, but I guess she just gets excited about the conversation and wants to jump in."
Grammar
- Presents the lesson’s target grammar with clear examples and explanations
- Helps students notice examples of the target grammar in context and discuss reasons behind grammar rules
- Practices the grammar in personalized contexts
- For more in-depth grammar work, try the new Grammar Plus section in the back of the book.

Vocabulary
- Presents vocabulary related to the lesson topic
- Emphasizes collocations, phrasal verbs, and prefixes and suffixes
- Helps students use new vocabulary right away in meaningful spoken contexts
- For more vocabulary work, try the Self-study section and the Cambridge Academic Content Dictionary CD-ROM.

Making small talk
- A small talk is light conversation with friends, acquaintances, or strangers. Check ✔ all the topics that are appropriate for small talk.

What’s Safe for Small Talk?
- Children and family
- Health problems
- Salaries
- Current affairs
- Mobiles
- Sports
- Entertainment
- Marital status
- The weather

Group work: Imagine you are at a party. Start a conversation, keep it going for one minute, and bring it to a close. Then find a new partner and repeat.

“Hi, how’s it going?”
“Pretty good, yes, did you see that sports game last night?”
“I did, it’s amazing to see our team play so well.”
“I agree, I should get going, let’s call you later.”

Conversation starters:
- How’s it going?
- Can you believe the weather? It’s perfect.
- That’s a great shirt!
- Do you know many people here?

Conversation climber:
- See you later.
- Going to get a hot drink. Talk to you soon.
- I hope you enjoy the party.
- I hope you had a good time.

Party talk
- Listen to three conversations at a party. Who is speaking in each case?
  1. First speaker: a mother and her son.
  2. Second speaker: a father and his daughter.
  3. Third speaker: a mother and her friend.

Listening
- Provides pre-listening focus tasks or questions, as well as opportunities for post-listening discussion
- Develops a variety of listening skills, such as listening for main ideas and details and inferring meaning from intonation
- Includes realistic features of spoken English such as verbal pauses

Speaking
- Helps students to use the target grammar and vocabulary in personalized tasks
- Expands students’ talking time
- Teaches important discourse expressions such as disagreeing, showing empathy, and building consensus
6. **Keeping a Journal**

By expressing yourself in an English journal, you will become a better writer, learn to use new vocabulary, and improve your English.

A. Read the journal entries from Eun Mi's family and a friend. How did each person react to her news? Write the correct letter.

   - annoyed  
   - pleased  
   - jealous

   **Yesterday evening, I went to the local market to buy some groceries.**

   **Eun Mi: Eun Mi, what's going on?**

   **Me: I'm thinking of going to college in the United States.**

   **Eun Mi: Really? Did you decide to go to college on your own?**

   **Me: No, it was a joint decision.**

B. What words or phrases helped you decide? Underline them in the text.

C. Imagine you have just received some important news. Write a letter expressing one of these reactions to the news.

   - shock  
   - irritation  
   - delight  
   - fascination

D. Pair work. Exchange paragraphs with a partner. Then answer these questions.

   1. What was your partner's reaction? Was it clearly stated?
   2. What details can your partner include to improve this paragraph?

---

**Reading**

- Presents a variety of text types
- Introduces the text with a pre-reading task
- Promotes discussion that involves personalization and critical thinking

---

**Cell Phone Personality Types**

In her travels, "Telephone Doctor" Nancy Friedman has noticed a variety of "cell phone personalities." Which of these types have you seen around?

1. **The Shouter**
   - Taking three times longer than necessary, she draws a crowd of people to her cell phone use. She seems to think everyone has a hearing impairment. Doesn't she know the phone speaker amplifies her voice?

2. **The Distraught Driver**
   - This person makes all his business calls in public places while standing in the middle of a crowded room. He conducts business deals right there in front of us, but we're not impressed.

3. **The Endless Call**
   - This person talks on one cell phone, then switches to another. On airplanes, you'll overhear her saying ridiculous things like "No, we're not yet at seat 45." OR, "We're just taking off. Oh, sorry about that."

4. **The Maunderer**
   - Maundering, talking, and shouting on the phone anywhere, anywhere is the trademark of this infuriating person. She's not a real person, or even a human. When her cell phone rings, she looks up at you and says, "Oh, sorry about that."

5. **The Drive-by Drive**
   - They both talk on the phone — too loud both of the same time. This can be dangerous. It's really scary to see a delivery truck in the crosswalk with a distracted driver behind the wheel.

6. **The Ringer**
   - There are those people who haven't received a call from their "ring time." The phone rings and the person checks it. "It's not mine... Hang on, I think it's mine."

---

**Group work**

A. Read the article. These headings are missing from the text. Put them in the correct place.

   - **1. The Shouter**
   - **2. The Distraught Driver**
   - **3. The Endless Call**
   - **4. The Maunderer**
   - **5. The Drive-by Drive**
   - **6. The Ringer**

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**Mobile mania**

A. Read the article. These headings are missing from the text. Put them in the correct place.

   - **1. The Shouter**
   - **2. The Distraught Driver**
   - **3. The Endless Call**
   - **4. The Maunderer**
   - **5. The Drive-by Drive**
   - **6. The Ringer**

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**Writing**

- Builds academic writing skills step-by-step, from writing a topic sentence to crafting an effective conclusion
- Gives students clear models for each writing task
- Offers a process approach with writing tips, clear models, and peer-editing activities

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**Cell Phone Personality Types**

In her travels, "Telephone Doctor" Nancy Friedman has noticed a variety of "cell phone personalities." Which of these types have you seen around?

1. **The Shouter**
   - Taking three times longer than necessary, she draws a crowd of people to her cell phone use. She seems to think everyone has a hearing impairment. Doesn't she know the phone speaker amplifies her voice?

2. **The Distraught Driver**
   - This person makes all his business calls in public places while standing in the middle of a crowded room. He conducts business deals right there in front of us, but we're not impressed.

3. **The Endless Call**
   - This person talks on one cell phone, then switches to another. On airplanes, you'll overhear her saying ridiculous things like "No, we're not yet at seat 45." OR, "We're just taking off. Oh, sorry about that."

4. **The Maunderer**
   - Maundering, talking, and shouting on the phone anywhere, anywhere is the trademark of this infuriating person. She's not a real person, or even a human. When her cell phone rings, she looks up at you and says, "Oh, sorry about that."

5. **The Drive-by Drive**
   - They both talk on the phone — too loud both of the same time. This can be dangerous. It's really scary to see a delivery truck in the crosswalk with a distracted driver behind the wheel.

6. **The Ringer**
   - There are those people who haven't received a call from their "ring time." The phone rings and the person checks it. "It's not mine... Hang on, I think it's mine."

---

**Group work**

A. Read the article. These headings are missing from the text. Put them in the correct place.

   - **1. The Shouter**
   - **2. The Distraught Driver**
   - **3. The Endless Call**
   - **4. The Maunderer**
   - **5. The Drive-by Drive**
   - **6. The Ringer**

---

**Writing**

- Builds academic writing skills step-by-step, from writing a topic sentence to crafting an effective conclusion
- Gives students clear models for each writing task
- Offers a process approach with writing tips, clear models, and peer-editing activities
Grammar Plus

- Explores the lesson grammar in greater depth
- Practices the grammar with controlled exercises
- Can be done in class or assigned as homework

Unit 5 Self-study

Interpersonal communication

Listen to the cassette or watch the video and complete the following tasks.

1. Write down the words you hear in the conversation.
2. Practice the conversation with a partner.
3. Role-play the conversation in front of the class.

Intercultural communication: The first time you eat at a friend's house.

Listen again. What is the speaker's opinion about eating at a friend's house?

1. It is an honor.
2. It is a burden.
3. It is a challenge.

Look at the picture on page 114. What is the speaker's opinion about eating out?

1. It is a treat.
2. It is a necessity.
3. It is a waste.

American and British English

Read the passages and match the British English words to their American equivalents.

British English
1. cup
2. TV
3. holiday
4. book
5. program
6. place
7. outside
8. up

American English
a. break
b. television
c. vacation
d. show
e. program
f. location
g. outdoors
h. upstairs

Self-study with Audio CD/Dictionary CD-ROM

- Offers more academic listening practice on the lesson topic
- Includes vocabulary work using the Cambridge Academic Content Dictionary on CD-ROM

More resources

- The Workbook consolidates the grammar, vocabulary, reading, and writing taught in each lesson.
- The Interleaved Teacher's Edition includes photocopiable quizzes, games, projects, and extra readings.
- The TestCrafter CD-ROM lets teachers create custom tests quickly and easily.
The Teacher’s Editions provide complete support for teachers who are using *Passages, Second Edition*. They include every Student’s Book page and contain oral and written quizzes, language summaries, and a Workbook answer key, as well as fresh ideas and photocopiable projects, readings, and games. Also included are comprehensive teaching notes for the units in the Student’s Book. Here are selected teaching notes for a sample unit from *Passages, Second Edition*, Student’s Book Level 1.

**Unit summary**
- Provides a short description that states the grammar students will cover in Lessons A and B
- Outlines one or two key functions and topics covered in the unit

**Teaching notes**
- Includes learning aims for each exercise
- Provides step-by-step lesson plans
- Suggests optional activities for expansions and alternative presentations
- Includes answers and vocabulary definitions
- Provides grammar notes, language notes, and culture notes that give teachers more context and clarification to explain each task

**Supplementary activities**
- Fresh ideas offer alternative ways to present and review the exercises.
- Photocopiable games provide stimulating and fun ways to review or practice skills such as grammar and vocabulary.
- Photocopiable projects are engaging group research projects that offer collaborative and challenging task-based activities for students.
- Photocopiable readings give teachers an optional task for students to expand their reading skills.
Course components

Passages, Second Edition, is a fully revised edition of the popular two-level multi-skills course for upper-intermediate to advanced-level students of North American English. Here is a list of the core components.

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Book with Self-study Audio CD/CD-ROM</td>
<td>The Student's Book is intended for classroom use and contains 12 eight-page units. (See the Student's Book overview for a sample unit on pages x–xiii.) Communication review units are placed after every three units, and a Self-study section is included at the back of the Student's Book. The complete Cambridge Academic Content Dictionary is included on the Self-study Audio CD/Dictionary CD-ROM.</td>
</tr>
<tr>
<td>Class Audio Program</td>
<td>The Class Audio CDs are intended for classroom use. The program consists of three CDs with the listening activities in the Student's Book, as well as the Self-study Audio CD/Dictionary CD-ROM for teachers' reference.</td>
</tr>
<tr>
<td>Teacher's Edition</td>
<td>The interleaved Teacher's Edition includes:</td>
</tr>
<tr>
<td></td>
<td>• page-by-page notes, with detailed lesson plans, learning aims, vocabulary glosses, optional activities, and teaching tips</td>
</tr>
<tr>
<td></td>
<td>• alternate ways to teach the exercises, using fresh ideas and photocopiable games, readings, and projects</td>
</tr>
<tr>
<td></td>
<td>• language summaries of the new vocabulary and expressions in each unit</td>
</tr>
<tr>
<td></td>
<td>• a complete assessment program, including oral and written quizzes for each unit</td>
</tr>
<tr>
<td></td>
<td>• audio scripts and answer keys for the Student's Book, Workbook, and unit quizzes</td>
</tr>
<tr>
<td></td>
<td>(See the Teacher's Edition overview for sample pages on page xiv.)</td>
</tr>
<tr>
<td>Workbook</td>
<td>The six-page units in the Workbook can be used in class or for homework. They follow the same sequence as the Student's Book and provide students with more practice in grammar, vocabulary, writing, and reading.</td>
</tr>
<tr>
<td>Placement and Evaluation Package</td>
<td>This package provides three versions of a placement test and four achievement tests for each level of Passages, Second Edition, as well as for Interchange, Third Edition. The package is composed of a photocopiable testing book and two audio CDs.</td>
</tr>
<tr>
<td>TestCrafter</td>
<td>This software allows teachers to easily create, edit, and administer tests for Passages, Second Edition. The CD-ROM includes a test bank of about 1,000 items, with questions for every unit of both levels.</td>
</tr>
</tbody>
</table>
Frequently asked questions

STARTING POINT
Q: How long should it take to present and teach the starting point?
A: Ten to 15 minutes should be enough time. Treat it as a warm-up activity to get students to think about the theme of each unit.

Q: Should I expect students to learn all the new language in the starting point?
A: It’s not necessary for students to learn all the passive vocabulary and grammar in the starting point. However, you can encourage them to use the productive vocabulary, which is recycled throughout the unit and listed in the language summaries in the Teacher’s Edition.

GRAMMAR
Q: Should I teach my students more grammar than that in the grammar box?
A: To avoid overloading students, it’s preferable to teach only the grammar in the grammar box. Then progress to the speaking activities, so that they can apply the rules in communication.

Q: What should I do if my students need more controlled grammar practice?
A: You can assign practice exercises in the Grammar Plus section in the back of the Student’s Book, or the Workbook for homework. The teaching notes in the Teacher’s Edition also suggest appropriate assignments for each lesson.

Q: Should I explain the rules to my students or encourage them to guess the rules?
A: There is a noticing activity below each grammar box, which asks students to look for examples of the grammar in the starting point. For a change, you can refer students to this activity before going over the examples and rules in the grammar box.

VOCABULARY
Q: How can I help students remember recently taught vocabulary?
A: One way is to spend five minutes of each class reviewing new words. You can also try different vocabulary review techniques from the fresh ideas and photocopiables in the Teacher’s Edition.

LISTENING
Q: What should I do if my students have difficulty understanding the audio program?
A: You can ask students to make predictions before you play the audio program. Then play the audio a few times, asking students to listen for different items each time.

Q: My students get nervous during listening practice. What’s the solution?
A: One way is to assure students that they don’t need to understand every word. Tell them they will hear the audio program several times. You could also have them work together in small groups or pairs.

READING
Q: How can I teach the reading sections most effectively?
A: Encourage students to read silently and quickly. When they are skimming or scanning, encourage them from reading aloud, following each sentence with a pencil, or looking up each new word in the dictionary. They should be trying to understand new words in context instead. Also encourage them to take part in the discussion questions to share ideas about the reading passages.
WRITING

Q: What can I do to make writing more enjoyable for my students?
A: Students should first learn to generate ideas by freewriting. Tell students at this stage to keep writing, and not to stop to think about mistakes, or to check spelling or grammar. This gets the students to think in English, and it is a good way to relax, to express themselves naturally, and to feel confident about their writing.

SPEAKING ACTIVITIES

Q: What is the difference between the speaking and discussion activities?
A: Speaking activities are usually short ten-minute speaking tasks for students to practice using the grammar and vocabulary in the units. Discussions are more extensive oral activities that are designed so students can discuss at length an issue or topic related to the theme of the unit.

COMMUNICATION REVIEWS

Q: The communication reviews are helpful, but I don't have enough time to use all of them. What can I do?
A: You can use the communication reviews in a variety of ways. For example, you can assign students to complete the self-assessment task for homework, and then choose exercises related to areas they need to improve, such as speaking or listening.

FLEXIBILITY

Q: Where can I find additional material for my longer classes?
A: You can supplement the Student's Book units with photocopiable games, projects, and readings, and fresh ideas in the Teacher's Edition. Grammar Plus and self-study activities in the back of the Student's Book are also available.

Q: I don't have enough time to finish each exercise. How can I finish them more quickly?
A: Remember that you don't have to complete every exercise in the Student's Book. You can omit selected exercises, such as writings, readings, and communication reviews.
**Personality survey**

A Do you agree with these statements? Complete the survey.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Definitely agree</th>
<th>Somewhat agree</th>
<th>Definitely disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I'm not afraid of giving speeches in front of the class.</td>
<td>●</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>2. I enjoy going to parties where I don't know everyone.</td>
<td>○</td>
<td>●</td>
<td>○</td>
</tr>
<tr>
<td>3. I avoid expressing my feelings and ideas in public.</td>
<td>○</td>
<td>○</td>
<td>●</td>
</tr>
<tr>
<td>4. I insist on making my own decisions.</td>
<td>○</td>
<td>○</td>
<td>●</td>
</tr>
<tr>
<td>5. I don't mind giving up my time to help other people.</td>
<td>○</td>
<td>○</td>
<td>●</td>
</tr>
<tr>
<td>6. I never worry about getting places on time.</td>
<td>○</td>
<td>○</td>
<td>●</td>
</tr>
<tr>
<td>7. I always feel like going dancing!</td>
<td>●</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>8. I can't stand being in a messy, disorganized room.</td>
<td>○</td>
<td>○</td>
<td>●</td>
</tr>
<tr>
<td>9. I prefer telling people how I feel, even if it's embarrassing.</td>
<td>○</td>
<td>○</td>
<td>●</td>
</tr>
</tbody>
</table>

**B** Pair work  Compare your responses to the survey. Find two ways you and your partner are different.

"I'm not afraid of giving speeches in front of the class. How about you?"

"Oh, I'm definitely afraid of doing that!"

---

**How would you describe yourself?**

A Which statement from the survey above best matches these personality traits? Write the correct number. Then compare answers with a partner.

2. a. friendly and outgoing  
   b. strong and independent  
   c. laid-back and relaxed  
   d. kind and generous  
   e. honest and sincere  
   f. shy and reserved  
   g. wild and crazy  
   h. calm and cool  
   i. neat and tidy

**B** Pair work  Choose another partner. Find two traits you have in common. Find one way that you're different.

"So, how would you describe yourself?"

"Well, I'd say I'm pretty laid-back and relaxed."

"Me too. I never worry about getting places on time."

"I don't either. I like taking it easy and..."
1 Friends and family
LESSON A • What kind of person are you?

Personality survey (starting point)

Learning aim: Discuss personal qualities and see verbs followed by gerunds in context (10–15 minutes)

A
- Books closed. Write a sentence from the survey on the board. Explain that the sentence describes a personal quality. Say whether or not it is true for you and explain why. Ask Ss to raise their hands if the sentence describes them. Call on a few Ss to say why.
- Books open. Tell Ss that they are going to take a personality survey.
- Ss read the survey. Go over any unfamiliar vocabulary. Elicit one personality trait that can be applied to each statement in the survey (e.g., item 1: confident). Write them on the board.
- Ss work individually to complete the survey.

B Pair work
- Ss work in pairs. Have pairs read the example conversation to the class.
- Have partners compare their responses and discuss their differences. Ask a few pairs to report their differences to the class.

Optional activity: Class survey (5–10 minutes)

Ss use the personality survey in Exercise A to identify the various personality types in the class.
- Read each item in the personality survey. Ss raise their hands to show their responses as you call out definitely agree, somewhat agree, and definitely disagree. Tally the responses on the board.
- Ss work in small groups to discuss the results on the board (e.g., Were you surprised that so many people in the class always feel like going dancing?).

2 How would you describe yourself? (vocabulary & speaking)

Learning aim: Learn and practice using vocabulary to describe personal qualities (15–20 minutes)

A
- Go over the words and pronounce those that might cause Ss difficulty. Explain that each expression is a pair of personality adjectives that are often used together in English.
- Explain that Ss are going to match each expression to one of the statements in the survey from Exercise 1.
- Ss work individually to complete the activity. Then Ss work in pairs to compare their answers. Go over answers with the class.

B Pair work
- Explain the task. Read the information in the useful expressions box and the example conversation.
- Ss work in pairs to complete the activity.
- Ask a few Ss to share their answers with the class.

Optional activity: My personality (5–10 minutes)

Ss practice using the new vocabulary words to talk about their personalities.
- Ask Ss to circle the pair of words from Exercise A that most closely describes their personality. Then have Ss write example sentences for each word.
- Ss work in pairs to take turns explaining their choices (e.g., I’m neat and tidy. I like everything to be in its proper place. I don’t like a mess.).
- Have several Ss share their answers with the class.

To help Ss with vocabulary in this exercise, try That reminds me of... on page T-160.
Verbs followed by gerunds (grammar)

Learning aim: Practice using verbs followed by gerunds and infinitives (20–25 minutes)

Grammar notes
Gerunds, verb forms ending in -ing, act as nouns in sentences; they can be subjects, objects of verbs, or objects of prepositions.

Gerunds after prepositions: Usually, only nouns or gerunds follow prepositions (e.g., He worries about his job. He worries about losing his job.)

Gerunds after verbs: Common verbs followed by gerunds are finish, give up, can’t help, imagine, keep, miss, and suggest.

Infinitives and gerunds after verbs: Some verbs can be followed only by gerunds, some only by infinitives, and some by either.

Infinitives only: avoid, dislike, enjoy, finish, mention

Gerunds only: agree, hope, intend, learn, plan, promise

Either gerund or infinitive: begin, continue, like

Language note
In sentences such as I feel like going dancing, the word like functions as a preposition.

A
- Ask Ss to name the verbs in the grammar box that are followed by gerunds (enjoy, avoid, don’t mind, etc.). Then have Ss find three more verbs like this in the personality survey on page 2.
- Go over answers with the class. For each additional verb Ss find, ask them if it can also be followed by an infinitive. If so, have Ss rephrase the new sentence using the infinitive.

Answers
The other expressions followed by gerunds are: (not) be afraid of (from item 1), worry about (item 6), and prefer (item 9). Prefer can also be followed by an infinitive.

B Pair work
- Explain the task. Go over the example with the class. Point out the gerund telling after the verb avoid. Point out the gerund making after the expression afraid of.
- Read the phrases aloud. Go over verbs and expressions that can be used to begin each sentence. Write them on the board, if necessary. Ss work individually to write statements about themselves.
- Ss work in pairs to discuss their answers. Tell Ss to include a sentence or two explaining why they feel the way they do.
- Ask several Ss to share a few of their discussions with the class.

Personal profiles (speaking)

Learning aim: Use vocabulary, gerunds, and infinitives to describe personalities (10–15 minutes)

A
- Explain the task. Have Ss read the four personality profiles. Then go over any unfamiliar words.
- Ss work individually to decide which person is most similar to them.
- Have a few Ss share their answers with the class.

B Group work
- Explain the task. Ss work individually to write their own personality profile. Remind Ss not to write their names on their profiles.
- Collect the profiles and pass them out, making sure that no S gets his or her own profile.
- Tell Ss to walk around the class and ask other Ss questions similar to the one in the example. Their goal is to find the person who wrote the profile you gave them.
- When everyone is finished, ask if any of the profiles surprised them, and if so, why.
3 Verbs followed by gerunds

**Use the gerund form after these verbs.**
- I enjoy going to parties where I don’t know everyone.
- I avoid expressing my feelings and ideas in public.
- I don’t mind giving up my time to help other people.

**Use the gerund or infinitive form after these verbs.**
- I can’t stand being / to be in a messy room.
- I love taking / to take my friends to cool new clubs.
- I hate getting up / to get up for early morning classes.

**Use the gerund form after these expressions containing prepositions.**
- I insist on making my own decisions.
- I always feel like going dancing!
- I’m into going out to new foreign restaurants.

A Look at the starting point on page 2 again. Can you find other expressions that are followed by gerunds? Which of them can also be followed by infinitives?

B **Pair work**  How do you feel about these things? Discuss your answers using verbs or expressions followed by gerunds and infinitives.

1. tell people that I’m angry with them
2. help with chores around the house
3. listen to people’s personal problems
4. stay out late the night before an interview
5. start conversations with people I don’t know
6. go to places where I have to use my English

“I usually avoid telling people that I’m angry with them. I guess I’m just afraid of making them even angrier.”

4 Personal profiles

A Look at the information about these people. Which person is most similar to you?

**Meet Your Neighbors**

<table>
<thead>
<tr>
<th></th>
<th>Wendy</th>
<th>Carlo</th>
<th>Linda</th>
<th>Chris</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job</td>
<td>college student</td>
<td>artist</td>
<td>lawyer</td>
<td>teacher</td>
</tr>
<tr>
<td>Personality</td>
<td>friendly and outgoing</td>
<td>wild and crazy</td>
<td>shy and reserved</td>
<td>laid-back and relaxed</td>
</tr>
<tr>
<td>Lifestyle</td>
<td>• loves playing sports • into traveling</td>
<td>• loves to dance • can’t stand going home early</td>
<td>• into watching old movies</td>
<td>• enjoys cooking meals for friends • loves to tell jokes</td>
</tr>
</tbody>
</table>

B **Group work**  Write a similar profile for yourself. Don’t write your name. Your teacher will take your profile and give you another. Ask questions around the class to find the writer.
Changes

A Listen to Marcos and Heather talk about how they have changed over the last five years. How did they change? Complete the chart with the expressions from the box.

<table>
<thead>
<tr>
<th>kind and generous</th>
<th>friendly and outgoing</th>
<th>shy and reserved</th>
<th>wild and crazy</th>
</tr>
</thead>
<tbody>
<tr>
<td>used to be . . .</td>
<td>has become . . .</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

 Marcos

 Heather

B Listen again. Which person do you think would be more likely to do these things this weekend? Check (√) Marcos or Heather.

1. stay out late at a big party
   - Marcos
   - Heather
2. stay home and watch TV
   - Marcos
   - Heather
3. help a relative with a personal problem
   - Marcos
   - Heather
4. invite a classmate to a funny movie
   - Marcos
   - Heather

How have you changed?

A How have you changed over the last five years? What do you want to change now? Complete the chart.

<table>
<thead>
<tr>
<th></th>
<th>How I've changed</th>
<th>How I'd like to change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Habits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likes and dislikes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B Pair work Compare your charts. Ask follow-up questions.

“I used to watch a lot of TV. Now I don’t.”
“Really? What made you change?”
“Well, I was afraid of getting out of shape. So I . . .”

Useful expressions

<table>
<thead>
<tr>
<th>Describing how you've changed</th>
<th>Describing how you'd like to change</th>
</tr>
</thead>
<tbody>
<tr>
<td>I used to . . . , but now I . . .</td>
<td>I'd like to be more . . .</td>
</tr>
<tr>
<td>I think I've become more . . .</td>
<td>I'm interested in . . .</td>
</tr>
</tbody>
</table>
5 Changes (listening)

Learning aim: Develop skills in listening for main ideas and making inferences (15-20 minutes)

A 🎧 [CD 1, Track 2]
- Explain the task. Tell Ss to look at the chart and determine the information they need to complete it. Check that Ss understand the following vocabulary.

**Vocabulary**
- family man: a man who puts his family first and spends a lot of time with them
- to settle down: to stop moving around and live permanently in one place, often getting married
- to make small talk: to talk about everyday topics that are noncontroversial

- Books closed. Tell Ss to listen to the recording once for general comprehension: How did each person change? Play the recording. Elicit a few responses.
- Books open. Explain that Ss will listen again and complete the chart with the expressions from the box. Make sure Ss understand the meaning of the chart headings.
- Play the recording. Tell Ss to listen for changes. Ss complete the chart. Play the recording as many times as needed. Ss listen and check.
- Ss work in pairs to compare answers. Go over answers with the class.

B 🎧 [CD 1, Track 3]
- Explain the task. Tell Ss that they may not hear all of the answers directly. Instead, they may have to make inferences, or educated guesses, based on the information they hear.
- Read the phrases aloud. Play the recording once as Ss listen. Play the recording again while Ss check the correct boxes.
- Ss work in pairs to compare answers. Go over answers with the class.

Answers

- Marcos: used to be wild and crazy, has become kind and generous
- Heather: used to be shy and reserved, has become friendly and outgoing

Audio script: See page T-254.

6 How have you changed? (discussion)

Learning aim: Talk about how people have changed and practice using the lesson vocabulary (15-20 minutes)

A
- Give an example of how you've changed in the last five years. Also give Ss an example of something you'd like to change about yourself now (e.g., I'd like to be more outgoing).
- Ss work individually to complete the chart. Walk around the class and help as needed.

B Pair work
- Explain the discussion task. Point out the follow-up question in the example conversation and how it encourages the first speaker to give more information. Also point out and review the useful expressions box at the bottom of the page.
- Ss work in pairs to do the task. Walk around the class and help Ss with appropriate follow-up questions.

Optional activity: Class reunion (5-10 minutes)

Ss role-play attending a class reunion in the future to describe how they have changed. Tell Ss that they can use their imaginations and think of exciting or funny ways that their lives have changed.

- Ask Ss to imagine that it is ten years from now and think of how they might have changed.
- Tell Ss to walk around the room. They should greet at least five classmates as old friends, talk about how they've changed in the last ten years, and ask others about the changes in their lives.
- Have Ss sit down after five minutes. Ask Ss to describe any of their classmates' changes that were particularly surprising.

For more practice discussing this topic, try How have you changed? on page T-175.
Learning aim: Write a paragraph about a personal quality with all the information organized under one main idea (40-50 minutes)

A
- Tell Ss to read the information in the box at the top of the page. Ask, *What is the name of the sentence with the main idea?* (Answer: the topic sentence)
- Explain the task. Check that Ss understand the following vocabulary.

**Vocabulary**
- froze up: stopped working completely (used for machines)
- redo: to do something again

- Ss read the two paragraphs, find the topic sentences, and underline them.
- Ss work in pairs to go over their answers. Go over answers with the class.

**Answers**
First paragraph: I think that my most positive quality is that I'm always pretty calm and cool, especially when something is new.

Second paragraph: My most negative quality is that I'm not very neat and tidy.

B
- Explain the task. Ss work individually to make a list of words describing their positive and negative qualities.
- Have Ss add a personal example to illustrate each quality in their list.
- Ask a few Ss to share their qualities with the class.
- Have Ss decide on and circle their most positive and most negative qualities.

C
- Explain the task. Tell Ss that they should write only one paragraph, and they should focus on one quality and give examples of that quality.
- Remind Ss to write a topic sentence. It should include the personal quality they chose.
- Ss work individually to write their paragraphs. Tell them to make sure each sentence relates to the main idea.

D Pair work
- Explain the task. Read the questions aloud.
- As a class, answer the questions for the example paragraphs in Exercise A.
- Ss work in pairs to exchange paragraphs and take turns answering the questions.
- Walk around the class and help as needed. Encourage Ss to ask and answer follow-up questions about the paragraphs, and ask about anything in the paragraph they don't understand.

Optional activity: *Who am I?* (10 minutes)
- Ss practice vocabulary for personal qualities.
- Ss work individually to write another paragraph. If they wrote about a negative quality, then they should now write about a positive quality, and vice versa. Tell them not to write their names on their papers.
- Collect the paragraphs and redistribute them around the class. Have Ss try to guess who wrote the paragraph.

Optional activity: *Who are you like?* (10 minutes)
- Ss practice vocabulary for personal qualities.
- Ss work individually to write three personal qualities of theirs and think of examples.
- Ss work in small groups to take turns reading one of their three qualities and giving their examples. Ss who have the same quality raise their hands and give examples of it in their lives. Ss count how many Ss give examples of each quality.

**Do your students need more practice?**

<table>
<thead>
<tr>
<th>Assign . . .</th>
<th>for more practice with . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-study p. 130</td>
<td>Listening</td>
</tr>
<tr>
<td>Workbook p. 1</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 2, Ex. 4</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Workbook p. 3</td>
<td>Writing</td>
</tr>
</tbody>
</table>
Topic sentences

The main idea is usually found in the first sentence of the paragraph. This sentence is called the topic sentence.

A Read these paragraphs about people’s best and worst qualities. Underline the topic sentence in each paragraph.

I think that my most positive quality is that I’m always pretty calm and cool, especially when something breaks. I’m really into solving tricky problems and finding solutions to things. My specialty is electronics. People come to me if something goes wrong with their laptops or their MP3 players or even their cell phones. For example, two days ago, my dad’s brand new computer suddenly froze up. He was afraid of causing more damage, so he asked me to figure out the problem. It only took me 15 minutes to fix it, and I loved doing it!

My most negative quality is that I’m not very neat and tidy. Sometimes I worry about being so disorganized, but I never feel like doing anything about it. My apartment is always a mess, so I can never find anything. Last week, for example, I finished doing some homework and then started to make dinner. In the morning, I couldn’t find my assignment anywhere, so I had to redo it. I really want to change my bad habits, but I don’t know where to start.

B Think about your own personal qualities. Make a list. Then decide which quality is most positive and which is most negative. Circle each one.

C Write a paragraph about either your most positive or your most negative quality. Make sure your paragraph has only one main idea.

D Pair work Exchange paragraphs with a partner. Then answer the questions.
   1. What is your partner’s topic sentence? Underline it.
   2. What examples did your partner give?
   3. What did you find most interesting about your partner’s paper?
**Different types of families**

A. Look at the families in the pictures. What’s different about each type of family?

**What’s Your Family Like?**

- **The Watsons, Sydney**
  “My wife and I both work now, and the extra money is great. The only trouble with being a **two-income family** is we don’t spend as much time together.”

- **The Wangs, Vancouver**
  “We’re an **extended family** now that Grandma has moved in. The big advantage of having her at home is that she can baby-sit more often.”

- **The Patels, London**
  “We’re a typical **nuclear family** — it’s just my sister, my parents, and me. The only bad thing about living in our house is there’s only one bathroom!”

**B. Pair work** What are some more advantages and disadvantages of each type of family? Compare ideas.

“In a **nuclear family**, you might not see your grandparents every day. That’s a disadvantage.”

**How are their families different?**

**A. **Listen to Paul and Andrea talk about their families. What kind of family did each person grow up in? How have their families changed?

**B. **Listen again. Match the people on the left with the phrases on the right.

1. Andrea __________ a. has two daughters.
2. Andrea’s husband ______ b. doesn’t know her in-laws very well.
3. Andrea’s sister-in-law ______ c. has three brothers.
4. Paul’s sister ______ d. is looking forward to seeing the family.
5. Paul ______ e. will be cooking for 12 people.
6. Paul’s mother ______ f. is a law student.

**C.** Pair work Is your family similar to Paul’s or Andrea’s? How is it similar? How is it different?
LESSON B • Every family is different.

1 Different types of families (starting point)

Learning aim: Discuss families and see noun clauses after be in context (10–15 minutes)

A

- Bring in several photos of families – your own family or pictures from magazines. Ask Ss how they think the people are related to you.
- Ask questions such as: Who are the members in your family? Do you have a big family? Do you live with your family?
- Explain the task. Ss work in small groups to discuss the differences for each family in the pictures.
- Ask Ss which kind of family is the most common in their culture.

Answers

In a two-income family, both the parents work.
In an extended family, parents, children, and grandparents/aunts/uncles live in the same home.
A nuclear family has only parents and children. A nuclear family might also be a two-income family, but it cannot be an extended family.

B Pair work

- Explain the task. Go over the example. Brainstorm advantages and disadvantages as a class, if necessary.
- Ss work in pairs to discuss the question. Have Ss talk about their answers with the class.

2 How are their families different? (listening & speaking)

Learning aim: Develop skills in listening for main ideas and details (20–25 minutes)

A (CD 1, Track 4)

- Ask: How many relatives do you have? Where do they all live? How often do you see them?
- Check that Ss understand the following vocabulary.

Vocabulary

in-laws indicates a relationship by marriage rather than blood (e.g., a sister-in-law is a spouse’s sister).
under one roof slang for “living in the same house”

- Explain the task. Play the recording as Ss listen for the answers. Replay as many times as needed.
- Go over answers with the class.

Answers

Andrea grew up in a small nuclear family. Now that she’s married, her family is much larger, although her in-laws don’t live with her.
Paul grew up in an extended family. Now that his grandparents have passed away, he lives in a smaller nuclear family.

Audio script: See page T-254.

B (CD 1, Track 5)

- Explain the task. Tell Ss to look at the two columns.
- Tell Ss to listen for the answers to the questions. Play the recording once as Ss listen. Play the recording again while Ss write their answers. Replay as many times as needed. Ss listen and check their answers.
- Go over answers with the class.

Answers

1. b 2. c 3. f 4. a 5. d 6. e

Audio script: See page T-254.

C Pair work

- Explain the task. Read the questions aloud.
- Ss work in pairs to discuss the questions. Have a few pairs share their answers with the class.

Optional activity: Write a dialogue (20 minutes)

Ss practice conversations about families.

- Put Ss in pairs and have them write their own dialogue, similar to the one in the listening activity. Photocopy the audio script and give it to Ss to use as a guide.
- Have pairs perform their dialogues for the class.
3. Noun clauses after *be* (grammar)

**Learning aim:** Practice using noun clauses after *be* (20–25 minutes)

**Grammar notes**
A noun clause is a group of words that function together as a noun. It can be the subject of a sentence or the object of a verb. The noun clauses in this lesson come after the verb *be.*

*One benefit of being an only child is that you get a lot of attention.* (noun clause)

* Every noun clause has a subject and a predicate. In the above example, *you* is the subject and *get* is the verb.
* The word *that* signals the beginning of a noun clause. It can be omitted in many cases.

- Write on the board:
  1. *An advantage of having older brothers or sisters is their advice.* (noun)
  2. *An advantage of having older brothers or sisters is that they can give you advice.* (noun clause)

- Explain that the underlined words in 2 are a noun clause: It acts as a noun and has a subject and a verb.

- Discuss the information in the grammar box and read the example sentences.

**Answers**

The Patels: *(that) there’s only one bathroom; about

B

- Explain the task. Read the example sentence.
- Ss work individually to write the sentences. Then Ss work in pairs to compare their answers. Ask a few Ss to share their answers with the class.

**Answers**

1. The nice thing about being the youngest in the family is that I get a lot of attention.
2. The trouble with having a younger sister is *(that) she always wants to borrow my clothes.*
3. The bad part about being away at college is *(that) I miss my family.*
4. The worst thing about working at night is *(that) I can’t have dinner with my family.*
5. One bad thing about being the oldest in the family is *(that) I always have to baby-sit.*

C

- Explain the task. Read the example sentence. Tell Ss to use their own ideas to complete the sentences.
- Ss work individually to complete the sentences. Ss work in pairs to share their answers. Go over answers with the class.

4. Family matters (discussion)

**Learning aim:** Talk about various aspects of family life and practice the lesson grammar (15–20 minutes)

**A**

- Explain the task. Read the questions aloud. Answer any questions about vocabulary.
- Ss work individually to complete the activity. Give Ss time to think of their own answers to the three questions they choose.

**B Group work**

- Explain the task. Have a short example conversation with two Ss, being sure to ask follow-up questions.
- Ss work in groups to do the activity. Have a few Ss tell the class about their group’s discussion.

**Optional activity:** Family survey (10–15 minutes)

Ss think of their own survey questions and use noun clauses to discuss the results.

- Ss work in small groups to write a yes/no question about family life. One group member goes around to other groups to ask the question, while the other members answer the questions of other groups.
- Have Ss return to their groups, discuss the results of their survey, and share them with the class.
A noun clause is a part of a sentence that has both a subject and a predicate. That is optional in noun clauses after be. Also notice the prepositions used in each sentence.

The only trouble with being a two-income family is (that) we don’t spend as much time together. The big advantage of having Grandma at home is (that) she can baby-sit more often.


A Look at the starting point on page 6 again. Can you find the noun clause in the last example? Which preposition is used in the first part of the sentence?

B Combine the sentences. Then compare answers with a partner.
1. I’m the youngest in the family. The nice thing is I get a lot of attention.
   The nice thing about being the youngest in the family is that I get a lot of attention.
2. I have a younger sister. The trouble is she always wants to borrow my clothes.
3. I’m away at college. The bad part is that I miss my family.
4. I work at night. The worst thing is I can’t have dinner with my family.
5. I’m the oldest in the family. One bad thing is that I always have to baby-sit.

C Complete the sentences with your own ideas. Then compare answers with a partner.
1. An advantage of being a twin is . . .
   that you always have someone to hang out with.
2. A problem with being an only child is . . .
3. One benefit of being the oldest is . . .
4. A big disadvantage of having an older sibling is . . .
5. The best thing about having a big family is . . .

Family matters

A Check (✓) at least three questions you’d like to talk about with your group.

- What’s the best thing about spending time with your family? What’s the worst thing?
- What’s one advantage of having a close family?
- What are some rules that people have to follow in your family?
- What’s a benefit of having strict parents?
- Are you most likely to confide in a parent, a sibling, or a friend?
- Do you believe mothers and fathers should do the same chores?
- What are the advantages and disadvantages of having a two-income family?

B Group work Discuss the questions you chose. Ask follow-up questions and make sure everyone in your group participates.
5. **Compound family terms**

**A** Match the family members on the left with the definitions on the right.

1. Your great-aunt is ___  
   a. your father’s or mother’s grandmother.
2. Your granddaughter is ___  
   b. your mother’s or father’s aunt.
3. Your sister-in-law is ___  
   c. your son’s or daughter’s daughter.
4. Your great-grandmother is ___  
   d. your wife’s or husband’s sister, or your brother’s wife.

**B** Which of the family members in the box can be combined with a prefix or suffix in the chart? Complete the chart with a partner. What does each term mean?

<table>
<thead>
<tr>
<th>great-</th>
<th>grand-</th>
<th>great-grand-</th>
<th>-in-law</th>
</tr>
</thead>
<tbody>
<tr>
<td>aunt</td>
<td>daughter</td>
<td>mother</td>
<td>sister</td>
</tr>
</tbody>
</table>

"Your great-nephew is your brother’s or sister’s grandson."

---

6. **Family reunion**

**A**  
Listen to Victor tell a friend about his family reunion. What were they celebrating at the reunion?

**B**  
Listen again. In addition to immediate family, what other relatives of Victor’s were there? Check (✓) the people you hear mentioned.

- 1. his grandfather
- 2. his uncle’s cousin
- 3. his brother
- 4. his sister-in-law
- 5. his niece
- 6. his son
- 7. his mother-in-law
- 8. his cousin
- 9. friends of the family
5. Compound family terms (vocabulary)

Learning aim: Learn and practice using compound family terms (10–15 minutes)

A
- Write on the board: mother, grandmother, great-grandmother
- Ask Ss if they can give the meaning of each word. Underline great-grandmother. Tell Ss that they are going to study compound family terms.
- Explain the task. Ss work individually to complete the task. Go over answers with the class.

Answers
1. b 2. c 3. d 4. a

B
- Explain the task. Go over the example answers. Ss work individually to complete the task. Go over answers with the class.

Answers
great-: aunt, nephew, niece, uncle
grand-: aunt, daughter, father, mother, nephew, niece, son, uncle
great-grand-: daughter, father, mother, son
-in-law: brother, daughter, father, mother, sister, son

6. Family reunion (listening)

Learning aim: Develop skills in listening for main ideas and details (15–20 minutes)

A [CD 1, Track 6]
- Ask: Do you know what a family reunion is? Explain that it is an event in which relatives who don’t see each other often get together.
- Explain the task. Read the question aloud to the class.
- Tell Ss to listen for the answer to the question. Play the recording as Ss listen for the answer. Replay as many times as needed. Ss listen and check their answers.
- Go over the answer with the class.

Answer
They were celebrating Victor’s grandmother’s 80th birthday.

Audio script: See page T-254.

B [CD 1, Track 7]
- Explain the task. Tell Ss to put a check next to the people invited to the reunion.
- Play the recording while Ss check the people. Replay as many times as needed. Ss listen and check their answers.
- Ss work in pairs to compare answers. Go over answers with the class.

Answers
The people mentioned are:
2. his uncle’s cousin
3. his brother
4. his sister-in-law
5. his niece
6. his mother
7. his mother-in-law
8. friends of the family
9. friends of the family

Audio script: See page T-254.
Learning aim: Develop skills in understanding vocabulary in context, reading for specific information, and giving a personal reaction to a reading (25-30 minutes)

A Group work
- Ask: What do you consider a big family? Do you know of any people from big families? What are some advantages and disadvantages of big families? Elicit answers.
- Ask Ss what they think the more, the merrier means. (Answer: When there are a lot of people, people have more fun.)
- Ss work in groups to discuss the question. Have groups share their answers with the class.

B
- Explain the task.
- Check that Ss understand the following vocabulary.

Vocabulary
- close-knit having a relationship that is close emotionally
- adopt to legally make someone else’s child an official member of your family
- orphan a child with no parents or other family members taking care of him or her
- special needs medical, emotional, or psychological problems that need special help and attention
- twist a change or event that was not expected
- chaos a very confused and unorganized state

- Have Ss read the article silently to themselves.
- Elicit or explain any remaining new vocabulary. Ask Ss to name new vocabulary for them, and tell other Ss to explain the meaning using the context, if they can.
- Tell Ss to look back in the article to find the answers to the questions and underline or circle the information.
- Ss work individually to answer the questions.
- Ss work in pairs to compare answers. Tell Ss to show each other where they found the answers. Go over answers with the class.

Answers
1. After watching the musical Oliver!, she wanted to adopt orphans.
2. They have special needs. This includes emotional and physical problems, as well as problems learning.
3. Over $27,000 a month ($27,880.00).

Language note
Context can give clues to word meaning. Suggest that Ss read the sentence in which the word appears and the others around that sentence to guess meanings.

Culture note
Oliver Twist is a novel by the popular nineteenth-century British writer Charles Dickens, who often exposed society’s injustices. It focuses on the cruel treatment of orphans. The main character is first forced to live and work in miserable conditions in an institution and then is taken in by a gang of thieves who force children to steal. The book has been adapted for the stage and screen, including a musical version.

C Group work
- Explain the task. Read the questions aloud.
- Ss work in small groups to discuss the questions.
- Ask groups to share their ideas with the class. To make sure that reporting to the class goes smoothly, groups can choose one or two members to give their report. Have Ss review their report with their own group at the end of the task to see if the group agrees with the information they will be presenting.

Optional activity: Role play (10-15 minutes)
Ss role-play an interview with a member of the Silcock family.
- Ss work in pairs and role-play. Student A is one of the people in the house. Student B is a journalist. Student B interviews Student A about what his or her family life is like. Then Ss change roles and role-play again.
- Have a few pairs present their role play to the class.

For an alternative reading text or extra practice, try Three sets of twins! on page T-176.

Do your students need more practice?
Assign . . . for more practice with . . .
Grammar Plus p. 107 Grammar
Workbook p. 4, Ex. 2 Grammar
Workbook p. 5, Ex. 4 Vocabulary
Workbook p. 6 Reading
The more, the merrier

A **Group work**  What’s the size of an average family where you’re from? Discuss with your group.

Walk into the California home of Anne Belles and her husband, Jim Silcock, and you’ll see kids everywhere playing video games, doing homework, and getting ready for dinner. There are 30 boys in this close-knit household and Anne Belles is their mom. Belles has wanted to help children since she was a kid. “I was intrigued by the movie Oliver! in the ’60s, a musical based on the Charles Dickens novel Oliver Twist. I told my mom, ‘That’s what I want to do. I want to adopt orphans.’”

Anne’s boys range in age from 3 to 25. All of them are challenged in some way. “They each have special needs—physically, emotionally, or at school,” says Belles. She doesn’t focus on what her kids can’t do, only on what they can. They go to mainstream schools, take skate, go skating at the roller rink, and even act on television. In an interesting twist, thirteen of her boys are going to be in a local theater’s production of Oliver!

Raising 30 boys is no small task. Every day, a small army of childcare workers, nurses, and volunteers comes in to help cook and clean, wash 30 loads of laundry a day, and take care of health needs.

To find out how much such a large family costs, we followed Jim Silcock to the grocery store. He spent $880.00 for food for one week. Every month they spend $2,000 to run five mini-vans, $15,000 for the fourteen paid helpers, and more than $10,000 on dental and medical expenses. There’s also clothing, insurance, and mortgage payments.

The family receives $26,000 a month from the federal government, and has some income from a family business. All the money is spent on the children: buying new clothes and fancy cars isn’t important to Belles.

How do the kids feel? Says 17-year-old Anthony. “The family is there whenever I need something . . . Under all this chaos, I feel like I am loved.”

“This was my dream. And everything about what I’m doing was everything I wanted to happen in my life,” says Anne Belles. “So, absolutely no regrets; this is perfect. I couldn’t ask for it to be better—maybe a bigger house, you know, would be nice.”

Source: “Full House: Meet the Silcocks,” by Steve Knott, CBS News Archives

B Read the article and answer the questions. Then compare answers with a partner.

1. What reason does Anne Belles give for adopting so many children?
2. What’s special about the children that Belles and her husband adopt?
3. What are the total monthly expenses for this family?

C **Group work**  Discuss these questions. Then share your answers with the class.

1. What do you think would be the best thing about living in this family?
2. Would you like to be in a family as large as the Silcocks’?
LESSON A • Life lessons

1 Learning the hard way
A Read about these people's problems. What mistake did each person make?

What Did I Get Myself Into?
Three mistakes that led to big messes

I was supposed to be studying this weekend for a math test. But my friends made me go to the beach with them instead. I mean, I didn't have to go with them, but I did. Now the test is in two hours, and I'm totally unprepared. I should have stayed home and studied!
-Alicia, Orizaba, Mexico

In high school, I had to wear a uniform, so I didn't have a lot of fashionable clothes. When I started college, I thought I needed to have more, so I wasted a lot of money on trendy outfits. But I really shouldn't have done it. Now I'm broke!
-Kenichi, Osaka, Japan

We weren't supposed to cook in our dorm rooms, but I had a microwave anyway. The cafeteria was right next door, so I really didn't need to have it. Anyway, I got caught making popcorn last week, and the school took the microwave away.
-Melanie, Toronto, Canada

B Pair work What should each person do differently in the future? Compare ideas.

"I don't think Alicia should listen to her friends in the future."
"Yeah, I agree. She shouldn't have let them influence her like that."

2 I'll never do that again!
A 🕛 Listen to Frank talk about a bad decision he made. What was his decision? Why was it a bad one?

B 🕛 Listen again. Are these statements true or false? Check (√) the correct answer.

1. Frank and his neighbor were good friends. ❑ ❑
2. Frank knew he was allergic to cats. ❑ ❑
3. Frank marked his calendar to remember to feed the cat. ❑ ❑
4. Frank forgot what time his train was going to leave. ❑ ❑
5. Frank remembered to feed the cat on Saturday. ❑ ❑
2 Mistakes and mysteries

LESSON A • Life lessons

Learning the hard way (starting point)

Learning aim: Discuss people’s mistakes and see modals in context (10–15 minutes)

A
- Write on the board: *learning the hard way* and *What did I get myself into?* Discuss the meaning of each with Ss.
- Tell the class about a mistake you made in the past, similar to the ones on Student’s Book page 10.
- Have Ss think of a mistake they made in the past. Have several Ss share their stories with the class.
- Tell Ss they will read about three people’s mistakes.
- Ss work individually to read the stories. Go over answers with the class.

Optional activity: A funny mistake (15–20 minutes)

Ss work in small groups to write a funny story about a mistake.
- Encourage Ss to use their imaginations to write a brief story about a mistake they made. Tell them the story does not have to be true.
- Have Ss read their stories to the class. Then have the class vote on the funniest/most imaginative one.

B Pair work
- Ss work in pairs. Have one pair read the example conversation to the class.
- Have partners compare their responses. Ask a few pairs to report their responses to the class.

Answers

Alicia’s mistake was to go to the beach instead of studying for a big math test.
Kenichi thought he needed a lot of new clothes when he started college, and now he’s broke.
Melanie knew she wasn’t supposed to cook in her dorm room, but she used a microwave anyway, and it was taken away from her.

I’ll never do that again! (listening)

Learning aim: Develop skills in listening for main ideas and details (15–20 minutes)

A [CD 1, Track 8]
- Explain the task. Read the questions aloud to the class.
- Tell Ss to listen for the answers to the questions. Play the recording once as Ss listen. Play the recording again while Ss write their answers. Replay as many times as needed. Ss listen and check their answers.
- Go over answers with the class.

Answers

Frank’s bad decision was agreeing to take care of his neighbor’s cat. It was a bad decision because he didn’t know his neighbor well, he was too busy at work to take care of the cat, and he’s allergic to cats.

Audio script: See page T-255.

B [CD 1, Track 9]
- Explain that Ss will listen again and check if each statement is true or false.
- Read the statements and answer any questions about vocabulary.
- Play the recording and have Ss complete the activity.
- Ss work in pairs to compare their answers. Go over answers with the class.

Answers


Audio script: See page T-255.
3. Past modals and phrasal modals of obligation (grammar)

**Learning aim:** Practice using past modals and phrasal modals of obligation (20–25 minutes)

**Grammar notes**
Past modals and phrasal modals of obligation differ in the degree of obligation they convey.

**Should have** is followed by a past participle.

*Was/Were supposed to, had to, didn’t have to, and needed to* are followed by the simple form of the verb.

**Usage notes**
*Had to* describes strong obligation in the past and suggests there was no choice.

*Was/Were (not) supposed to* suggests an expectation that the action was required or prohibited. It is comparable in meaning to *wasn’t/weren’t allowed to.*

*Should have* suggests that the action was advisable, but was not done. *Should not have* suggests that the action was not advisable, but was done.

*Needed/Didn’t need to* suggests that an action was necessary, but there was choice about doing it or not.

*Didn’t have to* means that there was no obligation to do the action.

- Write on the board:
  1. I was supposed to water my neighbor’s plants.
  2. I had to water my neighbor’s plants.
  3. I should have watered my neighbor’s plants.
  4. I needed to water my neighbor’s plants.
  5. I didn’t have to water my neighbor’s plants.

- Ask Ss to name the modals of obligation. (Answers: *was supposed to, had to, should have, needed to, didn’t have to.*) Explain that these modals describe an obligation in the past. Ask Ss whether or not in each sentence the plants were watered. (Answer: The plants were probably watered in sentences 2 and 4.)

- Discuss the information in the grammar box and read the example sentences.

**4. Past experiences (discussion)**

**Learning aim:** Talk about past mistakes and experiences and practice the lesson grammar (15–20 minutes)

**A**
- Explain the task. Ss work individually to complete the activity.
- Go over answers with the class.

**Answers**
Kenichi: *But I really shouldn’t have done it.* (It was a bad idea to spend the money, but he did it anyway.)

Melanie: *We weren’t supposed to cook in our dorm rooms.* . . . *(There was a rule against doing it, but she did it anyway.)*

Melanie: . . . , so I really didn’t need to have it. (It wasn’t necessary for her to have a microwave.)

**B**
- Explain the task. Go over the first answer with the class.
- Ss work individually to choose the correct answers.
- Ss work in pairs to compare their answers. Go over answers with the class.

**Answers**
1. b 2. b 3. b 4. a

**C**
- Explain the task. Read the example sentence. Tell Ss to use their own ideas to complete the sentences.
- Ss work individually to complete the sentences. Ss work in pairs to share their answers. Go over answers with the class.

**B Pair work**
- Ss work in pairs. Have one pair read the example conversation to the class. Brainstorm possible follow-up questions as a class.
- Ss work in pairs to do the activity. Have Ss tell the class about their discussion.

For more practice discussing this topic, try *Small confessions* on page T-177.
Past modals and phrasal modals of obligation

Should have, was supposed to, had to, and needed to all describe obligations in the past, although they sometimes have different uses.
I should have stayed home and studied! (It was a good idea, but I didn’t do it.)
I was supposed to be studying this weekend. (It was required, but I didn’t do it.)
I had to wear a uniform. (We were forced to do this.)
I didn’t have to go with my friends, but I did. (There was no obligation.)
I thought I needed to have more clothes. (I thought this was necessary.)

A Look at the starting point on page 10 again. Can you find other examples of past modals and phrasal modals of obligation? What does each one mean?

B Choose the answer that best describes what these sentences mean. Then compare answers with a partner.

1. I shouldn’t have invited them.
   a. I didn’t invite them.
   b. I invited them.
2. That was a secret! You weren’t supposed to tell anyone!
   a. You didn’t tell anyone.
   b. You told someone.
3. We didn’t have to study for the test.
   a. We forgot to study.
   b. We were prepared for the test.
4. I know Jane didn’t like my cooking, but she didn’t need to be so rude about it.
   a. Jane was rude to me.
   b. Jane wasn’t rude to me.

C Complete the sentences with information about yourself. Then compare answers with a partner.

1. After I started high school, I had to . . .
   I had to study a lot harder.
2. I made someone angry once because I wasn’t supposed to . . .
3. I wasted a lot of money once because I thought I needed to . . .
4. When I had the opportunity, I should have . . .

Past experiences

A Look at the survey and check the items that are true for you.

B Pair work Discuss your answers. Ask follow-up questions.

"Have you ever enjoyed doing something you weren’t supposed to do?"
"Sure. At my old job, I wasn’t supposed to take a long lunch. But I took long lunches at the park, anyway. How about you?"
Recognizing problems

A These verbs are often used to talk about problems. Use the verbs to replace the boldfaced words and phrases in the sentences below.

aggravate
avoid
cause
deal with
identify
ignore
run into
solve

1. My friend **never does anything about** his problems.
   My friend always ignores his problems.
2. Maria can look at a broken bicycle and **find** the problem right away.
3. My sister is never afraid to **try to take care of** a difficult problem.
4. Gil Dong always **makes** his problems **worse**.
5. Ruby always follows the recipe closely to **prevent** problems when she cooks.
6. Ming always **unexpectedly encounters** problems when he tries to fix things.
7. Carla is great at **completely fixing** any kind of problem at work.
8. Al is the kind of student who always **makes** problems for teachers.

Pair work Do you know anyone similar to the people in the sentences above? Tell your partner.

"**My cousin always ignores her problems. Her car is always making strange noises, but she never does anything about it.**"

Dealing with problems

A 🎧 Listen to Ray (R), Felipe (F), and Jennifer (J) talk about a problem that they each had. What did each person finally do about the problem? Write the correct letter.

___ ignore it     ___ deal with it     ___ aggravate it

B 🎧 Listen again. Briefly describe each person's problem.

Ray: ________________________________

Felipe: ________________________________

Jennifer: ________________________________
5 Recognizing problems (vocabulary)

Learning aim: Learn and practice using verbs that go with problem (10–15 minutes)

A
- Point out and read aloud the verbs used to talk about problems. Have Ss work in pairs to try and provide definitions for each verb. Go over and correct the definitions.
- Tell Ss to look at the illustration and describe what they see. Elicit responses using the new vocabulary.
- Read the sentences aloud to the class and answer any questions about vocabulary.
- Explain the sentences aloud to the class. Ss work individually to complete the activity.

Answers
1. ignores
2. identify
3. deal with
4. aggravates
5. avoids
6. runs into
7. solving
8. causes

B Pair work
- Explain the task. Have a S read the example answer. Ss work in pairs to complete the task. Have a few Ss tell the class about people they know.

6 Dealing with problems (listening)

Learning aim: Develop skills in listening for details and paraphrasing (15–20 minutes)

A [CD 1, Track 10]
- Explain the task. Tell Ss that they may not hear all of the answers directly. Instead, they may have to make inferences or educated guesses, based on the information they hear.
- Play the recording once as Ss listen. Check that Ss understand the following vocabulary.

Vocabulary
I figured I thought
madder more angry
stomped walked with fast, heavy steps, usually when angry
making excuses saying reasons why you can’t do something
confrontation a situation where you tell someone why you don’t like what they are doing or saying

- Play the recording again while Ss write the correct letter.
- Go over answers with the class.

Answers
ignore it: J
deal with: F
aggravate it: R

Audio script: See page T-255.

B [CD 1, Track 11]
- Explain the task. Play the recording again. Ss work individually to complete the task.
- Ss work in pairs to compare answers. Go over answers with the class.

Answers
1. He started jogging too soon after his injury.
2. His neighbor leaves old cars in the front yard and makes a lot of noise when he’s trying to fix them.
3. She didn’t do the work she was supposed to do on a school project with a friend. Then she didn’t apologize to her friend.

Audio script: See page T-255.

Optional activity: Advice column (5–10 minutes)

Ss write letters to a newspaper column asking for advice about a specific problem they have had in the recent past. Tell Ss that they can use their imaginations and think of funny problems or situations.
- Ask Ss to write about a problem they have had recently and ask for advice. Tell them they can write about a real problem, or they can make one up.
- Collect the problems. Read them to the class and discuss solutions for each one.
- Alternatively, have Ss exchange problems and write an answer. Then have them read the problem and their answer to the class.
Brainstorming (writing)

Learning aim: Brainstorm and write a paragraph about dos and don’ts (40–50 minutes)

A Group work

- Tell Ss to read the information in the box at the top of the page. Ask: When do you brainstorm? (Answer: when you want to think of ideas about what to write).
- Books closed. Give Ss a short explanation of brainstorming: When you brainstorm, you write down all the ideas you think of. It’s important not to stop to think about whether or not the idea is a good one. After you’ve written all the ideas you can think of, you can look at them and decide which ones you can use. You probably won’t want to use all the ideas you wrote.
- Write on the board:
  - Living on a tight budget
  - Check that Ss understand the following vocabulary.

<table>
<thead>
<tr>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>tight budget: not having a lot of money to spend</td>
</tr>
</tbody>
</table>

- Ask: If you’re living on a tight budget, what are some things you should and shouldn’t do to save money?
- Ss work in groups to brainstorm ideas. Have the groups report their ideas to the class. Write all of the ideas on the board.
- Books open. Read the list of dos and don’ts aloud. Have groups sort the ideas from the board into dos and don’ts and add them to the lists from the book.

B Group work

- Explain the task. Put Ss into small groups according to the topic they would like to work on. Have groups make lists of dos and don’ts for their topic. Check that Ss understand the following vocabulary.

<table>
<thead>
<tr>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>getting over: recovering from</td>
</tr>
</tbody>
</table>

- Write the three topics on the board. For each topic, have Ss call out the ideas they brainstormed. Write their ideas on the board.

C

- Read the sample paragraph aloud. Have Ss look at the six dos and don’ts listed in Exercise A. Ask if all six ideas are included in the paragraph. (Answer: No. Don’t buy brand name goods is not included.) Tell Ss it is not necessary to include every idea in the paragraph.
- Ask Ss to find and circle the words or phrases the writer used to organize the supporting ideas. Have a S tell the class. (Answers: First of all, Second, Third, Finally)
- Explain the writing task. Ss work individually to write their paragraphs.
- Remind Ss to write a topic sentence and to choose information that supports their topic sentence.

For an alternative way to help Ss write, try Collective texts on page T-161.

D Pair work

- Explain the task. Read the questions aloud.
- Ss work in pairs to complete the task. Ask pairs to share their answers with the class.

<table>
<thead>
<tr>
<th>Do your students need more practice?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assign . . .</td>
</tr>
<tr>
<td>Grammar Plus p. 108</td>
</tr>
<tr>
<td>Workbook p. 7, Ex. 1</td>
</tr>
<tr>
<td>Workbook p. 9</td>
</tr>
</tbody>
</table>
Brainstorming means making a list of ideas about a topic. Then you can use this list to come up with a topic sentence and ideas to support it.

A Group work Brainstorm as many ideas as you can to add to the example below.

**Living on a Tight Budget**

<table>
<thead>
<tr>
<th>Do</th>
<th>Don’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>• compare prices</td>
<td>• buy the first thing you see</td>
</tr>
<tr>
<td>• look for sales</td>
<td>• buy brand names</td>
</tr>
<tr>
<td>• check classified ads</td>
<td>• use credit cards</td>
</tr>
<tr>
<td>for used items</td>
<td></td>
</tr>
</tbody>
</table>

B Group work Brainstorm dos and don’ts for one of these topics. Write your ideas.
- getting over a bad cold
- staying safe in a big city
- preparing for entrance exams

C Now write a topic sentence and a paragraph using your ideas.

Living on a tight budget is easy if you follow some simple rules when you go shopping. First of all, you should never buy something at the first store you visit. You need to check at least a few other stores to compare prices. Second, don’t be in a hurry! If you take your time, you might find a sale. If there are no sales right now, ask a salesperson if there’s going to be one soon. Third, consider buying used or secondhand items. You can check in the newspaper or online to find what you’re looking for. Finally, you might get a better price at some stores by paying cash instead of using a credit card, so be sure to ask about cash discounts.

D Pair work Exchange brainstorming lists and paragraphs with a partner. Then answer the questions.

1. How many brainstorming ideas did your partner use? Do you think he or she chose the best ones?
2. Do you have any questions about your partner’s paragraph? Is there anything you disagree with?
3. Can you think of a good title for your partner’s paragraph? Explain your choice.
A Read the news story and the comments to the right. Which comments do you agree with?

**TOKYO** - More than 700 children were rushed to hospitals Tuesday after suffering convulsions, vomiting, and irritated eyes after watching a popular Japanese cartoon.

The network said it plans to cancel next week's show if the cause of the incident remains unclear.

Most of the children developed the symptoms after a scene featuring five seconds of flashing red light in the eyes of the show's most popular character.

TV executive Hironari Mori said the scene passed inspection before broadcast, but in hindsight "we believe there may have been problems."

"As an adult that part made me blink, so for a child the effect must have been considerable," Mori said.

Dr. Yukio Fukuyama, an expert on the brain, said that "television epilepsy" can be triggered by flashing, colorful lights. Fukuyama says parents should be made aware of the danger. "The networks should definitely think of issuing a health warning beforehand," he said.

"The children must have been totally immersed in the program," psychologist Rika Kayama said.

**Reader Comments**

Yuki52: I'm certain the flashing lights must have caused the seizures.

MikeNYC: It could have been the flashing lights, but I'm not sure.

Paulo2008: The parents shouldn't have let their kids watch so much TV.

Soon_Hee: The seizures might have been caused by stress.

TeacherJim: That TV executive must have felt pretty embarrassed.

ChicagoMom: The children shouldn't have been sitting so close to the TV!

MGarcia: The TV network should have been more careful.

B **Pair work** Compare your reactions to the story.

"I'm certain the flashing lights must have caused the seizures."

"I don't know. It could have been the flashing lights, but I'm not sure."
Do you have any guesses? *(starting point)*

**Learning aim:** Discuss an unsolved mystery and see modals in context (10–15 minutes)

**A**
- Ask Ss if they know of any unusual events that no one has been able to explain. Give a few examples, if needed. Write Ss' ideas on the board for use with the optional activity (this page). Ask Ss if they think there is always an explanation for strange phenomena.
- Read the news story aloud. Check that Ss understand the following vocabulary.

**Vocabulary**
- *mystifies* to be very confusing to the point that no one knows what the answer is
- *convulsions* involuntary movements of the whole body
- *symptoms* things that show that someone is sick, such as pain and sneezing
- *broadcast* something that is shown on TV
- *hindsight* a perception of past events and why or how they happened
- *epilepsy* a brain disorder that causes involuntary movement and/or unconsciousness

- Ask individual Ss to read a reaction aloud. Check that they understand the following vocabulary.

**Vocabulary**
- *seizures* involuntary body movements usually accompanied by unconsciousness
- *TV executive* a person who has a high-ranking job in the TV industry

- Give Ss time to think about which reactions they agree with.

**B** **Pair work**
- Explain the task. Ss work in pairs. Have one pair read the example conversation to the class.
- Have partners discuss the questions. Ask a few pairs to share their answers with the class.

**Optional activity: Your reaction (10–15 minutes)**
- Ss react to the unusual events mentioned in the starting point.
- Ss work in small groups. Point out the unusual events they mentioned in the starting point. Tell groups to choose one of the events.
- Each group member writes a reaction to their event, similar to those accompanying the article. Have group members compare their reactions.
- Ask groups to tell the class which event they chose and how they reacted to it.
2. Modals with multiple uses (grammar)

Learning aim: Practice using modals to express degrees of certainty, obligation, advice, and opinions (20–25 minutes)

Grammar notes
Modal auxiliaries express many different meanings or moods.
Modals can express degrees of certainty.
What's that noise?
It must be the phone. (almost 100% sure)
It might / could be the phone. (less than 50% sure)
Modals can also express obligation, advice, or opinions.
You must be on time for the interview. (obligation)
It's very cold. You should wear a hat. (advice)
Everyone should visit Paris once in their life. (opinion)
Modals in present tense are followed by the simple form of the verb. Modal + (not) + present perfect is used to talk about the past.

Books closed. Write on the board:
You keep sneezing. You must have a cold.
You don't look well. You could have a cold.
You have a cold. You should take some medicine.
You have a cold, but you shouldn't take medicine. You should just drink hot tea.

Have Ss identify the modals in each sentence. Underline them. Then have them say what they think each one expresses.

Books open. Discuss the information in the grammar box and read the example sentences.

3. What's the explanation? (discussion)

Learning aim: Talk about strange events and possible explanations for them and practice using the lesson grammar (15–20 minutes)

A
- Ss look at the headlines. Ask: Have you heard of these strange events? What do you know about them?
- Explain the task. Give Ss time to think of their own explanations for each strange event.

B Group work
- Explain the task. Go over the language in the useful expressions box. Ask a pair of Ss to read the example conversation aloud.

- Ss work in groups to do the activity. Have Ss tell the class about their group's discussion.

Optional activity: Do you believe it? (10–15 minutes)

Ss discuss other strange phenomena.
- Elicit other examples of strange events from the Ss and write them on the board.
- Ss work in small groups to discuss which things they think are true, might be true, or must not be true.
- Take a class poll to see which events Ss think are true and not true. Have Ss defend their answers.
2 Modals with multiple uses

**Grammar**

To express degrees of certainty, use must (not), can’t, could (not), might (not), or may (not).
I’m certain the flashing lights must have caused the seizures.
The seizures might have been caused by stress.

To express obligation, advice, or opinions, use should (not). Do not use must (not) have for obligations, advice, or opinions about the past.
The TV network should have been more careful. (obligation)
The networks should think of issuing a health warning. (advice)
The children shouldn’t have been sitting so close to the TV! (opinion)

Also notice how these modals are used in the passive and continuous.

---

**A** Look at the starting point on page 14 again. What does each modal express? Which ones are used in the passive?

**B** Use modals to write reactions to these situations. Then compare answers with a partner.

1. You and your friend planned to meet, but your friend never arrived.
   He might have been busy at work.
   But he should have called to say he couldn’t meet.
2. You loaned your classmate a lot of money last week, but she still hasn’t repaid you.
3. You feel sick after a big fish dinner.
4. You receive flowers from a secret admirer.
5. You haven’t received any phone calls in a week.
6. Your boss promised to promote you, but it still hasn’t happened.

---

3 What’s the explanation?

**A** Read these headlines about strange events. How would you explain them?

**B** Group work Discuss your explanations.

“That light must have been a UFO. I mean, it doesn’t look like a normal plane.”
“I know what you mean, but it might have been an unusual storm or something.”

---

**Useful expressions**

Disagreeing
I don’t know.
I’m not so sure.
Well, maybe, but . . .
I know what you mean, but . . .
4. Verbs of belief

A. Put these verbs of belief in the columns. Discuss your answers with a partner.

<table>
<thead>
<tr>
<th>assume</th>
<th>be positive</th>
<th>bet</th>
<th>figure</th>
<th>have a hunch</th>
<th>suppose</th>
<th>suspect</th>
</tr>
</thead>
<tbody>
<tr>
<td>be certain</td>
<td>be sure</td>
<td>doubt</td>
<td>guess</td>
<td>know for a fact</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Certain</th>
<th>Not certain</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Group work Use the verbs of belief to discuss these questions.

1. Why do giraffes have long necks?
2. Why do some buildings not have a thirteenth floor?
3. Is there intelligent life on other planets?
4. What should you do if you get sprayed by a skunk?
5. What color is an insect’s blood?
6. Why doesn’t a haircut hurt?

"Why do giraffes have long necks?"
"I'm not sure, but I assume they have long necks to eat the leaves at the tops of trees."
"Yeah, I bet that's the reason why."

5. Still unsolved mysteries

A. Do you think that things like UFOs and alien abductions really happen?

B. Listen to a radio program about a famous claim of alien abduction in Canada. What did the Hills say happened to them?

C. Listen again. Check (✓) the facts or claims that the people mention. Which ones support the Hills’ story? Which ones don’t?

  1. The Hills saw an object flying beside their car.
  2. Betty saw creatures looking at them from the object.
  3. The creatures spoke to the Hills in a strange language.
  4. Betty found pink powder on her dress the next day.
  5. The Air Force agreed that Betty saw a UFO.
  6. The doctors doubted the Hills’ story.
  7. The aliens looked just like creatures from a TV show.
  8. The trip took seven hours instead of four.

4. Verbs of belief (vocabulary & speaking)

**Learning aim:** Learn and practice using verbs to express degrees of certainty (15–20 minutes)

**A**
- Explain that Ss are going to put each verb or verb phrase into the correct column based on its degree of certainty.
- Ss work individually to complete the activity. Then Ss work in pairs to share their answers. Go over answers with the class.
- Go around the class and have Ss say a sentence using one of the verbs (e.g., I'm certain that UFOs are real. I doubt that the Loch Ness monster is real).

**Answers**
- Certain: be certain, be positive, be sure, know for a fact
- Not certain: assume, bet, doubt, figure, guess, have a hunch, suppose, suspect

**B Group work**
- Explain the task. Read the questions aloud.
- Have two Ss read the example conversation to the class.
- Ss work in groups to discuss the questions. Have Ss share one or two of their answers with the class.

**Optional activity: Why? (20 minutes)**
- Ss practice vocabulary for expressing beliefs.
- Have Ss write one question on a piece of paper, similar to the ones in Exercise B (e.g., Why do some birds have eyes on the side of their heads and some have them in the front? Why is grass green?).
- Collect the papers and discuss each one with the class.

5. Still unsolved mysteries (listening & speaking)

**Learning aim:** Develop skills in listening for details and making inferences (20–25 minutes)

**A**
- Read the question aloud to the class.
- Ss work in pairs to discuss the question. Have a few Ss tell the class about their partner's answer.

**B [CD 1, Track 12]**
- Explain the task. Tell Ss to look at the question. Check that Ss understand the following vocabulary.

**Vocabulary**
- satellite: an artificial object that orbits the earth
- creature: unidentifiable living beings
- hypnotized: to be put in a sleeplike state that helps a person remember events he or she may have forgotten
- triggered: caused to happen

- Tell Ss to listen for the answer to the question. Play the recording once as Ss listen. Play the recording again while Ss write their answers. Replay as many times as needed. Ss listen and check their answers.
- Ss work in pairs to compare answers. Go over answers with the class.

**Answer**
- The Hills thought they were abducted by aliens and that the aliens did medical tests on them.

**Audio script:** See page T-256.

**C [CD 1, Track 13]**
- Explain the task. Read the sentences aloud.
- Play the recording while Ss check the claims that are mentioned in the radio program. Replay as many times as needed. Check answers as a class.
- Ss look at the checked sentences and decide which ones support the Hills' story.
- Ss work in pairs to compare answers. Go over answers with the class.

**Answers**
- The facts mentioned are: 1, 2, 4, 6, 7, 8
- The facts that support the Hills' story are: 1, 2, 4, 8

**Audio script:** See page T-256.

**D Group work**
- Explain the task. Tell Ss to read the questions.
- Ss work in groups to answer the questions.
- Groups report the most interesting answers to the class.
6 Do I know you? (reading)

Learning aim: Develop skills in understanding vocabulary in context, reading for specific information, making inferences, and giving a personal reaction to a reading (25–30 minutes)

A Group work

- Read the questions aloud. Ss work in groups to discuss the questions. (Answer: Amnesia is loss of memory. It can be caused by a brain injury, fatigue, or illness.)

- Ask Ss to guess the meaning of the words newlyweds and bliss. Ask: What do you think the title of the article means? (Answer: Two people who were just married had their happiness ruined by amnesia.)

B

- Explain the task.

- Check that Ss understand the following vocabulary:

  **Vocabulary**

  **blind date** the first date for two people who have never met or seen each other before, often arranged by a friend or relative

  **coma** a state of unconsciousness

  **courtship** a period of time for two people in a romantic relationship before they get married

  **flooded back** returned completely and very quickly

- Have Ss read the article silently to themselves.

- Elicit or explain any remaining new vocabulary. Ask Ss to call out any new vocabulary for them. Ask other Ss to explain the meaning using the context, if they can.

Culture note

Wedding cake is a tradition at weddings in the United States. It is also a tradition for the bride and groom to eat the first piece together, and some brides and grooms even try to take some cake and put it all over the other’s face as a joke.

- Tell Ss to look back in the article, find if the statements are true or false, and check the correct box.

- Ss work individually to complete the task.

- Ss work in pairs to compare their answers. Tell Ss to show each other where they found the answers. Go over answers with the class.

**Answers**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. False</td>
<td>2. False</td>
<td>3. True</td>
</tr>
</tbody>
</table>

C Group work

- Explain the task. Read the questions aloud.

- Ss work in small groups to answer the questions.

- Ask groups to share their ideas with the class. To make sure that reporting to the class goes smoothly, groups can choose one or two members to give their report. Have Ss review their report with their own group at the end of the discussion to see if the group agrees with the information they will be presenting.

Optional activity: Role play (10–15 minutes)

- Ss role-play an interview with the people from the reading.

- Ss work in pairs and role-play. Student A is either Amy or Sean McNulty. Student B is a journalist. Student B interviews Student A about how he or she felt during the first year of marriage. Then Ss change roles and role-play again.

- Have a few pairs present their role play to the class.

For more practice discussing this lesson’s topic, try The mysterious Mothman on page T-178.

**Do your students need more practice?**

<table>
<thead>
<tr>
<th>Assign . . .</th>
<th>for more practice with . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-study p. 131</td>
<td>Listening and Vocabulary</td>
</tr>
<tr>
<td>Workbook p. 12</td>
<td>Reading</td>
</tr>
</tbody>
</table>
A  Group work  What does amnesia mean? What are some things that might cause amnesia? Discuss with your group.

Amnesia Spoils Newlyweds’ Bliss

What if the person you married forgot who you were? For one Texas couple, marriage became a blind date when the groom came down with amnesia days after their wedding.

Amy and Sean McNulty’s wedding day started well, but ended with a shock. One of Sean’s good friends was in a coma because of a serious car accident. Nevertheless, Amy and Sean decided to make their honeymoon trip according to plans.

At the airport, Sean realized he’d left his wallet in their car after they’d parked. He said to Amy, “I’ll be right back.” But he didn’t return.

Amy contacted the police, who found Sean wandering near a motel three days later. He was confused and covered in bug bites. He had no idea who he was or who Amy was. Sean could not remember any personal details from his life, not even his mother.

Amy was now married to a man who viewed her as a stranger. “I wondered, you know, is he going to remember me? How is our relationship going to work?” said Amy.

This was a big change after a six-year courtship and plenty of shared memories.

“I had to learn to ask him, ‘Can I hug you?’ I mean, that was hard,” said Amy.

Psychiatrist Dr. Daniel Brown says Sean’s amnesia might have been caused by a series of stressful moments, like his friend’s car accident. According to Dr. Brown, Sean’s brain didn’t connect with his identity anymore. “He doesn’t know who Sean McNulty is and has no memories to help.”

“It’s sort of like if you forgot the name of a file you stored on your computer. You know it’s there but you can’t find it,” said Brown. “His memory is like that.”

Fortunately, the better times soon arrived. The day before their first anniversary, Sean’s memories flooded back in an instant. He soon remembered everything, including their wedding. “I remember shoving cake in her face,” said Sean. “It was great.”

Sean views the experience as a chance to confirm he picked the right bride. “I got to see how much she loves me,” said Sean. “We have a much stronger, closer bond from the experience. I couldn’t have found a better woman to spend my life with.”

Source: “Amnesia Spoils Newlyweds’ Bliss,” ABC News

B  Read the article. Are these statements true or false? Check (√) the correct answer.

1. Sean’s amnesia began after he was in a serious car accident.  √  ❌
2. Sean shoved cake in Amy’s face when he remembered who she was.  √  ❌
3. The amnesia might have been caused by too much stress.  ❌  √

C  Group work  Discuss these questions. Then share your answers with the class.

1. What do you personally think might have caused Sean’s amnesia?
2. What would you do if you were in Amy’s position?
Lesson A. Popular destinations

Cities of the world

A Read about these cities. Which city would you most like to visit?

**BARCELONA**
Barcelona is famous for museums, nightlife, and seafood — and for the architect Antoni Gaudi, who designed several of the city's most distinctive buildings. The restaurants here stay open until midnight, when many locals are still enjoying dinner.

**BEIJING**
Beijing has many popular tourist attractions, which include the Great Wall of China, the Summer Palace, and the Forbidden City. Tourists who come here for the first time are amazed by the crowds, the busy streets, and the constantly changing skyline.

**SYDNEY**
The place where most tourists go first in Sydney is the famous Opera House, but this Australian city also has great restaurants and museums. The spring and fall are the seasons when most people come to visit.

**SEOUL**
Seoul is well known for its spicy food and its shopping areas, where you can find everything from antique pottery to custom-made clothing. The Myeong-dong area has dozens of shops that sell the latest fashions.

B Pair work Tell your partner about a city you know.

"I know Vancouver. It's got the ocean on one side and mountains on the other. It's really beautiful, but it's expensive..."

Where in the world...?

A Listen to Diana and Matt talk about two cities. Who is talking about Athens and who is talking about Seoul?

B Listen again. Who mentions these topics, Diana (D) or Matt (M)? Write the correct letter.

___ 1. founded 3,000 years ago ___ 4. architecture ___ 7. traffic
___ 2. delicious, spicy food ___ 5. subway system ___ 8. street vendors
___ 3. beautiful beaches ___ 6. monuments ___ 9. nightlife
3 Exploring new cities
LESSON A • Popular destinations

1 Cities of the world (starting point)

Learning aim: Compare different cities and see relative clauses in context (10–15 minutes).

A
- Books closed. Ask Ss to name their favorite city in the world and to tell the class what they like about it.
- Write the following cities on the board: Barcelona, Beijing, Sydney, Seoul. Have Ss work in pairs to list anything they know about each city. Ss share their information with the class.
- Books open. Explain the task and have Ss look at the photos of the four cities. Then Ss read the descriptions. Check that Ss understand the following vocabulary.

Vocabulary
skyline the outline of a city’s buildings against the sky
custom-made made for a specific person’s size and style

B Pair work
- Explain the task. Read the sample sentences aloud. Ss work in pairs and tell each other what they know about different cities.
- Have Ss share their information with the class.

Optional activity: Class survey (10–15 minutes)
Ss ask each other about which city they would like to visit most.
- Have Ss walk around the class and take turns asking each other in the whole world, what city would you most like to visit? Ss give one or two reasons for their choice. Ss write the answers.
- When Ss are finished, tally the results on the board to see which city is the most popular.

2 Where in the world . . . ? (listening)

Learning aim: Develop skills in listening for main ideas and details (15–20 minutes)

A [CD 1, Track 14]
- Explain the task. Play the recording once as Ss listen. Play the recording again, if necessary.
- Go over answers with the class.

Answers
Diana is talking about Seoul.
Matt is talking about Athens.

Audio script: See page T-256.

B [CD 1, Track 15]
- Explain the task. Read the list of topics. Answer any questions about vocabulary.
- Play the recording as many times as needed for Ss to complete the task.

Audio script: See page T-256.

Optional activity: My city (10–15 minutes)
Ss practice using the new vocabulary words to talk about a city.
- Ask Ss to think about the city they live in or the city they know the most about. Ss write down what makes it a good place to visit.
- Ss work in pairs to take turns telling each other about their city and saying whether or not they want to visit it.
- Have several Ss share their answers with the class.
3. Defining and non-defining relative clauses (grammar)

Learning aim: Practice using defining and non-defining relative clauses (20–25 minutes)

Grammar notes
Defining relative clauses function like adjectives because they add information about a noun or noun phrase. They must always immediately follow the noun they describe. They give essential information about the noun.

People like to go to restaurants that have good food.
Non-defining clauses also describe a noun, but the information they give is not essential to understanding the noun. They are set off by commas.

That restaurant, which has good food, is the most popular one in town.

Discuss the information in the grammar box and read the example sentences.

A

• Have Ss look at the starting point on page 18 again. Explain the task and read the question aloud. Go over answers with the class.

B

• Explain the task. Go over the example with the class. Ss work individually to complete the task.
• Ss work in pairs to compare their answers. Go over answers with the class.

Answers
1. ND, which is the capital of Thailand
2. ND, when it was returned to China
3. D, that is located in South Korea
4. ND, which is situated on a high plateau in central Colombia
5. D, where some of the best cuisine in Canada is found
6. ND, which is the biggest city in Brazil

C

• Ss work individually to complete the task. Have them compare their answers with a partner.
• Go over answers with the class.

Answers
1. Gaudi also designed Barcelona’s Park Güell, where you can see fabulous sculptures.
2. Seoul’s name comes from the ancient word Seorabeol, which means capital.
3. The center of Beijing is Tiananmen Square, which is the world’s largest public square.
4. A great time to visit Seoul is in the fall, when Korean people celebrate the Chuseok festival.
5. Japanese restaurants, which have started appearing in recent years, are now popular in Barcelona.
6. Australia’s first European settlers, who were originally from Great Britain, came to Sydney in the 1700s.

4. A great place to visit (speaking)

Learning aim: Talk about reasons for visiting a particular city and practice using the lesson grammar (10–15 minutes)

A

• Explain the task. Read the example sentence aloud. Ss work individually to write their sentences.

B

• Pair work
  • Explain the task. Pairs take turns naming the city they would like to visit and explaining the reasons for their choice. Encourage Ss to ask follow-up questions.
  • Have Ss share their partner’s answers with the class.
Defining and non-defining relative clauses

**A defining relative clause** defines or gives essential information about a noun.
The Myeong-dong area has dozens of shops that sell the latest fashions.
The spring and fall are the seasons when most people come to visit.

**A non-defining relative clause** gives optional information about a noun and cannot begin
with the pronoun that. Notice the use of commas.
The restaurants here stay open until midnight, when many locals are still enjoying dinner.
Beijing has many popular tourist attractions, which include the Great Wall of China.

---

**A** Look at the starting point on page 18 again. Can you find more relative clauses?

**B** Underline the relative clauses in the sentences and add commas where necessary. Write D for a defining and ND for a non-defining relative clause.

ND  1. Bangkok, which is the capital of Thailand, has many excellent restaurants and markets.

   __ 2. Hong Kong was a British colony until 1997 when it was returned to China.

   __ 3. Busan is a busy port city that is located in South Korea.

   __ 4. Bogotá which is situated on a high plateau in central Colombia has frequently changing weather.

   __ 5. Montreal is a sophisticated city where some of the best cuisine in Canada is found.

   __ 6. São Paulo which is the biggest city in Brazil is also one of the world’s most populated cities.

**C** Join the sentences using non-defining relative clauses. Then compare answers.

1. Gaudí also designed Barcelona’s Park Güell. You can see fabulous sculptures there.
2. Seoul’s name comes from the ancient word Seorabeol. Seorabeol means capital.
3. The center of Beijing is Tiananmen Square. It is the world’s largest public square.
4. A great time to visit Seoul is in the fall. This is when Korean people celebrate the Chuseok festival.
5. Japanese restaurants are now popular in Barcelona. They have started appearing in recent years.
6. Australia’s first European settlers came to Sydney in the 1700s. They were originally from Great Britain.

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A great place to visit

**A** Which of the cities on page 18 would you like to visit? Write three sentences explaining your reasons. Use relative clauses where appropriate.

Barcelona is a city that I’d like to visit because . . .

**B** Pair work  Tell your partner which city you’d like to visit and why.
5. What makes a city?

A. Are these features of cities more important to tourists or to residents? Put the words in the columns. Add ideas of your own.

<table>
<thead>
<tr>
<th>climate cost of living</th>
<th>crime rate</th>
<th>green spaces</th>
<th>job market</th>
<th>neighborhoods</th>
<th>nightlife</th>
<th>shopping transportation system</th>
</tr>
</thead>
<tbody>
<tr>
<td>Important to tourists</td>
<td>Important to residents</td>
<td>Important to both</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Pair work Use the features above to talk about your city. Give examples and add extra information.

“Salvador is famous all over Brazil for its cuisine. Acarajé is one of the most popular foods, and it’s really delicious. It’s a deep-fried cake that’s made from mashed beans.”

6. What’s the city like?

A. Listen to Carlos and Vicki talk about San Francisco. Who seems to like the city better?

B. Listen again. Check (√) the city features that Carlos and Vicki mention.

- 1. climate
- 2. architecture
- 3. shopping
- 4. customs
- 5. hotels
- 6. job market
- 7. landmarks
- 8. nightlife
- 9. cuisine

7. Perfect places

A. Answer the questions with your own ideas.

What is...

1. a good city for budget travelers?
2. a good city for a honeymoon?
3. a place that would make a great family vacation spot?
4. a city where you’d like to live for a few years?
5. a good city to go to school in?
6. a place that you would never want to visit?

B. Pair work. Discuss your answers.

“I think New York is a good place for budget travelers.”

“I’m not sure I agree. New York is incredibly expensive.”

“That’s true, but there are lots of cheap fast-food restaurants . . .”

C. Group work. Join another pair and try to agree on one answer for each question.
5. What makes a city? (vocabulary)

**Learning aim:** Learn and practice using vocabulary to talk about cities (10–15 minutes)

**A**
- Explain the task. Read the list of features and answer any questions about vocabulary. Ask Ss to give an example or brief explanation of each one. Elicit other features from Ss and write them on the board.
- Ss work individually to complete the activity. Go over answers with the class.

**Answers**
- Important to tourists: hotels, landmarks
- Important to residents: cost of living, job market, neighborhoods
- Important to both: climate, crime rate, cuisine, green spaces, nightlife, shopping, transportation system

**B** Pair work
- Explain the task. Read the example aloud. Ss work in pairs. Have Ss share their partner’s answers with the class.

6. What’s the city like? (listening)

**Learning aim:** Develop skills in listening for main ideas and specific information (15–20 minutes)

**A** [CD 1, Track 16]
- Explain the task. Check that Ss understand the following vocabulary.

**Vocabulary**
- on such short notice with very little or no planning or warning

- Tell Ss to listen for the answer to the question. Play the recording once as Ss listen only. Play the recording again for Ss to write their answer.
- Go over the answer with the class.

**B** [CD 1, Track 17]
- Explain the task. Tell Ss to read the features.
- Play the recording while Ss check the features that are mentioned. Play the recording again, if necessary.
- Ss work in pairs to compare their answers. Go over answers with the class.

**Answers**
- The features mentioned are:
  1. climate
  2. architecture
  7. landmarks
  9. cuisine
  8. nightlife

7. Perfect places (discussion)

**Learning aim:** Talk about ideal places to visit for different purposes and practice the lesson vocabulary and grammar (15–20 minutes)

**A**
- Explain the task. Give your own brief answers for each of the questions.
- Ss work individually to answer the questions. Encourage them to think of reasons for each answer.

**B** Pair work
- Explain the discussion task. Point out the useful expressions box and review the expressions. Ask a pair of Ss to read the example conversation. Point out the expressions in the conversation.
- Ss work in pairs to do the task. Walk around the class and help Ss with appropriate responses.

**C** Group work
- Explain the task. Remind Ss to continue to use the expressions in their discussions. Have one S from each group tell the class what the group agreed on.
**Organizing ideas (writing)**

**Learning aim:** Organize ideas using a mind map and write a paragraph about a place (40–50 minutes)

**A**
- Tell Ss to read the information in the box at the top of the page. Ask: *What does a mind map help you to do?* (Answer: organize your brainstorming ideas)
- Explain the task. Remind Ss that the main idea is general and identifies what the paragraph is about, and that the supporting details all give more information about the main idea.
- Ss work individually to complete the mind map.
- Have a S volunteer put his or her mind map on the board. Go over the mind map with the class, making any changes necessary.

**Answer**

*Something for everyone should be the main idea at the center of the mind map.*

**B**
- Explain the task. Ss work individually to underline the ideas from the mind map.
- Go over answers with the class.

**Answers**

Today, Cuzco is Peru’s tourist capital because of its interesting mix of history and culture.

People who are interested in architecture will love the nearby Inca ruins of Machu Picchu and the palace of Inca Roca.

Cuzco has many places to stay, which range from first-class hotels to cozy inns.

There are also many cafés and restaurants where you can eat unique local dishes or international cuisine.

Also, Cuzco has great markets where you can shop for Indian art and local crafts.

**C**
- Write the name of the city where you teach on the board. Have Ss call out features of the city. Write them on the board in the form of a mind map. Ask Ss which idea would make the best topic sentence about the features generated.
- Explain the brainstorming task. Tell Ss that they should choose a place they know well.
- Ss work individually to write their mind maps. Remind Ss that their topic sentence will be a general idea and the other ideas all support the main idea.

**D**
- Explain the task. Ss work individually to write their paragraphs.
- Walk around the class and help as needed.

**E**
- Explain the task. Read the questions aloud.
- As a class, answer the questions for the example paragraph in Exercise B.
- Ss work in pairs to exchange paragraphs and take turns answering the questions.
- Walk around the class and help as needed. Encourage Ss to ask and answer follow-up questions about the paragraphs and to ask about anything in the paragraph they don’t understand.

**Optional activity: Should I go? (10 minutes)**

Ss practice vocabulary for features of a city.

- Ss work individually to write another paragraph. Tell them that this time they can use their imaginations to write about a city that doesn’t exist. They should write about why no one should visit the city. Encourage them to write funny paragraphs.
- Ss work in pairs to exchange papers and take turns asking each other for more information about the city.

**Do your students need more practice?**

<table>
<thead>
<tr>
<th>Assign . . .</th>
<th>for more practice with . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar Plus p. 110</td>
<td>Grammar</td>
</tr>
<tr>
<td>Self-study p. 132</td>
<td>Listening</td>
</tr>
<tr>
<td>Workbook p. 13</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 14, Ex. 3</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Workbook p. 14, Ex. 4</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 15</td>
<td>Writing</td>
</tr>
</tbody>
</table>
Organizing ideas

Making a mind map is a good way of organizing your brainstorming ideas. Mind maps help you map out the supporting details about your topic.

A Look at the phrases in the box about Cuzco, Peru. Choose the main idea and write it in the center of the mind map. Then write the supporting details in the mind map.

- beautiful architecture
- wonderful restaurants
- nice hotels
- something for everyone
- great shopping
- a mix of history and culture

B Read the paragraph about Cuzco. Underline the ideas from the mind map in the paragraph.

Cuzco has something for everyone. It's the oldest city in the Americas, and it was once the capital of the Inca empire. Today, Cuzco is Peru’s tourist capital because of its interesting mix of history and culture. People who are interested in architecture will love the nearby Inca ruins of Machu Picchu and the palace of Inca Roca. Cuzco has many places to stay, which range from first-class hotels to cozy inns. There are also many cafés and restaurants where you can eat unique local dishes or international cuisine. Also, Cuzco has great markets where you can shop for Indian art and local crafts. When you visit Cuzco, you should try to experience all it has to offer.

C Choose a place you know and make your own mind map. Be sure the main idea is general and contains several supporting ideas.

D Write a paragraph based on the ideas in your mind map.

E Pair work Exchange paragraphs with a partner. Then answer the questions.
1. Is there any information you would like your partner to add?
2. Does the content of the paragraph reflect the ideas in the mind map?
3. Would you like to visit the place your partner wrote about? Why or why not?
City search

A Complete the descriptions with the sentences below. Then compare answers.

This exciting large city with bustling streets is a great place to live. Most evenings you can choose from a movie, a concert, or even a museum. (1) ____. There are lots of jobs here, and the average salary is about $3,000 per month. (2) ____. Our efficient new subway system can get you anywhere you want to go. (3) ____.

This is a picturesque little resort town with year-round outdoor activities. There’s something to do in all four seasons. But there’s not much action here at night. (4) ____. There are many quaint little stores and boutiques. (5) ____. Apartments are affordable too. You can get a great place for about $1,000 a month, and average monthly salaries are about $2,500. (6) ____.

a. However, housing costs are high. A nice apartment is about $2,500 per month.
b. So, even though our streets are safe, the evenings can be dull.
c. But be careful – in spite of all the late-night activity, the crime rate is high.
d. On the other hand, it can sometimes be difficult to find a job.
e. Although it’s fast, clean, and cheap, it’s pretty crowded during rush hour. Nevertheless, it’s still the most popular way for people to get to work.
f. Despite the nearby shops, you’ll still want a car. There are no buses here.

B Pair work Which city do you think has more to offer?

Compound terms for towns

A These compound terms describe different types of towns. How would you define each one?

<table>
<thead>
<tr>
<th>border town</th>
<th>college town</th>
<th>mountain town</th>
<th>resort town</th>
<th>suburban town</th>
</tr>
</thead>
<tbody>
<tr>
<td>coastal town</td>
<td>industrial town</td>
<td>port town</td>
<td>rural town</td>
<td>tourist town</td>
</tr>
</tbody>
</table>

A border town is near a border with another state or country.

B Pair work Which of the terms above best describes your hometown? Which best describes the town where you’d like to live someday? Compare ideas.
LESSON B • My kind of town

1. City search (starting point)

Learning aim: Discuss cities and see the lesson grammar in context (10–15 minutes)

- Have Ss look at the photos and describe what they see. Ask them to say what they think the differences are between the two places. Ask in which place they would rather live.
- Explain the task. Ss read the two texts and the sentences that follow.
- Ss work individually to complete the descriptions, then compare their answers with a partner.

- Have several Ss tell the class which place has more to offer in general and why.

Answers

1. c 2. a 3. e 4. b 5. f 6. d

B Pair work

- Explain the task. Elicit a few reasons why a person might prefer each city. Write them on the board.
- Ss work in pairs to discuss the questions. Have a few pairs share their answers with the class.

2. Compound terms for towns (vocabulary)

Learning aim: Learn and practice using compound terms for towns (10–15 minutes)

- Tell Ss that sometimes an adjective plus a noun or a noun plus a noun combine to make one idea. The new idea is called a compound.
- Write on the board:
  coast  coastal town
  college  college town
- Ask Ss to define coast. Then ask how the word changes and why. (Answer: It changes from a noun to an adjective. It modifies town.) Tell Ss that this is an example of a adjective-noun compound.
- Point out college and college town. Tell Ss that this is an example of a noun-noun compound.
- Tell Ss that they are going to study compound terms for towns.
- Explain the task. Ss work individually to think of definitions. Go over answers with the class.

Answers

border town: a town near the border with another state or country
coastal town: a town on a country's coast (beside an ocean)
college town: a town whose main employer is a college, and whose population is mainly college employees and students
industrial town: a town that has a lot of heavy industry (e.g., large factories)
mountain town: a town found in a mountain region
port town: a town located by a body of water that has facilities for docking ships
resort town: a town that specializes in providing facilities for summer and/or winter sports and hotels for tourists
rural town: a town in the countryside, usually surrounded by farms
suburban town: a town mainly housing people who commute to cities for work
tourist town: a town that attracts visitors for its location, history, entertainment, or seasonal sports opportunities

B Pair work

- Explain the task. Read the questions aloud. Ask which term best describes the town where the class is studying and why.
- Ss work in pairs to discuss the questions. Have a few pairs share their answers with the class.
3. Order of modifiers (grammar)

Learning aim: Practice using modifiers in the correct order (15-20 minutes)

Grammar notes
When two or more adjectives modify a noun, they must follow a particular order.
Correct: It's a wonderful, small, old seaside town.
Incorrect: It's a seaside, old, wonderful, small town.

- Write on the board:
  Sunnyvale is a quiet, small, old California town with good shopping.

- Ask Ss to identify the adjectives in the sentence. Then ask them which adjective describes a quality, a size, age, and a type.

- Discuss the information in the grammar box and read the example descriptions.

4. Connecting contrasting ideas (grammar)

Learning aim: Practice using words and phrases to connect contrasting ideas (15-20 minutes)

Grammar notes
There are a number of ways to connect contrasting ideas. Despite and in spite of are used as prepositions. Both are followed by a noun or a gerund.

in spite of my hard work / working hard, I didn't do well on the test.

Although and even though have the same meaning. Both are used to begin an adverb clause.

Although she was tired, she studied all night.

However, nevertheless, and on the other hand are transitions. They are used to start a second sentence that contrasts the information in the first sentence by showing an unexpected result. These transitions are followed by a comma.

However and nevertheless express concession to the information in the first sentence.

The city is very expensive. However, / Nevertheless, I love living here.

On the other hand is used to start a second sentence that expresses contrast with the first sentence.

This apartment is very expensive. On the other hand, it has a great view.

- Discuss the information in the box.

A
- Have Ss look at the starting point on page 22 again. Explain the task and read the questions aloud. Go over answers with the class.

Answers
This exciting large city . . .
Our efficient new subway system . . .
This is a picturesque little resort town . . .
There are many quaint little stores . . .
. . . and average monthly salaries . . .

B
- Explain the task. Read the example sentence. Tell Ss to use their own ideas to describe places they know.

- Ss work individually to write sentences. Ss work in pairs to share answers. Go over answers with the class.

A
- Have Ss look at the starting point on page 22 again. Explain the task and read the question aloud. Go over answers with the class.

Answers
(Letters refer to the answer choices in the starting point.)
a. However  
d. On the other hand
b. even though  
e. Although, Nevertheless
c. in spite of  
f. Despite

B
- Explain the task. Read the example sentence. Ask Ss to identify the phrase that connects contrasting ideas and say what it expresses.

- Ss work individually to complete the task.

C Pair work
- Explain the task. Have one pair of Ss read the example conversation to the class. Ask Ss for other follow-up questions that could be used in the conversation.

- Ss work in pairs to do the task. Have several pairs say their conversation to the class.
3 Order of modifiers

When two or more modifiers occur in a sentence, they usually follow this order.

<table>
<thead>
<tr>
<th>Quality</th>
<th>Size</th>
<th>Age</th>
<th>Type</th>
<th>Noun</th>
<th>Descriptive phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>this</td>
<td>exciting</td>
<td>large</td>
<td></td>
<td>city</td>
<td>with bustling streets</td>
</tr>
<tr>
<td>a</td>
<td>picturesque</td>
<td>little</td>
<td>resort</td>
<td>town</td>
<td>with year-round outdoor activities</td>
</tr>
<tr>
<td>a</td>
<td>run-down</td>
<td>old</td>
<td>port</td>
<td>town</td>
<td>that has seen better days</td>
</tr>
</tbody>
</table>

Grammar Plus: See page 111.

A Look at the starting point on page 22 again. Can you find more sentences that have two or more modifiers?

B Write descriptions of places you know. Then compare answers with a partner.

1. a nearby city or town that you frequently visit
   Middleton is a typical suburban town with a good shopping mall.

2. a place you'd like to visit one day

3. a place tourists to your country want to see

4. a place you enjoy visiting, but wouldn't want to live in

4 Connecting contrasting ideas

You can use these words and phrases to connect contrasting ideas.

<table>
<thead>
<tr>
<th>despite</th>
<th>although</th>
<th>however</th>
<th>on the other hand</th>
</tr>
</thead>
<tbody>
<tr>
<td>in spite of</td>
<td>even though</td>
<td>nevertheless</td>
<td></td>
</tr>
</tbody>
</table>

Grammar Plus: See page 111.

A Look at the starting point on page 22 again. What words and phrases connect the contrasting ideas?

B Circle the words that are true for you. Then complete the sentences.

1. Even though I (would) wouldn't like to live in this town forever, . . .
   Even though I would like to live in this town forever, I'll have to move if the rents go up.

2. There are not many / a lot of things I like about this town. However, . . .

3. Although finding an apartment is easy / difficult in this town, . . .

4. Despite the high cost of living in this city, there are a number of / no . . .

5. The spring / summer / fall / winter here is very nice. On the other hand, . . .

6. Most places in this town close early / late. In spite of that, . . .

C Pair work Discuss your answers. Ask and answer follow-up questions.

"Even though I would like to live in this town forever, I'll have to move if the rents go up."

"Really? Where would you move?"

"I'm not sure. I hope someplace cheaper, but still near here."
Life in Sydney

A Listen to Maria and Ian talk about life in Sydney. Who seems to enjoy living there more?

B Listen again. Which person has these opinions? Check (✓) Maria, Ian, or both.

<table>
<thead>
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<th>Maria</th>
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<tr>
<td>1. It’s easy to get around Sydney.</td>
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<td>2. The beaches are great.</td>
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<td>3. The rents are expensive.</td>
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<td>4. It’s a fun place to live.</td>
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<td>5. The restaurants are all expensive.</td>
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<tr>
<td>6. Life is better in a smaller town.</td>
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Quality of life

A Rate these quality-of-life issues as very important (✓✓), important (✓), or not important (✗). Can you add one more to the list?

- affordable housing
- a variety of restaurants
- beautiful parks
- exciting nightlife
- first-class health care
- historic neighborhoods
- low crime rates
- pleasant weather
- public transportation
- varied retail shops
- wireless hotspots

B Pair work How important are the points above in your town? Which three are the most important to you personally?

“I guess affordable housing and exciting nightlife are the most important to me. I’d love to find a place I could afford that was near someplace fun.”

“I know what you mean. But for me, I guess low crime rates are probably the most important. I want to live somewhere where I feel safe. I don’t mind if it’s a little boring.”

C Class activity Share your answers with your classmates. Which issues were mentioned most often?
5. Life in Sydney (listening)

Learning aim: Develop skills in listening for gist and people's opinions (15–20 minutes).

A [CD 1, Track 18]
- Explain the task. Read the question aloud to the class. Check that Ss understand the following vocabulary.

**Vocabulary**
- **harbor** a protected part of a body of water that is deep enough for boats to dock in
- **splitting the rent** paying half the rent while your roommate pays the other half
- **suburbs** area outside a city that is mostly residential

- Tell Ss to listen for the answer to the question. Play the recording as Ss listen for the answer. Replay as many times as needed. Ss listen and check their answers.
- Go over the answer with the class.

Answer

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Audio script: See page T-257.

B [CD 1, Track 19]
- Explain that Ss will listen again and check who has each of the opinions.
- Read the opinions and answer any questions about vocabulary.
- Play the recording and have Ss complete the activity.
- Ss work in pairs to compare answers. Go over answers with the class.

**Answers**

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<td>2. Both</td>
<td>5. Maria</td>
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<tr>
<td>3. Ian</td>
<td>6. Ian</td>
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Audio script: See page T-257.

To help Ss with listening skills in this exercise, try Hands up! on page T-161.

6. Quality of life (discussion)

Learning aim: Talk about quality-of-life issues (15–20 minutes).

A
- Explain the task and have Ss read the items on the list. Check that Ss understand the following vocabulary.

**Vocabulary**
- **first-class health care** doctors and hospitals that are of high quality
- **historic neighborhoods** parts of a city that have original buildings that are very old and have important historical significance
- **wireless hot spots** public places where people can use their computers and the Internet

- Have Ss brainstorm similar items as a class, if necessary.
- Ss work individually to complete the task.

B Pair work
- Explain the task. Have one pair of Ss read the example conversation to the class. Ask Ss for follow-up questions that could be used in the conversation.
- Ss work in pairs to do the task.

C Class activity
- Explain the task. Have Ss share their answers with the class. Keep a tally on the board of which items are mentioned most often.

**Optional activity: Debate (10–15 minutes)**
- Use the two top items from Exercise C. Divide the class into two groups and have them debate which issue is more important and why.

For more practice discussing this topic, try The next Olympic city on page T-179.
Learning aim: Develop skills in understanding vocabulary in context, reading for specific information, and giving a personal reaction to a reading (25–30 minutes)

A Pair work
- Ask Ss what they think *Melbournian* and *Sydneysider* mean (Answer: a person who lives in Melbourne; a person who lives in Sydney). Ask Ss what someone is called, or if there is a nickname for someone, who lives in their town.
- Explain the task: Ss work in pairs. Give Ss a few minutes to tell each other what they know about the two cities. Ask a few pairs to tell their ideas to the class.
- Have Ss read the first two paragraphs of the text silently to themselves. Check that Ss understand the following vocabulary.

Vocabulary

rivalry a long-standing competition between two people, teams, or places

dynamic having high interest and energy

cutting deals finalizing business deals

c savvy smart

- Explain any remaining new vocabulary. Alternatively, have Ss call out any other new vocabulary. Ask other Ss to explain the meaning using the context, if they can.
- Ask Ss if their ideas matched the information they read in the first two paragraphs.

B
- Explain the task: Read the statements aloud.
- Ss work individually to complete the task. Go over answers with the class.

Answers

C Group work
- Explain the task: Read the questions aloud.
- Ss work in small groups to answer the questions.
- Ask groups to share their ideas with the class. To make sure that reporting to the class goes smoothly, groups can choose one or two members to give their report. Have Ss review their report with their own group at the end of the task to see if the group agrees with the information they will be presenting.

Optional activity: Two cities (10–15 minutes)

Ss write about two places that they know.
- Ss work in pairs or small groups to write a short comparison of two cities or towns that have different characteristics, using the article on page 25 as a guide.
- Have pairs or groups exchange papers. Ask Ss to say which city they would rather visit and why.

For an alternative reading text or extra practice, try *World’s first eco-city* on page T-180.

Do your students need more practice?

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<tr>
<th>Assign . . .</th>
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<tr>
<td>Grammar Plus p. 111</td>
<td>Grammar</td>
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<td>Workbook p. 16, Ex. 1</td>
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<td>Workbook p. 16, Ex. 2</td>
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<td>Grammar</td>
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<td>Workbook p. 18</td>
<td>Reading</td>
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Melbourne versus Sydney

A Pair work What do you know about Melbourne and Sydney? Read the first two paragraphs. Then tell you partner.

Welcome to the oldest rivalry in Australia.

Sydney has its Opera House and harbor. Melbourne has quaint old buildings and parks. Sydney has spectacular beaches, but Melbourne’s are less crowded. Talk to Melbournians, and they’ll say their city is best. Talk to Sydneysiders, and they’ll say Sydney is the number one place to live.

According to many Melbournians, inhabitants live a life of ideas, discussion, and debate. People are active in the arts, and live well. Then again, that’s what Sydneysiders say about their city, too.

Talk to Melbournians, and they’ll tell you their city has friendlier and more outgoing people than Sydney. Most Sydneysiders won’t disagree about their city being less friendly. Nevertheless, they’ll be quick to tell you that it’s a dynamic, world-class city with tons of things to do and see. Sydneysiders say they are always busy enjoying all that their city offers – such as the crashing surf at Bondi.

Bronte, or Manly Beaches; bushwalks through the Sydney Harbor National Park; or browsing in Paddington’s colorful weekend market.

People in downtown Sydney are always on the move, rushing to make contacts, cutting deals, and gaining influence. In Melbourne, eating out is a pastime and the pace of life is slower and easier. Melbourne may not have the great surfing of Sydney, the beautiful Darling Harbor, or the Opera House; instead, it’s low key and savvy. You have to dig a little to get under its surface, but once there, you’ll find a perfect example of a chic, ultra-modern city.

Sydney looks internationally for inspiration, but Melbourne tends to look regionally – to Japan, for example. In a word, if you were to compare them to American cities, Sydney would be sunny L.A., and Melbourne would be charming New York.

Source: “Melbourne and Sydney: A Tale of Two Cities,” by Stephen Townsend and Simon Richard, Rough Guides

B Read the article again. Are these statements true or false? Check (✓) the correct answers.

1. Both Melbournians and Sydneysiders love their city.   True False
2. Melbourne is famous for its spectacular beaches.   True False
3. The pace of life is slower for Sydneysiders than for Melbournians.   True False
4. Melbourne gets ideas from different countries in Asia.   True False

C Group work Discuss these questions. Then share your answers with the class.

1. Does Melbourne or Sydney seem more interesting to you?
2. Are there any cities in your country that have a rivalry? How are the cities different? How are the people different?
Self-assessment

How well can you do these things? Rate your ability from 1 to 5 (1 = low, 5 = high).

- Talk about likes and dislikes with verbs followed by gerunds (Ex. 1)
- Discuss problems in cities and ways to deal with them (Ex. 2)
- Understand stories about past mistakes (Ex. 3)
- Talk about past mistakes with past modals and phrasal modals (Ex. 3)
- Describe features of cities with relative clauses (Ex. 4)

Now do the corresponding exercises below. Were your ratings correct?

1. Likes and dislikes

   A Look at these items. Can you think of a personal example for each one?
   1. something you're into / not into doing by yourself
   2. the kind of music you feel like listening to when you're in a bad mood
   3. something you like doing when you're stressed out
   4. a household chore you don't mind / can't stand doing
   5. something you avoid doing, if possible

   B Pair work Discuss your answers with a partner.
   "I'm really into going to art galleries by myself. That way I can spend as much time as I want."
   "Oh, I'm just the opposite. I don't really like going to galleries alone. It's nice to share the experience with someone."

2. The people's action committee

   A Pair work You are members of an action group that has been asked to suggest improvements for your city. Make a list of changes you think should be made.
   "We think the city shouldn't allow cars in the downtown area on weekends. It would be nice to be able to walk around without worrying about traffic."

   B Group work Compare your recommendations in groups. Choose the four most interesting recommendations and share them with the class.

Useful expressions

- Making recommendations
  The city should provide . . .
  The city ought to . . . because . . .
  Wouldn't it be nice if . . .?
  It would make a lot of sense to . . .
Units 1-3 Communication review

Self-assessment

Review aim: Ss assess how well they have learned the material in Units 1-3 (10-15 minutes)
- Explain the task. Read the list of skills aloud. Review the types of grammar and discussion topics from Units 1-3.
- Ss work individually to do the assessment.
- As a class, discuss which skills were easy for Ss and which were more difficult and why.

Likes and dislikes (discussion)

Review aim: Discuss likes and dislikes using verbs followed by gerunds (15-20 minutes)

A
- Read the items aloud. Ask Ss to give definitions for to be / not be into something, bad mood, stressed out, household chore, can't stand doing.
- Give Ss time to think of examples for each item.
- Explain the task. Ss work in pairs. Have one pair read the example conversation for the class. Point out that gerunds are being used to talk about the likes and dislikes.
- Have partners compare their responses. Ask a few pairs to report their responses to the class.

The people's action committee (discussion)

Review aim: Discuss problems in cities and ways to deal with them (15-20 minutes)

A Pair work
- Ask Ss what they think a people's city or community action committee is and what it does. (Answer: It is a group of concerned citizens who look for problems in the city or community and explore ways to solve the problems.)
- Explain the task. Read the example aloud. Go over the information in the useful expressions box. Have a short sample conversation with another S and use the expressions.
- Ss work in pairs to do the activity. Have pairs brainstorm the kinds of improvements that need to be made to a typical city first, if necessary.
- Have one S from each group tell the group's answers to the class. Write the answers on the board.
- Have the class vote on which are the most important changes. Then have Ss discuss ways the changes could be implemented.

B Group work
- Explain the task. Ss work in groups to discuss their answers.

Optional activity: Class debate (15-20 minutes)

Ss have a debate on improvements to their city.
- Think of two sides of an issue that would affect the city in which the classes are being taught (e.g., This city needs more public transportation. / This city needs less public transportation and more pedestrian-only areas and bike routes.).
- Divide the class into two groups and assign each group one side of the issue. Give Ss time to think of all the reasons that their side of the issue is the right one.
- Conduct a class debate. Have Ss from each group take turns explaining their side of the issue.
- At the end of the debate, have Ss say which side of the issue they now agree with.
3. Who’s sorry now? (listening & speaking)

**Review aim:** Develop skills in listening for main ideas and details, and talk about past mistakes with modals and phrasal modals (20–25 minutes)

**A [CD 1, Track 20]**
- Explain the task. Tell Ss to look at the list of possible topics.
- Check that Ss understand the following vocabulary.

**Vocabulary**

- **practical joke** a prank that is done to trick or embarrass someone
- **harmonica** a small musical instrument played by blowing air in and sucking air out of holes set on a horizontal line
- **I got you** an informal way to say to someone that you know they did something they shouldn’t have done

- Tell Ss to listen for the answer to the question. Play the recording once as Ss listen. Play the recording again while Ss check the correct box. Replay as many times as needed. Ss listen and check their answer.
- Go over the answer with the class.

**Answer**

b. things that people should or should not have done in the past

Audio script: See page T-258.

**B [CD 1, Track 21]**
- Explain that Ss will listen again and check if each statement is true or false.
- Read the statements and answer any questions about vocabulary.
- Play the recording and have Ss complete the activity.
- Ss work in pairs to compare answers. Go over answers with the class.

**Answers**

1. True
2. False
3. False
4. False
5. True
6. True

Audio script: See page T-258.

**C Pair work**
- Explain the task. Ss work in pairs. Have one pair read the example conversation to the class. Ask Ss to identify the modals in the conversation.
- Have pairs discuss the questions. Remind them to use modals in their conversation.
- Have Ss tell their partner’s answers to the class.

4. Welcome to my city (discussion)

**Review aim:** Talk about features of cities using relative clauses (15–20 minutes)

**A**
- Focus Ss’ attention on the photo and the map. Ask if they have ever been there or know anything about it. Ask them why it would be a good place to visit.
- Read the question aloud. Ss work individually to make their lists.

**B Group work**
- Explain the task. Read the example answer aloud.
- Ss work in groups to discuss their lists.
- Have several Ss tell the class about a place that they would now like to visit and why.
- Have Ss look at their answers in the self-assessment at the beginning of this review unit. Ask them if they agree with their answers.
Who’s sorry now?

A Listen to a radio show called Who’s Sorry Now.
What is the focus of the show? Check (√) the correct answer.
- a. people’s roommates in college
- b. things that people should or should not have done in the past
- c. family vacations

B Listen again. Are these statements true or false?
Check (√) the correct answer.

1. Mark made the manager think that Luke didn’t want the job.  
   True False
2. Mark said he should feel terrible, but he doesn’t.  
   True False
3. Anna buried her brother’s harmonica in the desert.  
   True False
4. Anna said she should have bought her brother a drum set.  
   True False
5. Luke didn’t tell his roommate that he knew about the call.  
   True False
6. Luke said he should have told his roommate he knew about the call.  
   True False

C Pair work Have you ever made a mistake like the ones on the radio show? Would you consider calling a show like Who’s Sorry Now? to talk about it?

"Have you ever made a mistake like the ones on the radio show?"
"Well, when I was in college, I used to make up excuses so that I could avoid going to French class. I should have gone. I really wish I could speak French now."
"Would you call up a show like Who’s Sorry Now?"
"I don’t know. Maybe it would be fun. What about you?"

Welcome to my city

A What are three places in your city that people would enjoy visiting? Make a list.

B Group work Tell your group about your “must-see” places. Tell them why each place is worth seeing.

"Guadalajara, which is the second largest city in Mexico, has a lot of great markets. The Libertad Market is fantastic."
1. **What’s your best time of day?**

   **A.** Read these statements. How would you define the boldfaced words?

   - **Teresa, South Africa**
     As soon as I get up in the morning, I race off to the gym. After I finish my workout, I head to the office. I always get there before any of my colleagues arrive. I suppose I’m a morning person.

   - **Fausto, Brazil**
     Ever since I was a kid, I’ve had trouble getting up early, so I guess I’m a **late riser**. Until I’ve had my coffee, I’m such a grouch. I’m not very approachable right after I wake up!

   - **Mieko, Japan**
     I’m a **power napper**. While I take my lunch break at work, I often sneak a five-minute nap at my desk. After I have a little sleep, I feel great the rest of the day.

   - **Richard, Canada**
     I don’t get much done until it gets to be late afternoon. Then I usually get a spurt of energy. I can concentrate best after everyone else has gone to bed. I’d say I’m a real **night owl**.

   **B.** **Group work** Which of the people above are you most similar to?

2. **The time is right**

   **A.** **Pair work** Read this information. Do you agree with the advice given?

   **When the Mind and Body Are at Their Best**

   - Whenever you need to study for a test, do it between 9:00 A.M. and noon.
   - Study languages in the **early afternoon**.
   - Whenever you have to work with numbers, plan to do it around **noon**.
   - Energy levels drop between 2:00 and 4:00 P.M. Before your energy level falls, try taking a short nap.
   - Do something that requires concentration between 6:00 and 9:00 P.M.
   - Your mind and body are sleepiest at 4:00 A.M. This is why it’s not a good idea to stay up studying all night.

   **B.** **Pair work** Do you prefer to do these things in the morning, the afternoon, the evening, or at any time of the day? Compare answers.

   1. exercise
   2. listen to music
   3. study for an exam
   4. speak English
4 Early birds and night owls
LESSON A • It's about time!

1. What's your best time of day? (starting point)

**Learning aim:** Compare sleep habits and see reduced time clauses in context (10-15 minutes)

**A**
- Books closed. Ask Ss questions such as *Do you have more energy in the morning or at night? Do you ever take naps in the afternoon? At what time of day do you do your best work?*
- Books open. Explain the task and have Ss look at the pictures of the four people and describe what they see. Then Ss read the statements. Check that Ss understand the following vocabulary.

**Vocabulary**
- **workout** an exercise routine
- **colleagues** people one works with
- **grouch** a person who is complaining and in a bad mood
- **sneak** to do something without other people knowing
- **spurt** a short but powerful rush of something

- Ss work individually to read the statements and try to define the words in boldface. Have Ss share their answers with the class.

**Answers**
- A morning person is someone who gets up early and feels his or her best in the morning.
- A late riser is someone who prefers to sleep in and not get up early.
- A power napper is someone who feels better after taking a very short nap in the afternoon.
- A night owl is someone who feels best at night and goes to bed very late.

- Point out the title of the unit. Ask Ss which of the four definitions also describes an early bird. (Answer: a morning person)

**B** Group work
- Explain the task. Ss work in groups to tell each other who they are most similar to.
- Have Ss share their information with the class.

2. The time is right (discussion)

**Learning aim:** Talk about when the mind and body are at their best (10-15 minutes)

**A** Pair work
- Explain the task. Have Ss read the information silently to themselves and underline any advice they agree with.
- Ss work in pairs to discuss their opinions about the advice. Encourage Ss to give reasons for their opinions and to say if they think any of it has been true for them.
- Have Ss share their partner’s answers with the class.

**B** Pair work
- Explain the task. Read the list of activities. Answer any questions about vocabulary.

- Ss work in pairs to discuss when they prefer to do each activity.
- Have Ss share their partner’s answers with the class.

**Optional activity: My day (10-15 minutes)**

Ss practice talking about their daily habits.
- Ask Ss to think about their average daily schedule: when they wake up, when they eat meals, when they study, when they relax, etc.
- Ss work in pairs to take turns telling each other about a typical day for them, and what they would change about their typical schedule if they could.
- Have several Ss share their answers with the class.
3 Reduced time clauses (grammar)

Learning aim: Practice using reduced time clauses (20–25 minutes)

Grammar notes
Some adverb clauses can be changed to modify phrases, but only when the subject of the adverb clause and the main clause are the same.
When the verb is a be form of the verb, omit it and the subject of the dependent clause.
While I was walking in the park, I saw a classmate.
While walking in the park, I saw a classmate.
If there is no be form of the verb, omit the subject and change the verb to the present participle.
After I finished the book, I returned it to the library.
Answers

Books closed. Remind Ss that time clauses show a chronological relationship between two actions in a sentence, answering the question When?

Write the first clause of each sentence in the grammar box on the board. Ask Ss to complete each sentence with information that is true for them.

Books open. Discuss the information in the grammar box and read the example sentences.

A

Have Ss look at the starting point and Exercise 2 on page 28 again. Explain the task and read the questions aloud. Go over answers with the class.

Answers

B Pair work

Energy and sleep (vocabulary & speaking)

Learning aim: Learn and practice using phrasal verbs to talk about energy levels and sleep (15–20 minutes)

A

Ask Ss what a phrasal verb is. (Answer: a two- or three-word verb that includes a verb and one or two prepositions)

Answer the task. Remind Ss to use the context in the question to help them choose the correct answer. Ss work individually to complete the matching.

Go over answers with the class.

B Pair work

1. d 3. f 5. b 7. g
2. a 4. e 6. h 8. c

Exercise 2:
Whenever you need to study for a test, do it between 9:00 a.m. and noon.

Before your energy level falls, try taking a short nap.

The following time clause can be reduced:
After I have a little sleep, I feel great the rest of the day. (Teresa)

T-29 Unit 4 Early birds and night owls
3 Reduced time clauses

Notice how these clauses show time relationships. If the subject of the sentence doesn’t change, clauses with (right) before, (right) after, and while can be reduced.

After I finish / After finishing my workout, I head to the office.
While I take / While taking my lunch break at work, I often sneak a five-minute nap.
I’m not very approachable right after I wake up / right after waking up!

However, other time clauses cannot usually be reduced.

Ever since I was a kid, I’ve had trouble getting up early.
As soon as I get up in the morning, I race off to the gym.
Until I’ve had my coffee, I’m such a grouch.
Whenever you have to work with numbers, plan to do it around noon.
I’ve been a night person from the moment I started college.

A Look at the starting point and Exercise 2 on page 28 again. Can you find more time clauses? Which one can be reduced?

B Pair work Complete the sentences with information about yourself. Then discuss your answers with a partner.

1. While working on a really difficult task, . . .
2. I become really frustrated whenever . . .
3. I don’t feel awake in the morning until . . .
4. Whenever I have trouble sleeping, . . .
5. I can never concentrate after . . .
6. From the moment I wake up in the morning . . .
7. After I’ve stayed out too late . . .
8. I take a nap whenever . . .

“While working on a really difficult task, I have to stretch every 30 minutes.”

4 Energy and sleep

A Match the phrasal verb in the question with the correct definition.

1. Do you ever burn out from too much work? ___ a. become calm
2. How do you calm down after an argument? ___ b. find more energy
3. How do you chill out after a rough day? ___ c. go to bed
4. Do you drop off quickly after you go to bed? ___ d. lose all your energy
5. How do you perk up when you feel sleepy? ___ e. fall asleep
6. Do you race off as soon as class is over? ___ f. stay for the night
g. take it easy
7. How often do you sleep over at a friend’s? ___ h. go quickly
8. What time do you turn in on the weekend? ___

B Pair work Discuss the questions above. Ask follow-up questions.

“Whenever I feel like I’m going to burn out, I go for a bike ride to relax.”
“That sounds like a good idea. Where do you like to ride?”
5 Chilling out

A Stress can cause fatigue and a lack of energy. Check (✔) the things you do to cope with stress. Can you add other suggestions to the list?

☐ call a friend  ☐ get a massage  ☐ vent your feelings
☐ do vigorous exercise  ☐ listen to music  ☐ ____________
☐ do yoga  ☐ take a hot bath  ☐ ____________

B Listen to Sean (S), Lisa (L), and Victor (V) talk about stress. What is the main cause of stress for each person? Write the correct letter.

___ too little time  ___ too much traffic  ___ too many responsibilities

C Listen again. What solution has each person found? Complete the chart.

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<th>Solution</th>
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<td>1. Sean</td>
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<td>2. Lisa</td>
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<td>3. Victor</td>
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6 I need some advice.

A Look at the problems below. Have you ever had a problem like this? What other problems do people have with sleep and energy levels?

Caller 1
I've been working day and night on an important project. It's going well, but I'm feeling so worn out. I'm worried about my health.

Caller 2
I get so nervous before I have to give a presentation that I can't sleep the night before, and then I'm not at my best.

Caller 3
I always put off studying until the night before the test. I stay up all night studying, but after that I still don't do very well.

Caller 4
Whenever my friends call me late at night, we talk for hours and hours. The next day, I can't keep my eyes open!

B Pair work Imagine you have one of the problems above. Take turns asking for and giving advice.

"I have a real problem. I've been working a lot on this project, and I'm so worn out. I'm worried about my health."

"So, how late do you usually work during the week?"

"I usually stay until 9:00 p.m. or so."

"Have you ever thought of telling someone that you need a little help?"

Useful expressions

Giving advice
Have you ever thought of (going) ...?
You might want to ...
It might not be a bad idea to ...
The way I see it, you ought to ...
5. Chilling out (listening & speaking)

Learning aim: Develop skills in listening for main ideas and paraphrasing (20–25 minutes)

A
- Books closed. Ask Ss if they know what stress is. (Answer: feeling very tense and irritable because of factors such as social, school, or work pressures) Then ask them to name things that can cause stress. Ask Ss for good ways to reduce stress.
- Books open. Explain the task. Ss work individually to complete the activity. Remind Ss to add two more of their own ideas.
- Have Ss share their answers with a partner.

B [CD 1, Track 22]
- Explain the task. Tell Ss to read the causes of stress. Check that Ss understand the following vocabulary.

```
Vocabulary
kid brother younger brother
on the go busy doing things
down time time to relax
melt away to become less and less
bumper to bumper when cars are moving very slowly and are very close to each other
regulars people who go to a particular place at the same time over and over again
```
- Play the recording. Tell Ss to listen for the main cause of stress for each person. Ss write the correct letters. Play the recording again for Ss to check their answers.

C
- [CD 1, Track 23]
- Explain the task. Tell Ss to look at the chart and determine the information they need to complete it.
- Play the recording. Tell Ss to listen for the solution each person has found. Ss complete the chart. Play the recording as many times as needed. Ss listen and check their answers.
- Ss work in pairs to compare answers. Go over answers with the class.

Audio script: See page T-258.

Answers
- too little time: L
- too much traffic: V
- too many responsibilities: S

6. I need some advice. (role play)

Learning aim: Talk about problems and give advice (15–20 minutes)

A
- Have different Ss read each of the problems. Answer any questions about vocabulary.
- Explain the task. Give Ss time to think about whether they ever have any of those problems or if they have any other similar problems with energy and sleep.

B Pair work
- Explain the task. Read the information in the useful expressions box. Give examples for completing each sentence.

Ss work in pairs to compare answers. Go over answers with the class.

Audio script: See page T-258.

Answers
1. He calls home when he is stressed out.
2. She has the kids sleep over a friend’s house and has a quiet dinner with her husband.
3. He leaves home early before the traffic gets too heavy.

Audio script: See page T-258.

Have one pair of Ss read the example conversation to the class. Have the class brainstorm more advice for the example problem. Have them use expressions for giving advice.

Ss work in pairs to take turns role-playing asking for and giving advice.

Have a few pairs share their role play with the class.

For more practice discussing this topic, try Catch a Wink on page T-181.
Effective topic sentences (writing)

Learning aim: Write a paragraph with an effective topic sentence and supporting details to give advice (40–50 minutes)

A
- Tell Ss to read the information in the box at the top of the page. Ask: What makes a topic sentence effective? (Answer: It isn’t too general or too specific.)
- Explain the task. Check that Ss understand the following vocabulary.

Vocabulary

drag to move with very little energy (in this context)

- Have Ss read the paragraph and choose the correct topic sentence from the list.
- Go over the answer with the class. Ask Ss why the other choices aren’t appropriate topic sentences. (Answer: They are too specific.)

Answer

b. Morning people and night people live very different lives.

B
- Explain the task. Ss read the paragraph. Ask them for the main idea of the paragraph.
- Ss work individually to complete the task. Then Ss work in pairs to compare their answers. Have several Ss share their topic sentence with the class.

Possible answer

Playing sports helps me handle stress and get more things done.

C
- Explain the writing task. Tell Ss that they should write only one paragraph, and they should focus on just a few details about the topic.

- Remind Ss that the topic sentence should be neither too general nor too specific. All the details should support the topic sentence.
- Ss work individually to write their paragraphs.

D Pair work
- Explain the task. Make sure Ss understand that they shouldn’t read their topic sentence and that their partner should try to guess what it is, based on the rest of the paragraph.

Optional activity: Sentence chain (15 minutes)

Ss practice writing paragraphs that give advice.

- Write several general topics on the board, such as the best way to learn a language, finding a good job, the best way to prepare for a big test, etc.
- Put Ss in a circle. Point to one of the topics and have one S say a sentence that could be in a paragraph about that topic. Write it on the board. Repeat with three or four more Ss, each saying a sentence that supports the topic. Have a S say what a good topic sentence would be.
- Continue with the other topics and different Ss.

Do your students need more practice?

<table>
<thead>
<tr>
<th>Assign...</th>
<th>for more practice with...</th>
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</thead>
<tbody>
<tr>
<td>Grammar Plus p. 112</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 19</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 20, Ex. 3</td>
<td>Vocabulary</td>
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<tr>
<td>Workbook p. 20, Ex. 4</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 21</td>
<td>Writing</td>
</tr>
</tbody>
</table>
Effective topic sentences are neither too general nor too specific. A topic sentence is supported by the other sentences in the paragraph.

A Read the paragraph and choose the best topic sentence from the list below.

Morning people jump out of bed in the morning, cheerful and full of energy. They seem to get most of their work done before lunch. On the other hand, night people have trouble getting up in the morning. They often drag themselves through the day and reach their peak in the evening. Night people, who often stay up until 2:00 or 3:00 a.m., are just getting started when morning people are going to bed.

a. Early mornings are bad times of day for most people.
b. Morning people and night people live very different lives.
c. Working at night is hard for morning people.
d. Night people get enough sleep even though they go to bed late.

B Read the paragraph and complete the topic sentence. Then compare your answers with a partner.

Playing sports _________________. Usually I play soccer or basketball. Kicking a soccer ball around clears my head. When I'm playing, I don't think about anything but the ball. Later, I feel relaxed, I'm focused, and I'm ready to concentrate on my homework.

C Choose one of these topics or your own idea. Then write a paragraph with a topic sentence.

- the best way to stay healthy
- an effective study plan
- earning extra money

D Pair work Take turns reading your paragraphs, but don't read the topic sentence. Can you guess what your partner's topic sentence is?
A good night’s sleep

A Read the statements about sleep habits. Check (√) the statements that are true for you.

- I sometimes lie awake at night, even if I’m really tired.
- I’m lucky I can get by on six hours of sleep, considering that most people need eight.
- I’m a light sleeper, so any little noise wakes me up unless I’m really tired.
- I can manage on five hours of sleep, as long as I take a nap during the day.
- Unless I get a good night’s sleep, I can easily fall asleep at school, at work, or even while driving.
- I always set two alarm clocks just in case one of them doesn’t go off.
- I only woke up early if I have somewhere to be in the morning.
- I never have any trouble sleeping.
- I’m exhausted every morning, even if I slept great all night.

B Pair work Compare your answers. Which statements did you check?

“I definitely lie awake at night, even if I’m really tired. I can’t help it. I replay everything that happened during the day.”

“You’re not the only one. I do the same thing, especially when I’m feeling stressed.”

Expressions related to sleep

A Put these expressions about sleep in the columns. Then compare answers.

<table>
<thead>
<tr>
<th>be fast asleep</th>
<th>be wide awake</th>
<th>feel drowsy</th>
<th>nod off</th>
<th>take a power nap</th>
</tr>
</thead>
<tbody>
<tr>
<td>be sound asleep</td>
<td>drift off</td>
<td>have a sleepless night</td>
<td>sleep like a log</td>
<td>toss and turn</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Having trouble sleeping</th>
<th>Falling asleep</th>
<th>Sleeping a short time</th>
<th>Sleeping deeply</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>be fast asleep</td>
</tr>
</tbody>
</table>

B Pair work Use the expressions to ask and answer questions.

“Do you ever take a power nap during the day?”

“Not really. Whenever I try to take a nap, I end up sleeping until the next morning. But let me ask you something. What do you do when you feel drowsy after lunch?”
LESSON B • Tossing and turning

A good night’s sleep (starting point)

Learning aim: Discuss sleep habits and see clauses stating reasons and conditions in context (10–15 minutes)

A
1. Books closed. Ask Ss questions such as Who regularly gets a good night’s sleep? Who usually doesn’t sleep well? How many hours a night do you need? What time do you get up? What time do you go to sleep?
2. Books open. Explain the task. Read the statements aloud. Check that Ss understand the following vocabulary.

Vocabulary
light sleeper someone who wakes up easily during the night
exhausted extremely tired

- Ss work individually to check which statements are true for them.

Expressions related to sleep (vocabulary)

Learning aim: Learn and practice using expressions about sleep (10–15 minutes)

A
1. Explain the task. Read the expressions aloud. Ss work individually to complete the chart.
2. Go over answers with the class.

Answers
Having trouble sleeping: be wide awake, have a sleepless night, toss and turn
Falling asleep: drift off, feel drowsy, nod off*
Sleeping a short time: take a power nap, nod off*
Sleeping deeply: be fast asleep, be sound asleep, sleep like a log
* Nod off can be used to describe falling asleep or sleeping for a short time.

B Pair work
- Explain the task. Have one pair of Ss read the example conversation to the class. Brainstorm follow-up questions for each statement.
- Ss work in pairs to do the activity. Make sure they ask each other follow-up questions. Have Ss share their partner’s answers with the class.

Optional activity: Sleep advice (20 minutes)

Ss practice vocabulary for sleep.
- Ss work in pairs to write a sleep problem, such as I can’t sleep because my neighbor is always having parties; I have trouble falling asleep because I can’t stop thinking about what I have to do the next day, etc.
- Have pairs exchange papers and give advice about the problem.
- Have pairs tell the class the advice they gave. Ask the class to give other advice for the problem.
3 Clauses stating reasons and conditions (grammar)

Learning aim: Practice using clauses stating reasons and conditions (20–25 minutes)

Grammar notes

Considering that introduces an adverb clause of reason.

As long as, even if, unless, and only if introduce an adverb clause of condition.

(Just) in case also introduces an adverb clause of condition. It is used when an undesirable circumstance or condition needs to be taken into account, but the condition is considered very unlikely to happen.

B

- Ask Ss to look at the two columns of clauses. Have them identify the adverb clauses and the meaning of the word or phrase that introduces them.
- Explain the task. Ss work individually to complete the matching. Then Ss work in pairs to share their answers. Go over answers with the class.

Answers

| 1. c | 2. d | 3. f | 4. e | 5. b | 6. a |

C

- Explain the task. Tell Ss to use their own ideas to complete the sentences. If necessary, ask a few Ss how they would complete sentence 1.
- Ss work individually to write sentences. Then Ss work in pairs to share their answers. Go over answers with the class.

To help Ss with the grammar in this exercise, try Language hunters on page T-160.

Optional activity: Connections (10–15 minutes)

- Ss have additional practice with clauses of reason and condition.
- Ss work in small groups to make their own clauses for other groups to complete. Tell them they should write at least six clauses using each item from the grammar box once.
- Have groups exchange papers and complete the clauses with their own answers.
- Have Ss read their sentences to the class.

Answers

...unless I'm really tired.
...even if I slept great all night.

T-33 Unit 4 Early birds and night owls
Clauses stating reasons and conditions

Even if introduces a condition that does not influence the main clause.
I sometimes lie awake at night, even if I’m really tired.

Considering that introduces causes and reasons that explain the main clause.
I’m lucky I can get by on six hours of sleep, considering that most people need eight.

As long as introduces a condition on which the main clause depends.
I can manage on five hours of sleep, as long as I take a nap during the day.

Unless introduces something that must happen in order to avoid a consequence.
Unless I get a good night’s sleep, I can easily fall asleep at school, at work, or even while driving.

(Just) in case introduces an undesirable circumstance that needs to be taken into account.
I always set two alarm clocks (just) in case one of them doesn’t go off.

Only . . . if introduces a condition that must be met for the main clause to be true.
I only wake up early if I have somewhere to be in the morning.

A Look at the starting point on page 32 again. Can you find more clauses stating reasons and conditions?

B Match the clauses to make sentences. Then compare answers with a partner.

1. Drivers can fall asleep on the highway ____
   a. if I’m having trouble sleeping.

2. Power naps at work are a good idea, ____
   b. even if it’s a beautiful morning.

3. Some people just can’t get to sleep ____
   c. unless they rest before long trips.

4. I was surprisingly alert at work, ____
   d. as long as you have the boss’s OK.

5. Night owls hate to wake up early, ____
   e. considering that I didn’t sleep at all last night.

6. I only drink hot milk before bed ____
   f. unless they take a bath before bed.

C Complete the sentences with information about yourself.
Then compare answers with a partner.

1. Unless I have enough sleep at night, . . .
   I can’t think very clearly in the morning.

2. I usually wake up on time, as long as . . .

3. I fall asleep pretty quickly at night, considering that . . .

4. I always have a boring book on my night table just in case . . .

5. Even if I’m extremely stressed out, I never . . .

6. I only leave a light on if . . .
I had the wildest dream.

A Listen to Kate and Sérgio talk about their recurring dreams. Whose dream do you think is scarier?

B Listen again. What is each person’s dream? What do they think the dreams mean? Complete the chart.

<table>
<thead>
<tr>
<th></th>
<th>Dream</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sérgio</td>
<td></td>
<td></td>
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</tbody>
</table>

C Pair work What do you think their dreams mean? Do you ever have similar dreams?

The meaning of dreams

A Read the information. Match the dreams with their meanings.

Dreams

1. Falling You are falling through space. Usually you don’t hit the ground or hurt yourself.
2. Flying You are flying and enjoying the sensation.
3. Being chased You feel as if someone is chasing you and you’re in danger.
4. Being embraced Someone you like approaches you and hugs you.
5. Failing Your teeth all fall out suddenly.
6. Winning You are successful in doing something.
7. Being ashamed You do something embarrassing and feel ashamed.

Meanings

a. You like someone and feel you can trust that person.
b. You feel very optimistic and proud about how your life is going.
c. You feel pleased with yourself and superior to other people.
d. You feel disappointed in yourself because of something you did.
e. You are worried about something, and this is a warning to be careful.
f. You feel out of control because someone is threatening you.
g. You feel insecure, and you are worried about losing something.

B Pair work Read these accounts of unusual dreams. What do you think they mean?

“Suddenly I found myself on stage in a school play and realized that I didn’t know my lines...”

“I was in a hot-air balloon above a big park. When I looked down, I was amazed to see hundreds of people on the ground pointing up at me...”

“I was in a strange country and didn’t know how I’d gotten there. I asked a man for help, and he held up a sign in a language I’d never seen before...”

C Group work Finish each of the dreams above. Take turns adding sentences.
4. I had the wildest dream. (listening & speaking)

Learning aim: Develop skills in listening for gist and details about dreams (20–25 minutes)

A 🎧 [CD 1, Track 24]
- Ask Ss whether or not they remember their dreams. Then ask them if they think their dreams have meaning, or if they dream about particular things when they are stressed.
- Ask Ss what they think a “wild” dream might be (in this context, it means unusual). Explain the task. Check that Ss understand the following vocabulary.

Vocabulary
- recurring happening over and over again
- weird strange or unusual
- it hits me! realize
- overwhelmed feeling powerless and unable to cope
- nightmare a dream that terrifies the dreamer
- helpless unable to help oneself

- Tell Ss to listen to the recording once for general comprehension about the dreams. Play the recording.
- Have the class vote on whose dream they think is more scary.
Audio script: See page T-259.

B 🎧 [CD 1, Track 25]
- Explain that Ss will listen again and fill in the chart with a description of each dream and what the people in the recording think it means.
- Play the recording as many times as needed. Go over answers with the class.

Answers
Kate: Her dream is that she’s back in high school and has to take a test she isn’t prepared for. She thinks it means that she is feeling overwhelmed or worried about something.
Sérgio: His dream is that he is in danger, and he can’t move or do anything to help himself. He thinks it means there’s something in his life he can’t control, but should be able to do.

Audio script: See page T-259.

C Pair work
- Explain the task. Ss work in pairs to discuss what they think the two dreams mean and if they ever have similar dreams.
- Have Ss share their partners answers with the class.

5. The meaning of dreams (discussion)

Learning aim: Talk about the meaning of dreams (15–20 minutes)

A
- Explain the task and have Ss read the two columns of information.
- Ss work individually to complete the task. Then Ss work in pairs to compare answers. Go over answers with the class.

Answers
1. e  2. c  3. f  4. a  5. g  6. b  7. d

B Pair work
- Explain the task. Read the information in the useful expressions box. Give examples for how to complete each sentence.
- Ss work in pairs to do the task. Have Ss share their partner’s answers with the class.

C Group work
- Explain the task. Ss work in groups to do the task. Have a S from each group tell one of their dreams to the class. Have the class vote on the most interesting dream.

Optional activity: Interview (10–15 minutes)

Ss create a questionnaire about dreaming and interview classmates.
- As a class, brainstorm questions for a class poll about dreams (e.g., Do you have a recurring dream? How many dreams do you have a week? Do you usually have good dreams or nightmares? etc.). Write the questions on the board.
- Have Ss circulate and ask each other the questions and write the answers.
- Have Ss tell the class some of the information they found out.
To sleep or not to sleep? (reading)

Learning aim: Develop skills in understanding vocabulary in context, paraphrasing, and giving a personal reaction to a reading (25-30 minutes)

A Group work

- Books closed. Ask: Do you think you get enough sleep? If you could, would you sleep only two or three hours a night and get more accomplished during the day?
- Books open. Explain the task. Ss work in groups to discuss the question.
- Have one S from each group share the group’s answers with the class.
- Have Ss read the article silently to themselves. Check that Ss understand the following vocabulary.

Vocabulary

convenience store a store that never closes or closes very late and sells food and many everyday items
night shift work hours that begin in the evening or late at night
pharmaceutical having to do with drugs used in medicine
implications a close connection between a cause and a result

B

- Explain the task. Read the questions aloud. Tell Ss they will find the answers to the questions in the article.
- Have Ss re-read the article silently to themselves. Explain any remaining new vocabulary. Alternatively, have Ss call out any other new vocabulary. Ask other Ss to explain the meaning using the context, if they can.

Answers

1. Scientists and pharmaceutical researchers are searching for chemicals and drugs to keep us awake longer. Another group of researchers is studying a gene, and a third group is working on an electric switch that can instantly “wake up” a sleeping brain.
2. It varies from three to eleven hours a night.
3. We would need less and less sleep and could do more.

C Group work

- Explain the task. Read the questions aloud.
- Ss work in small groups to answer the questions.
- Ask groups to share their ideas with the class. To make sure that reporting to the class goes smoothly, groups can choose one or two members to give their report. Have Ss review their report with their own group at the end of the task to see if the group agrees with the information they will be presenting.

For more practice with this lesson's topic, try Are you fatigued? on page T-182.

Do your students need more practice?

<table>
<thead>
<tr>
<th>Assign . . .</th>
<th>for more practice with . . .</th>
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<tbody>
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<td>Listening</td>
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<td>Workbook p. 22, Ex. 1</td>
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<td>Workbook p. 22, Ex. 2</td>
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<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 24</td>
<td>Reading</td>
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</tbody>
</table>
To sleep or not to sleep?

A Group work Are there enough hours in the day to do everything you need to do? Discuss with your group. Then read the article.

To Sleep or Not to Sleep?

In the days before electricity, people didn’t worry much about sleep. They usually went to bed a couple of hours after sunset and woke at sunrise. After all, there wasn’t much to do in these days after the sun went down. But then came the electric light bulb. And now we have satellite television, the Internet, 24-hour convenience stores, and longer hours at work. How much can we sleep? How much should we sleep?

Like it or not, many of us are sleeping less on average. In 1910, most Americans slept nine hours a night. That dropped to 7.5 hours by 1975. In 2002, a study by the National Sleep Foundation found that the average American got only 6.9 hours. The news is even worse for people who work the night shift. They sleep an average of just five hours.

Are we sleeping enough? Not if you believe in the old formula of eight hours of rest, eight hours of work, and eight hours of play. On the other hand, Norman Stanley, a British scientist who studies sleep, believes people’s sleep needs vary. Some people need as many as 11 hours, but others need as few as three. How much do you really need? “To find out,” he says, “simply sleep until you wake naturally, without the help of an alarm clock. That’s your sleep need.”

Meanwhile, other scientists and pharmaceutical researchers are searching for new ways to keep us awake longer. Some are developing chemicals that are safer and more powerful than caffeine, the chemical found in coffee and tea. One experimental drug, CX717, kept laboratory monkeys working happily, healthily, and accurately for 36 hours. Future breakthroughs may allow people to safely stay awake for several days straight.

One group of researchers is studying a gene found in some fruit flies that lets them get by on one-third the usual amount of sleep. Another group is even working on an electric switch that instantaneously wakes up a sleeping brain.

The implications of this research are huge. On the one hand, this could lead to a world where we work longer and longer hours with less and less sleep. On the other hand, if we needed less sleep, we would have more free time to travel, read, volunteer, and spend time with family.

To sleep or not to sleep— that may soon be the question.

B Read the article again and answer the questions below.

1. What scientific research is mentioned in the article?
2. How much sleep does Norman Stanley think a person needs?
3. What ideas about the future are mentioned in the article?

C Group work Discuss these questions. Then share your answers with the class.

1. Do you think you get enough sleep?
2. What do you think would happen in the future if scientists found ways to let people stay awake longer? Would people be happier?
Types of people you might meet

Read about six different types of people you sometimes meet on social occasions. Match the descriptions with the pictures.

1. It’s a good idea to try out different topics to get a conversation going, and the conversation starter does just that. ___

2. Talking about your accomplishments too much is often considered rude, but that doesn’t stop the braggart. ___

3. Saying nice things about others is customary for the complimenter. ___

4. It’s rude to ignore your conversation partner, but the wandering eye does it anyway. ___

5. Talking about topics that interest you is fun. Unfortunately, the bore is interesting to no one else. ___

6. It’s usually considered impolite to interrupt people, but the interrupter is always jumping into the conversation out of turn. ___

Pair work Do you know any people like the six types above? What is it like to have a conversation with them?

"My best friend is kind of an interrupter. She’s really nice, but I guess she just gets excited about the conversation and wants to jump in."
Types of people you might meet (starting point)

Learning aim: Compare different types of people you meet on social occasions and see infinitive and gerund phrases in context (10–15 minutes)

A
- Books closed. Explain the term good conversationalist. Ask Ss if they think they are good conversationalists. Write on the board:
  - What are the qualities of a good conversationalist?
  - What makes a conversation interesting or boring?
- Ss work in pairs or small groups to discuss the questions. Have several Ss share their ideas with the class.
- On the board, write the name of each type of conversationalist on page 36. Ask Ss to predict how each type would act in a conversation.
- Books open. Explain the task and have Ss skim the descriptions. Check that Ss understand the following vocabulary.

   Vocabulary
   - accomplishments difficult things that someone has completed successfully
   - customary normal, usual
   - ignore to pay no attention to what someone is saying

- Ss read the descriptions more carefully and match them to one of the illustrations. Ss work in pairs to compare their answers. Go over answers with the class.

B Pair work
- Explain the task. Read the sample description aloud. Ss work in pairs to say if they know any people like the ones described in Exercise A. Encourage Ss to give examples and to ask each other follow-up questions.
- Have Ss share their partner’s answers with the class.

Optional activity: Who am I? (10–15 minutes)

Ss practice identifying types of conversationalists.
- Ss work in groups. Give each group six slips of paper with a different type of conversationalist on each one. Groups put the slips face down on the table.
- Each group member picks up one slip of paper and plays the role of that type of conversationalist while the group makes small talk about a topic such as weather, music, TV shows, etc. At the end of the conversation, group members identify which S played which role.
2. Infinitive and gerund phrases (grammar)

Learning aim: Practice using infinitive and gerund phrases (20-25 minutes)

Grammar notes
In the structure it + be + adjective + infinitive phrase, the subject is it.
It's impolite to ask how much money someone makes.
This kind of sentence can be changed to start with a gerund. In this case, the gerund becomes the subject.
Asking how much money someone makes is impolite.

Answers
Gerund phrases:
Talking about your accomplishments too much can be considered rude. . . (2)
Talking about topics that interest you is fun. (5)

Sentences changed to It's . . .
It's considered rude to talk about 
your accomplishments too much.
It's fun to talk about topics that interest you.

B
• Explain the task. Go over any vocabulary Ss don't understand.
• Ss work individually to complete the task. Then Ss work in pairs to compare their answers. Go over answers with the class.

3. What's appropriate? (vocabulary & speaking)

Learning aim: Learn and practice using vocabulary to talk about social situations (15-20 minutes)

A.
• Read the words to Ss. Make sure they understand what neutral means.
• Explain the task. Have Ss call out any new vocabulary. Ask other Ss to explain the meaning if they can. Help out with vocabulary as needed.
• Ss work individually to do the task. Go over answers with the class.

Answers
1. + 4. – 7. – 10. –
2. – 5. – 8. + 11. –
3. + 6. – 9. – 12. –

B Group work
• Explain the task. Read the sentences aloud. Ss work in groups to discuss each of the situations and try to agree on an answer.
• Have a S from each group share their answers with the class. As a class, discuss which customs or behaviors Ss think would be considered unusual in their country.

To help Ss with speaking skills in this exercise, try Face up, face down on page T-159.
Infinitive and gerund phrases

It + be + adjective/noun + infinitive phrase is often used to comment on behavior. These sentences can also be restated with gerund phrases.
It's rude to ignore your conversation partner. Ignoring your conversation partner is rude.
It's a good idea to try out different topics. Trying out different topics is a good idea.

The word considered may also follow be in this kind of sentence.
It's considered impolite to interrupt people. Interrupting people is considered impolite.

These sentences can also include the phrase for + person/pronoun.
It's customary for the complimenter to say nice things about others. Saying nice things about others is customary for the complimenter.

A Look at the starting point on page 36 again. Can you find more sentences that begin with gerunds? Try to change them into sentences beginning with it's.

B Rewrite the sentences using infinitive or gerund phrases. Then compare answers with a partner.

1. It's inappropriate to talk about politics at work or school.
   Talking about politics at work or school is inappropriate.
2. Using certain gestures is impolite in some foreign countries.
3. Asking someone's age is often considered rude.
4. It's not unusual in the U.S. to address a professor by his or her first name.
5. Hugging friends when you greet them is customary in many cultures.
6. Asking strangers if they're married is inappropriate in some countries.

What's appropriate?

A Are these words and phrases positive (+), negative (-), or neutral (~)? Write the correct symbol next to each word.

1. a compliment ~ 4. bad form
2. an insult ~ 5. inappropriate
3. appropriate ~ 6. normal
4. offensive ~ 7. polite
5. rude ~ 10. strange
6. polite ~ 11. typical
7. normal ~ 12. unusual

B Group work How do you feel about these things? Discuss these situations using the words and phrases above.

1. You kiss people you meet on the cheek.
2. You and your classmates interrupt the teacher.
3. You stand very close to people when you talk to them.
4. You and your parents talk honestly and openly.
5. Your best friend calls you after 11:00 p.m.
6. You start a conversation with a stranger on a bus or subway.

"It's unusual for me to kiss people I meet on the cheek."
Making small talk

A Small talk is light conversation with friends, acquaintances, or strangers. Check (✓) the topics that are appropriate for small talk.

- Children and family
- Health problems
- Current affairs
- Hobbies
- Entertainment
- Marital status
- The weather

B Group work Imagine you are at a party. Start a conversation, keep it going for one minute, and bring it to a close. Then find a new partner and repeat.

“Hi. How’s it going?”
“Pretty good. Hey, did you see that soccer game last night?”
“I did! It’s amazing to see our team play so well.”
“I know! Hey, I should get going, but I’ll call you later.”

Useful expressions

**Conversation openers**
- How’s it going?
- Can you believe this weather? It’s (awful)!
- That’s a great (jacket).
- Do you know many people here?

**Conversation closers**
- See you later.
- Sorry, I’ve got to run. Talk to you soon.
- It was great to meet you.
- I should get going. I’ll call you later.

Party talk

A Listen to three conversations at a party. Who is speaking in each one?

1. a. a mother and her son  
   b. a teacher and her student  
   c. a woman and her son’s friend  
2. a. two young students  
   b. two older friends  
   c. two co-workers  
3. a. two cooks  
   b. two wives  
   c. two classmates

B Listen again. What closing phrase is used to end each conversation?

1. ____________________  
2. ____________________  
3. ____________________
4. Making small talk (role play)

**Learning aim:** Practice making small talk (15–20 minutes)

**A**
- Books closed. Ask Ss if they know what small talk is. Ask them to give examples of topics that are appropriate for small talk. Ask them in what situations they usually make small talk.
- Books open. Explain the task. As a class, have Ss call out examples of questions for each topic.
- Ss work individually to complete the activity. Go over answers with the class.

**Possible answers**
- Children and family, Current affairs, Entertainment, Hobbies, Sports, The weather

**Culture note**
In the United States, most people stay away from the topics of politics and money during social occasions. Politics is a very controversial topic, and money is considered to be a very personal topic. Also, personal details such as health problems and marital issues are usually not appropriate with acquaintances. Close friends can talk about these subjects, however.

**B**
- Explain the task. Read the information in the useful expressions box.
- Ask two Ss to read the example conversation for the class. Give Ss a few minutes to think about which topics they’ll use. Tell Ss to try and use a different topic for each conversation.
- Ss work in groups to do the activity. Make sure that each person in the group has a chance to ask and answer questions.

5. Party talk (listening)

**Learning aim:** Develop skills in listening to identify a speaker and a topic (15–20 minutes)

**A** [CD 2, Track 2]
- Explain the task. Tell Ss to look at the lists of possible speakers. Check that Ss understand the following vocabulary.

**Vocabulary**
- **KIDS** an informal way to say children
- **Overseas** in the United States, a country that is across an ocean
- **Old-fashioned** done in a way that is not the newest style
- **Thanksgiving** a holiday in the United States, celebrated in November, when families get together, eat a big meal, and give thanks for all the good things in their life
- **Lyrics** the words to a song

- Tell Ss to listen for the answers to the questions. Play the recording once as Ss listen. Play the recording again while Ss circle the correct letters. Replay as many times as needed. Ss listen and check their answers.

**Answers**
1. c 2. b 3. a

**Audio script:** See page T-259.

**B** [CD 2, Track 3]
- Explain the task. Remind Ss of what a closing phrase is. Ask them for examples.
- Tell Ss to listen for the closing phrase used to end each conversation. Play the recording once as Ss listen. Play the recording again while Ss write their answers. Replay as many times as needed. Ss listen and check their answers.
- Go over answers with the class.

**Answers**
1. It was great to meet you, Pete.
2. Anyway, I should get going. I’ll call you later.
3. Talk to you soon.

**Audio script:** See page T-259.
6. Keeping a journal (writing)

Learning aim: Write a journal entry (40–50 minutes)

A
- Tell Ss to read the information in the box at the top of the page. Ask, What is a journal? (Answer: a book in which you write about things that happen in your life, and your thoughts and feelings about them.) Ask Ss if any of them already keep a journal. Tell them that another word for journal is diary.
- Explain the task. Check that Ss understand the following vocabulary.

**Vocabulary**
- abroad in another country
- irritating annoying
- semester a period of time in the school year, usually about three months

- Ss read the three journal entries silently to themselves.
- Go over answers with the class. Ask Ss whether a family member or a friend wrote each one. (Answers: a and b: a family member, c: a friend)

**Answers**
- annoyed: a
- pleased: c
- jealous: b

B
- Explain the task. Ss work individually to underline the words and phrases that helped them to answer the question in Exercise A.
- Then Ss work in pairs to compare their answers. Go over answers with the class.

**Answers**
- a. big argument; irritating
- b. upset, I don't think they'll have any left to send me; I know I should be happy; it's difficult to watch her always get everything she wants
- c. this has always been her dream; wonderful

C
- Explain the writing task. Have Ss call out different examples of important news. Write them on the board for Ss to refer to.
- Read the possible reactions. Brainstorm possible words and phrases that would be used to express each of the reactions. Write them on the board.
- Tell Ss that they should pick only one event and one reaction and write a journal entry. Circulate and help, as needed.

D Pair work
- Explain the task. Read the questions aloud.
- Ss work in pairs to exchange paragraphs and take turns answering the questions.
- Walk around the class and help as needed. Encourage Ss to ask and answer follow-up questions about the paragraphs and ask about anything in the paragraph they don't understand.

**Do your students need more practice?**

<table>
<thead>
<tr>
<th>Assign . . .</th>
<th>for more practice with . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-study p. 134</td>
<td>Listening</td>
</tr>
<tr>
<td>Grammar Plus p. 114</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 25, Ex. 1</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 26, Ex. 3 and 4</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 25, Ex. 2</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Workbook p. 27</td>
<td>Writing</td>
</tr>
</tbody>
</table>
A. Read these journal entries from Eun Mi’s family and a friend. How did each person react to her news? Write the correct letter.

---

Yesterday morning, Eun Mi told us she’s decided to go to college in the United States next semester. A big argument broke out, mainly over the money. Studying abroad is so expensive, especially in the U.S. Now everyone will have to work harder to pay for her expenses. It’s irritating that she hasn’t thought this through carefully.

Yesterday, Eun Mi said she’s going to go to college in the United States. As she talked about it, I realized I was feeling upset. Ever since I can remember, I’ve wanted to study abroad. Now, if Mom and Dad spend the money to send Eun Mi abroad, I don’t think they’ll have any left to send me when I’m older. I know I should be happy for Eun Mi, but it’s difficult to watch her always get everything she wants.

Yesterday, Eun Mi told me she’s decided to go to college in the United States next semester to study fashion design. I’ve known Eun Mi nearly all my life, and I know this has always been her dream. I remember when we were just kids, Eun Mi used to talk about wanting to live in New York so she could get involved in the fashion world. It’s wonderful to know that she’ll be living out her dream in New York.

---

B. What words or phrases helped you decide? Underline them. Then compare your answers with a partner.

C. Imagine you have just received some important news. Write a journal entry expressing one of these reactions to the news.

- shock
- irritation
- delight
- fascination

---

D. Pair work Exchange paragraphs with a partner. Then answer the questions.

1. What was your partner’s reaction? Was it clearly stated?
2. What details can your partner include to improve this entry?
**Eavesdroppers**

**A** Read each person’s statement. What do you think they should do about each situation?

**I Wish I Hadn’t Heard That!**

**Luis, 23, Mexico City**

"On the bus to work, I heard my boss’s voice behind me. I think he was talking to the office manager on his cell phone. He was telling her that it would be a bad day at work. He explained that they were going to lay off my entire department!"

**Rebecca, 25, Vancouver**

"I overheard my roommate and her friend gossiping about me when I got home. I asked them what they were saying, but they claimed they hadn’t been talking about me. I knew that wasn’t true. It really hurt my feelings."

**Hikari, 18, Nagoya**

"Last week, I overheard my little brother on his cell phone. He was warning his friend not to say anything. So of course I listened. He said he was getting a terrible grade in math this year! And he said it was a big secret too. In fact, my parents still don’t know the truth."

**B** Group work Have you ever heard someone talking about you? What did you do?

**Who can you confide in?**

**A** Read the information in the chart. Would you rank each person in the same way?

**Who do you tell first?**

We asked a group of young adults to rate each person in the chart according to when they would tell that person different types of personal news (1 = tell first, 4 = tell last). This is what they said.

<table>
<thead>
<tr>
<th>Who would you tell . . .</th>
<th>Family members</th>
<th>Spouses</th>
<th>Close friends</th>
<th>Colleagues</th>
</tr>
</thead>
<tbody>
<tr>
<td>good news?</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>bad/tragic news?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>gossip?</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>personal information?</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

**B** Pair work Why would you tell something to one person and not to another? Discuss your reasons.

"I would usually talk about a personal problem with my close friends first because they already know most of my secrets."
LESSON B • It’s personal.

1. Eavesdroppers (starting point)

Learning aim: Discuss overheard conversations and see reported speech in context (10–15 minutes)

A
- Books closed. Ask: What does eavesdrop mean? (Answer: to listen to someone else’s conversation)
- Books open. Explain the task. Check that Ss understand the following vocabulary.

Vocabulary
- lay off to let employees go from their jobs because of a lack of work for them to do
- overheard to unintentionally hear what someone is saying even though the person is not talking directly to you
- gossiping talking about someone else’s personal life

B Group work
- Explain the task. Read the questions. Ss work in groups to discuss the questions.
- Have one S from each group report on the group’s discussion.

2. Who can you confide in? (discussion)

Learning aim: Talk about and compare who you confide in (15–20 minutes)

A
- Books closed. On the board, write the categories of news listed in the chart. Ask Ss to give an example of each.
- Ask Ss what confide in means. (Answer: to tell personal news or problems with an expectation that it will not be repeated) Ask them who they confide in.
- Explain the task. Give Ss time to think about who they usually confide in. Ask them to think whether they would share very good news and tragic news with the same person or a different person.
- Books open. Have Ss scan the information in the chart and compare their own answers to the questions.

B Pair work
- Explain the task. Ask a S to read the example statement aloud. Encourage Ss to ask follow-up questions and give examples to support their answers.
- Ss work in pairs to do the activity. Have Ss tell the class about their partner’s answers.

Optional activity: Discussion (20 minutes)

Ss discuss secrets kept by men and women.
- If possible, put Ss in single-gender pairs. Have them discuss different types of secrets kept by men and by women (e.g., health, love life, work, family, etc.). Have Ss make a list for each gender.
- Have pairs share their lists with the class. Write their ideas on the board. Have a class discussion to see how many items from the men’s and women’s lists are the same. Find out if the class agrees with the items on each list.
3. Reported speech (grammar)

Learning aim: Practice using reported speech (20–25 minutes)

Grammar notes

When a statement in direct speech changes to reported, or indirect, speech, the statement becomes a noun clause. The tense in the noun clause changes to a tense one step in the past.

John said, "I do a lot of homework."
John said (that) he did a lot of homework.
John said, "I did a lot of homework last week."
John said (that) he had done a lot of homework last week.

However, there are exceptions to this rule. There is no tense change in general truths (The earth is round.), or in immediately reported speech (He just said he has a lot of homework.). That is optional after the verbs said, told, etc.

When questions are used in reported speech, question word order becomes statement word order. Yes–no questions are changed to reported speech; do/does/did changes to if.

I asked, "Does John see a lot of movies?"
I asked if John saw a lot of movies.

With commands, the verb in simple present becomes an infinitive. Don’t + simple present becomes not + infinitive.

Books closed. Explain to Ss that reported speech is the language used to tell others what someone else said. Write on the board:

a. John said, "I’m not hungry."
b. John said that he wasn’t hungry.

Ask Ss to identify what is different about the verbs in the two sentences. (Answer: In sentence a, the verb is in present tense. In sentence b, the sentence is in past tense.)

Books open. Discuss the information in the grammar box and read the example sentences.

A

Have Ss look at the starting point on page 40 again. Explain the task and read the question aloud. Go over answers with the class.

B

- Explain the task. Ss work individually to complete the task.
- Then Ss work in pairs to compare their answers. Go over answers with the class.

Answers

1. She told me (that) she wasn’t surprised at all.
2. He asked me if I had heard the news.
3. She said (that) there was a bank down the street.
4. She asked me why I wasn’t talking.
5. He told me to give him a call.
6. She told me (that) they were getting married.
7. The children asked me if the movie was had been scary.
8. They told me (that) they didn’t take the 8:00 train.

C Pair work

- Explain the task. Read the conversation with a S.
- Ss work in pairs to take turns changing each line to reported speech. Tell Ss that different reporting verbs are possible. Go over answers with the class.

Possible answers

Ryan told Lara that he’d heard some interesting news today. He asked Lara if she knew Amanda Jenkins.
Lara said that she knew what she looked like but she had never met her.
Ryan said that she was going to study for a year in Australia.
Lara asked how she could afford that.
Ryan said that she had gotten a scholarship that would take care of all her expenses.
Lara said that she thought that was great. She asked Ryan when she was leaving.
Ryan said he didn’t know.
A Look at the starting point on page 40 again. Can you find more examples of reported speech?

B Rewrite the sentences using reported speech. Then compare answers with a partner.

1. “I’m not surprised at all.”
   She told me ____________________.
2. “Have you heard the news?”
   He asked me ____________________.
3. “There’s a bank down the street.”
   She said ____________________.
4. “Why aren’t you talking?”
   She asked me ____________________.
5. “Give him a call!”
   He told me ____________________.
6. “We’re getting married!”
   She told me ____________________.
7. “Was the movie scary?”
   The children asked me ____________________.
8. “We didn’t take the 8:00 train.”
   They told me ____________________.

C Pair work Imagine that you have overheard this conversation. Take turns reporting each line of the conversation.

Ryan: I heard some interesting news today. Do you know Amanda Jenkins?
Lara: I know what she looks like, but I’ve never met her.
Ryan: Well, she’s going to study for a year in Australia.
Lara: How can she afford that?
Ryan: She got a scholarship that will take care of all her expenses.
Lara: I think that’s great. When is she leaving?
Ryan: I don’t know...

“Ryan told Lara that he’d heard some interesting news today. He…”
Tell me what he said.

Put these expressions for reported speech in the columns.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Commands or advice</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>He claimed that . . .</td>
<td>He promised to . . .</td>
<td>He told me that . . .</td>
</tr>
<tr>
<td>He asked me to . . .</td>
<td>He wanted to know . . .</td>
<td>He told me to . . .</td>
</tr>
<tr>
<td>He warned me not to . . .</td>
<td>He explained that . . .</td>
<td>He asked me . . .</td>
</tr>
<tr>
<td>He advised me to . . .</td>
<td>He encouraged me to . . .</td>
<td>He wondered . . .</td>
</tr>
</tbody>
</table>

B Pair work Tell a partner about a conversation you recently had. What was said? Use one of these topics or your own idea.

- an argument you had with a friend
- a time you asked someone for a big favor
- some exciting news a friend told you
- an apology you made or received

“My friend asked me if he could stay on my couch for a while. After a week, I told him . . .”

Tell me all about it!

A Listen to Nicole’s and Tony’s news. Check (✓) the correct pictures.

1. Nicole

   a. 
   b. 

2. Tony

   a. 
   b. 

B Listen again. Circle the best answer to the questions.

1. Nicole’s sister met her boyfriend . . .
   a. in the fall.
   b. yesterday.
   c. over four years ago.

2. Nicole’s sister is probably . . .
   a. not afraid to be different.
   b. very traditional.
   c. shy.

3. How are things at the design studio?
   a. There isn’t enough work.
   b. Things are picking up.
   c. Everything’s about the same.

4. When will Tony’s job end?
   a. In ten months.
   b. In less than a month.
   c. In the summer.
4. Tell me what he said. (vocabulary & speaking)

Learning aim: Learn and practice using expressions to report speech (15–20 minutes)

A
- Explain the task and read the expressions aloud. Go over any vocabulary Ss don’t understand.
- Ss work individually to do the task. Go over answers with the class. Have Ss call out examples of how each sentence could be completed.

Answers

Statements: He claimed that, He promised to, He explained that, He told me that
Commands or advice: He asked me to, He warned me not to, He told me to, He advised me to, He encouraged me to
Questions: He wanted to know, He asked me, He wondered

5. Tell me all about it! (listening)

Learning aim: Develop skills in listening for what someone is reporting (15–20 minutes)

A [CD 2, Track 4]
- Ss look at the pictures and describe what they see. Explain the task. Check that Ss understand the following vocabulary.

Vocabulary

incredible great, amazing
seeing each other dating, being involved romantically
smarty slang expression that means "You’re not as smart as you think you are"
bridesmaid a female friend or relative who participates in the wedding ceremony
picked up to increase, to improve
outcome result

- Tell Ss to listen and check the picture that best matches each conversation. Play the recording once as Ss listen. Play the recording again while Ss check the correct picture. Replay as many times as needed. Ss listen and check their answers.
- Go over answers with the class.

Answers

1. c 2. a 3. a 4. b

Audio script: See page T-260.

B [CD 2, Track 5]
- Explain that Ss will listen again for details about each person’s news. Have Ss read the questions and choices so they know what information to listen for.
- Play the recording once as Ss listen. Play the recording again while Ss circle the correct letters. Replay as many times as needed. Ss listen and check their answers.
- Go over answers with the class.

Answers

1. a 2. b

Audio script: See page T-260.

Optional activity: In the news (10–15 minutes)

- Ss work in pairs to take turns telling each other about one of the stories from Exercise A using reported speech. Let Ss listen to the recording a couple more times and take notes, if necessary.
6. Mobile mania (reading)

**Learning aim:** Develop skills in understanding vocabulary in context, reading for main ideas, and giving a personal reaction to a reading (25–30 minutes)

**A**
- Books closed. Ask: *Do you have a cell phone? How often do you use it? Do you get annoyed when other people talk on their cell phones in public places?*
- Books open. Explain the task. Check that Ss understand the following vocabulary.

<table>
<thead>
<tr>
<th><strong>Vocabulary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>generic</strong> usual, not special</td>
</tr>
<tr>
<td><strong>distracted</strong> not focused, not paying attention to what one should be</td>
</tr>
<tr>
<td><strong>shout</strong> yell, talk very loudly</td>
</tr>
<tr>
<td><strong>big shot</strong> a very important person in a company</td>
</tr>
<tr>
<td><strong>offensive</strong> rude</td>
</tr>
<tr>
<td><strong>amplifies</strong> makes louder</td>
</tr>
<tr>
<td><strong>pompous</strong> self-important</td>
</tr>
<tr>
<td><strong>trivial</strong> unimportant</td>
</tr>
</tbody>
</table>

- Have Ss read the article silently to themselves. Explain any remaining new vocabulary. Alternatively, have Ss call out any other new vocabulary. Ask other Ss to explain the meaning using the context, if they can.

**B**
- Ss work individually to complete the task. Go over answers with the class.

<table>
<thead>
<tr>
<th><strong>Answers</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Shouter</td>
</tr>
<tr>
<td>2. The Corporate Big Shot</td>
</tr>
<tr>
<td>3. The Useless Call Maker</td>
</tr>
<tr>
<td>4. The I-Talk-Anywhere</td>
</tr>
<tr>
<td>5. The Distracted Driver</td>
</tr>
<tr>
<td>6. The Generic Ring</td>
</tr>
</tbody>
</table>

**Group work**
- Explain the task. Read the questions aloud.
- Ss work in small groups to answer the questions.
- Ask groups to share information from their discussion with the class.

For an alternative reading text or extra practice, try *Cell phone etiquette* on page T-184.

**Do your students need more practice?**

<table>
<thead>
<tr>
<th><strong>Assign . . .</strong></th>
<th><strong>for more practice with . . .</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar Plus p. 115</td>
<td>Grammar</td>
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<tr>
<td>Workbook p. 28</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 29, Ex. 2</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 29, Ex. 3</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Workbook p. 30</td>
<td>Reading</td>
</tr>
</tbody>
</table>
A  Read the article. These headings are missing from the text. Put them in the correct place.

<table>
<thead>
<tr>
<th>The Generic Ring</th>
<th>The Distracted Driver</th>
<th>The Useless Call Maker</th>
</tr>
</thead>
<tbody>
<tr>
<td>The I-Talk-Anywhere</td>
<td>The Shouter</td>
<td>The Corporate Big Shot</td>
</tr>
</tbody>
</table>

1. The Shouter

Talking three times louder than necessary is characteristic of this offensive cell phone user. He seems to think everyone has a hearing impairment. Doesn’t he know the phone already amplifies his voice?

2.

This pampous fellow makes all his business calls in public places while standing in the middle of a crowded room. He conducts big business deals right there in front of us, but we’re not impressed.

3.

This exasperating person makes trivial phone calls, one after another, after another. On airplanes, you’ll overhear her saying ridiculous things like, “Hi, we haven’t left yet,” or “Hi, we just landed. OK, see you in a minute.”

4.

Making and taking calls anytime, anywhere is the trademark of this infuriating person. She’ll chat in restaurants, at movie theaters, and even at funerals. When her cell phone rings, she looks at you and says insincerely, “Oh, sorry about that.”

5.

Drive or use the phone – don’t do both at the same time. This can be dangerous. It’s really scary to see a delivery truck in the rear view mirror with a distracted driver on a phone behind the wheel.

6.

These are the people who haven’t bothered to personalize their ring tone. One phone rings and ten people check to see if it’s theirs. Hang on, I think that’s my phone!


B  Group work  Does the article describe any cell phone users you know or have seen? What bad cell phone manners have you seen recently?
A Weird news

Read the news articles. Match each headline with the correct article.

**CELL PHONE Opens Car Door**

The police have been called to a surfing contest in Brazil because a dog has been stealing all the attention. The dog became the main attraction at Praia da Tiririca during the Surf World Championship. The dog and his owner surfed together on the same surfboard between the competitions. Police said, “They’ve called us to remove the pair because they’ve been getting more attention than the actual contest.” The dog’s owner said, “I’ve always surfed with my dog. He’s always loved it. Sometimes I think he’s a better surfer than I am!”

**Sea Lion Paints for Her Supper**

Maggie, a California sea lion at Pittsburgh Zoo, has been amazing visitors by painting for her supper. She has created dozens of paintings. Her trainer said, “I started teaching her to paint last year, and she caught on quickly.” Maggie spent three months learning to hold the paint brush in her mouth and to touch it to the canvas. Adding the paint was the next step. Maggie earned a fish for every successful brush stroke. The trainer has saved all the paintings. She’ll probably sell them to raise money to help animals.

**Surfing Dog Upstages Rivals**

A shopper in Michigan saved time and money after her husband helped her unlock her car—from 10 miles away. After a day at the mall, the woman went out to her car, but couldn’t find her keys. When she saw them still in the ignition, she called home and said, “I’ve locked my keys in the car. I’ve never done that before. I don’t know what to do.” Following her husband’s instructions, she held her cell phone about a foot from the car door, while her husband held the spare car remote near his phone and pressed the unlock button. The door unlocked. She said, “I’ve totally stopped worrying about my keys now.”

B Pair work One of the news stories isn’t true. Which one do you think it is? (For the answer, see page 152.)

“I think story number one has got to be false. I just don’t believe that a dog could surf. Story number two is also pretty amazing, but I have a feeling it’s true.”
6 What's the real story?
LESSON A • That's some story!

Weird news (starting point)

Learning aim: Talk about news stories and use past tense verb forms in context (10–15 minutes)

A

- Books closed. Ask Ss what a headline is. Write on the board:
  
  * Fears Rise with Rising Waters  
  * Cat Calls Hospital; Saves Owner  
  * President Tells Voters: No More Taxes

- Ss work in pairs or small groups to discuss what the headlines mean and think of a news story that goes with each headline. Have several Ss share their ideas with the class.

- Books open. Explain the task and have Ss read the headlines. Ask them to explain *sea lion, upstage, and rivals*. (Answers: a sea lion is a type of large seal with ears that are often trained to perform in a circus; *upstage* means to be the center of attention by outperforming others; rivals are people or teams in a competition)

- Have Ss skim the articles. Check that Ss understand the following vocabulary.

**Vocabulary**

- **main attraction** the person or event that everyone wants to see
- **canvas** a piece of cloth on a frame to be used for a painting
- **ignition** the place where a car key is inserted to start the car

- Have Ss read the articles and match them to the headlines. Ss work in pairs to compare answers. Go over answers with the class.

**Answers**

1. Surfing Dog Upstages Rivals
2. Sea Lion Paints for Her Supper
3. Cell Phone Opens Car Door

B Pair work

- Explain the task. Read the sample answer aloud. Ss work in pairs to guess which story is false. Have them give reasons for their guesses.

- Have Ss share their answers with the class. Tell them to look at page 152 to find out which story is not true.

**Answer**

Story 3 is false. The remote controls that lock and unlock many car doors use a radio signal that cannot be relayed over the phone.

Optional activity: True or false? (10–15 minutes)

Ss practice talking about news stories.

- Ss work in small groups to think of one unusual but true news story that they know, preferably one that other Ss might not know. Then have them think of an imaginary news story.

- Have each group tell their two stories to the rest of the class. Then have the class vote on which is the true story and which is the made-up story.
Present perfect vs. simple past (grammar)

Learning aim: Practice using the present perfect and the simple past (20–25 minutes)

Grammar notes
The present perfect is used to talk about an event in the recent past when the exact time the event took place is not an important part of the information.

Reporting a recent event without a specific time reference is one use of the present perfect. The present perfect is also used for repeated actions in the past with no time reference. It is also used for actions or situations that began in the past and continue until now, especially when for or since is used.

The simple past is used to describe an event that happened at a specific time in the past.

Books closed. Write on the board:

a. Officials have announced the World Cup schedule.
b. Officials announced the World Cup schedule yesterday.

Ask Ss to explain the difference between the two sentences. (Answer: Sentence a has no time reference and sentence b does.)

Books open. Discuss the information in the grammar box and read the example sentences.

A

Have Ss look at the first story on page 44 again.

Explain the task and read the questions aloud. Go over answers with the class.

Present perfect sentences:
The police have been called . . . (no specific time given)
They've called us . . . (no specific time given)
I've always surfer. (no specific time given)
He's always loved it. (no specific time given)

Simple past sentences:
The dog became the main attraction . . . during the Surf World Championships. (specific time given)
The dog and his owner surfed . . . between the competitions. (specific time given)

Answers
1. has stolen
2. went off
3. rushed
4. were
5. set
6. have called
7. have left
8. has offered

B

Explain the task. Ss work individually to complete the task. Then Ss work in pairs to compare their answers. Go over answers with the class.

Answers
1. have been, have been staying
2. have been repairing, have not solved
3. have been guarding, have not robbed
4. have been plowing

Present perfect vs. present perfect continuous (grammar)

Learning aim: Practice using the present perfect and the present perfect continuous (20–25 minutes)

Grammar notes
While present perfect is used for completed actions, and present perfect continuous is used for uncompleted actions, there is a group of verbs (live, work, teach, study) that can be used in either present perfect or present perfect continuous with no difference in meaning.

Books closed. Write on the board:

a. She's been painting her bedroom for five hours.
b. She's painted her bedroom yellow.

Ask Ss which action is still happening in the present. (Answer: sentence a) Ask Ss which action is recently completed. (Answer: sentence b)

Books open. Discuss the information in the grammar box and read the example sentences.

A

Have Ss look at the first story on page 44 again.

Explain the task and read the questions aloud. Go over the answer with the class.

Answers

... they've been getting more attention than the actual contest. (not yet completed action)

B

Explain the task. Ss work individually to complete the task. Then Ss work in pairs to compare their answers. Go over answers with the class.

Answers
1. have been, have been staying
2. have been repairing, have not solved
3. have been guarding, have not robbed
4. have been plowing
Present perfect vs. simple past

Use the present perfect to report a recent event without giving a specific time reference.
The trainer has saved all the paintings.

Use the simple past to report an event with a specific time reference.
After a day at the mall, the woman went out to her car, but couldn't find her keys.
I started teaching her to paint last year.

A Look at the first story on page 44 again. Can you find more examples of the
present perfect and the simple past? Why is each tense used?

B Complete the news story with the present perfect or past tense form of the
verbs in parentheses. Then compare answers with a partner.

A group of thieves (1) has stolen (steal) the Dragon’s Eye ruby from the Grand
Gallery. Last night at about 1:00 A.M., the alarm (2) went (go) off.
Police (3) rushed (rush) to the building immediately, but they (4) are (be) too late.
Right after learning of the robbery, the mayor (5) set (set) up a telephone
hotline for information about the theft.
Three people (6) have called (call) so far, but the police are still looking for further
information. They believe it is probable that the thieves (7) left (leave) the city.
The curator of the Grand Gallery (8) offers (offer) a $50,000 reward for information leading to the capture
of the thieves.

Present perfect vs. present perfect continuous

Use the present perfect continuous to describe temporary situations and actions that are not yet
completed. The present perfect describes permanent situations and recently completed actions.
A dog has been stealing all the attention. (temporary situation)
I've always surfed with my dog. (permanent situation)
Maggie has been amazing visitors by painting for her supper. (not yet completed action)
I've locked my keys in the car. (recently completed action)

Use the present perfect with the passive or with stative verbs such as be, love, and have.
He's always loved it.

A Look at the first story on page 44 again. Can you find another example of the
present perfect continuous? Why is this tense used?

B Complete the sentences with the present perfect or present perfect continuous
form of the verbs in parentheses. Then compare answers with a partner.

1. Many residents have been (be) homeless ever since last month’s storm
   and _______ (stay) with relatives while their homes are being repaired.
2. Although crews _______ (repair) the subway signals all week, they still
   _______ (not solve) the problems with long delays.
3. Police _______ (guard) the stores that the thieves _______ (not rob) yet.
4. Workers _______ (plow) the roads all night, but some snow remains.
4. It's in the news.

A How would you define each of these news events?

<table>
<thead>
<tr>
<th>epidemic</th>
<th>natural disaster</th>
<th>recession</th>
</tr>
</thead>
<tbody>
<tr>
<td>famine</td>
<td>political crisis</td>
<td>robbery</td>
</tr>
<tr>
<td>hijacking</td>
<td>rebellion</td>
<td>scandal</td>
</tr>
<tr>
<td>kidnapping</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

"A natural disaster is something like a volcano, an earthquake, or a flood."

B Pair work Tell your partner about some news stories you've recently heard. Use the words above.

"I saw something about a big scandal on the news this morning."

"Really? What was it?"

"Well, it said that a politician had been arrested for taking bribes."

5. Broadcast news

A Listen to an early morning news broadcast. What is each story about? Write the correct number.

___ a natural disaster ___ a scandal ___ an unusual family ___ an epidemic

B Listen again. Are the statements true or false? Check (✓) the correct answer. Then correct the false statements to make them true.

1. TB is dangerous because it affects the heart.
   True False

2. One-third of all TB cases are untreatable.
   True False

3. The painting was bought by a wealthy person.
   True False

4. The painting may be a forgery.
   True False

5. Hurricane Pauline has trapped some people in their homes.
   True False

6. The tourist business in Cancún will be unaffected.
   True False

7. The mother left the house to give her children freedom.
   True False

8. The mother agreed to come down from the tree.
   True False

6. Speaking of the news

A Pair work Discuss the questions. Ask follow-up questions and add extra information.

1. How closely do you follow the news? What kind of stories interest you?
2. What do you think was the most important news story in the last few years?
3. Do you think stories about sports or celebrities count as "real news"?

B Group work Compare your answers with another pair. How are your opinions about the news different?
4. It's in the news. (vocabulary & speaking)

Learning aim: Learn and practice using vocabulary to talk about news events (15–20 minutes)

A
- Explain the task. Ss work individually to complete the activity. Then Ss work in pairs to compare their answers. Go over answers with the class. (See answers at right.)

B Pair work
- Explain the task. One pair reads the example conversation to the class.
- Ss work in pairs to do the activity. Have pairs tell their news stories to the class.

To help Ss with speaking skills in this exercise, try Can I add something here? on page T-161.

5. Broadcast news (listening)

Learning aim: Develop skills in listening for gist and details (15–20 minutes)

A [CD 2, Track 6]
- Explain the task. Tell Ss to look at the topics.
- Tell Ss to listen and write the number of each news story beside the correct topic. Play the recording once as Ss listen. Play the recording again while Ss write their answers. Replay as many times as needed. Ss listen and check their answers.
- Go over answers with the class.

Answers

<table>
<thead>
<tr>
<th>a natural disaster: 3</th>
<th>an unusual family: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>a scandal: 2</td>
<td>an epidemic: 1</td>
</tr>
</tbody>
</table>

Audio script: See page T-261.

B [CD 2, Track 7]
- Explain the task. Play the recording and have Ss complete the activity.

6. Speaking of the news (speaking)

Learning aim: Talk about news stories (10–15 minutes)

A Pair work
- Explain the task. Read the questions aloud. Ss work in pairs to do the activity.

B Group work
- Explain the task. Put pairs together and have them discuss their opinions.
- Have groups tell the class what their group discussed.
Learning aim: Write a narrative using a variety of verb tenses (40–50 minutes)

A
- Books closed. Ask Ss to say what a narrative is. (Answer: a story) Ask Ss to say what chronological order is. (Answer: Chronological order refers to the time sequence of events; writers use chronological order when the sequence of events is important in a story.) Point out that the stories in this lesson use chronological order.
- Books open. Have Ss look at the photo and guess what kind of news story the sentences will make.
- Explain the task. Read the sentences aloud and answer any questions about vocabulary. Have Ss underline all the verbs in each sentence and identify which tense each is.
- Ss work individually to complete the task. Then Ss work in pairs to compare their answers. Go over answers with the class.

Answers
The correct order is (from top to bottom):
4, 5, 6, 7, 9, 8, 2, 3, 1
A possible title for the story is: Local Surfer Thwarts Shark Attack

B
- Explain the task. Ss work individually to write a short news story. Make sure they use the simple past, present perfect, and present perfect continuous in their stories.
- Ss work in pairs to compare their stories. Have Ss ask each other comprehension questions about their partner’s stories.

C Group work
- Explain the task. Ss work in groups to read their stories to each other. Have Ss ask each other questions about the stories.
- Have Ss tell the news story of one of the other Ss in the group to the class. Have the class vote on who had the most interesting story.

Optional activity: Story chain (20 minutes)
- Ss work in a group to make a news story.
  - Write a headline and the first sentence of a news story on the board. Have the class brainstorm more headlines and first lines. Add them to the board.
  - Put Ss in small groups. Each group member chooses one of the headlines from the board and writes it at the top of a piece of paper, and then adds the first sentence of the news story and passes the paper to the next student. That S adds a sentence that logically follows and passes the paper.
  - Ss continue adding a sentence and passing the paper around the group until all the stories have been completed. Try to have Ss extend the story with as many sentences as possible.
  - Ask groups to each choose one of their completed stories to read to the class.

Do your students need more practice?

<table>
<thead>
<tr>
<th>Assign . . .</th>
<th>for more practice with . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar Plus p. 116</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 31</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 32, Ex. 3</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Workbook p. 32, Ex. 4</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 33</td>
<td>Writing</td>
</tr>
</tbody>
</table>

For extra practice with this lesson’s topic, try Hot news! on page T-185.
A narrative is usually organized in chronological order and uses a variety of verb tenses.

A  Number the events in this news story in the correct order. Then write a title for the article.

Title: ____________________________________________

1. Brian Anderson was surfing at a popular spot south of Seaside, Oregon, on the day before Thanksgiving when he noticed something was grabbing his leg.

2. Realizing it was a shark, he punched it repeatedly in the nose so it would loosen its grip.

3. Andoerson’s leg was bleeding badly when emergency workers arrived, so they took him to a local hospital, where he was kept overnight for observation.

4. When the stunned shark finally let go, Anderson swam to shore, dragging his badly wounded leg behind him.

5. As he was punching the shark, it began to release its grip on his leg.

6. He was pulling himself up on the rocks when another surfer came to his aid and called an ambulance.

7. In a post-Thanksgiving interview, Anderson said that even though he has had some bad dreams since the attack, he was looking forward to surfing again soon.

B  Write a brief news story about a recent event. Use the simple past, present perfect, and present perfect continuous tenses to show the order of events.

C  Group work  Take turns reading your stories. Ask follow-up questions. Who has the most interesting story?
Lesson B • Storytelling

1. What happened?

A Pair work What do you think happened? Choose two stories. Complete them by filling in the gaps indicated by ▶️

1. I went to the wrong class. It was the first day, so ▶️. Afterwards, a classmate told me it was French IV and not my class, French I.

2. I’d picked up my mother’s ring at the jeweler, but I couldn’t find it when I got home. Up until then, I had never lost anything important, so I ▶️. So, the ring wasn’t lost after all! What a relief!

3. On my way home, I tried to take a shortcut through a neighbor’s yard. As soon as I went through the gate, a huge dog suddenly ran up to me and ▶️. Afterwards, we all laughed about it.

4. I had left for work a little earlier than usual. I got to the subway station, and ▶️. When I got to work, my boss asked to speak to me. I knew he would never believe why I was late.

5. I volunteered to take care of my nephew. Before that, I’d never taken care of a toddler. As soon as his parents left, ▶️. When they finally got home, the apartment, my nephew, and I were a mess!

6. Until my friends from Japan invited me to a sushi restaurant, I had never had sushi in my life. When I put the first piece in my mouth, ▶️. They were really nice about it, though.

B Group work Take turns sharing your stories. Have you had similar experiences?

2. How did it all end?

A 🎧 Listen to two stories from the starting point. Which stories are they?

B 🎧 Listen again. Choose the correct ending of each story.

1. a. He found the ring in his pocket.   b. The jeweler had the ring.   c. He bought a new ring.

2. a. The conductor helped her.   b. A passenger helped her.   c. The door finally opened.
LESSON B • Storytelling

1. What happened? (starting point)

Learning aim: Tell a personal story and see the past perfect in context (10–15 minutes)

A Pair work

- Books closed. Tell Ss the beginning and the end of a funny, embarrassing, or frightening experience that you’ve had. For example: My friends told me not to go diving alone. . . . Afterwards, I realized how dangerous it had been. Ask Ss to guess what happened to you. Then tell Ss the entire story. If time allows, repeat the activity with a few Ss telling the story.

- Books open. Have Ss cover the text under each picture. Then have them look at the pictures. Ss work in pairs to first describe what they see and then to guess what they think might have happened in each picture. Have Ss tell their guesses to the class.

B Group work

- Explain the task. Check that Ss understand the following vocabulary.

Vocabulary

- shortcut a shorter route between two places
- toddler a young child who is just starting to walk

- Have pairs choose two stories and work together to fill in the gaps. Have them write their stories on a piece of paper.

2. How did it all end? (listening)

Learning aim: Develop skills in listening for the details of a story (15–20 minutes)

A [CD 2, Track 8]

- Explain the task. Check that Ss understand the following vocabulary.

Vocabulary

- kind of a little, not a lot
- dropped off took something somewhere and left it there
- errands everyday tasks that require leaving the house
- raced home quickly returned home
- receipt a slip of paper that shows what you paid for something
- panicked having a feeling of uncontrolled fear
- stuck to be tightly inside or between something and not able to get out (in this context)

- Tell Ss to listen and match the stories to the correct picture in Exercise A. Play the recording once as Ss listen for the answers. Replay as many times as needed. Ss listen and check their answers.

- Go over answers with the class.

B [CD 2, Track 9]

- Explain that Ss will listen again for details about how each story ended. Read the choices aloud.

- Play the recording. Go over answers with the class.

Answers

1. b 2. c

Audio script: See page T-261.
3. Adverbs with the simple past and past perfect (grammar)

Learning aim: Practice using adverbs with the simple past and past perfect (20–25 minutes)

Grammar notes
Adverbs of time help to clarify when an event or situation in the past took place in relation to another event or situation in the past.

Books closed. Write on the board:
I was embarrassed because I called the teacher “Mom.”
Afterward, we all laughed about it.
Ask which action happened first. (Answer: I called the teacher “Mom.”)

Write on the board:
The moment I got in the bathtub, the telephone rang.
Ask which action happened first. (Answer: They happened at the same time.)

Write on the board:
Ann went to Japan last year. Before that, she had only traveled to Florida.
Ask which place Ann went to first. (Answer: Florida)

Circle the adverbs in the sentences. Say, These adverbs help us to understand the order of events.

Books open. Discuss the information in the grammar box and read the example sentences.

A

Have Ss look at the starting point on page 48 again.
Explain the task and read the questions aloud. Go over answers with the class.

Answers

Story 1: Afterwards (followed by simple past)
Story 2: when (followed by simple past), Up until then (followed by past perfect)
Story 3: As soon as (followed by simple past), Afterwards (followed by simple past)
Story 4: When (followed by simple past)
Story 5: Before that (followed by past perfect), As soon as (followed by simple past), When (followed by simple past)
Story 6: Until (followed by simple past, then past perfect), When (followed by simple past)

B

Explain the task. Read the sentences aloud. Go over the example sentences. Ask a few Ss to think of another sentence.

Ss work individually to complete the task. Then Ss work in pairs to compare their answers. Go over answers with the class.

C

Explain the task. Look at the pictures and have Ss describe what they see. Read the sentences aloud. Check that Ss understand the following vocabulary.

Vocabulary
punch line the funny end of a joke
driveway a paved path that leads from the street to the front of a garage

Ss work individually to complete the activity. Ss work in pairs to compare answers. Go over answers with the class.

Answers

1. b 2. a 3. b 4. a 5. b 6. a

D Pair work

Explain the task. Read the example story aloud.

Ss work in pairs to take turns telling the stories for each picture. Remind Ss to use adverbs of time.

Have several Ss tell their stories to the class.

Optional activity: More stories (10–15 minutes)

Ss have additional practice with telling stories.

Bring in magazine pictures that show people doing things. Display them on the board.

Have Ss choose one of the pictures and write a story that goes with the picture.

Have Ss tell their story to the class.
Adverbs with the simple past and past perfect

Use these adverbs with the simple past to describe something that happens at a later time.
Afterwards, / Later, / The next day, we laughed about it.

Use these adverbs with the simple past to describe two things that happen at the same time.
When / As soon as / The moment I got to work, my boss asked to speak to me.

Use these adverbs with the past perfect to describe something that was true or that happened before another event in the past.
Up until then, / Before that, / Until that time, I had never lost anything important.

Grammar Plus: See page 117.

A Look at the starting point on page 48 again. Can you find the adverbs from the grammar box? Which verb tenses are used after them?

B Write two sentences for these situations using the adverbs from the grammar box. Then compare answers with a partner.

1. My apartment was robbed last week. 3. I failed my driving test last week.
   Up until then, I had never had anything stolen. The moment it happened, I called the police.
2. I moved into my own apartment this summer. 4. I really enjoyed my trip to Singapore last month.
   5. I was nervous about going to the dentist.
   6. I knew I shouldn’t have agreed to give a short speech at my best friend’s wedding.

C Match the sentences with the illustrations. Then compare answers with a partner.

_ 1. This morning, I was on my way to work.
   _ 2. Last night, I was telling a joke at a dinner party.
   _ 3. I was backing my car out of the garage. I crashed into my neighbor’s car.
   _ 4. I got to the punch line. I knocked a glass of water on the floor with my hand.
   _ 5. She had never parked in front of my driveway.
   _ 6. I noticed everyone laughed. I wasn’t sure if they were laughing at the joke or at me.

D Pair work Take turns telling the stories for each picture. Use adverbs to show the order of events.

“This morning, I was on my way to work. I was backing my car out of the garage when I crashed into my neighbor’s car. I couldn’t believe it! Until then, she had . . .”
4 Embarrassing moments

Listen to an interview with actor Tom Wiley. What jobs does he talk about?

1. ____________ 2. ____________ 3. ____________

Listen again. Answer the questions.

1. Why did Tom lose his job at the department store?
2. Why didn’t Tom last long as a painter?
3. Why was Tom fired from his job as a taxi driver?
4. How seriously do you think Tom took these jobs?

5 Creating a story

These phrases are used to tell a story. Put them in the columns below.

<table>
<thead>
<tr>
<th>Beginning a story</th>
<th>Continuing a story</th>
<th>Going back in a story</th>
<th>Ending a story</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’ll never forget the time...</td>
<td>Meanwhile...</td>
<td>To make a long story short...</td>
<td></td>
</tr>
<tr>
<td>The thing you have to know is...</td>
<td>And in the end...</td>
<td>I’ve got to tell you about...</td>
<td></td>
</tr>
<tr>
<td>It all started when...</td>
<td>That reminds me of when...</td>
<td>The other thing is...</td>
<td></td>
</tr>
<tr>
<td>What happened was...</td>
<td>The next thing we knew...</td>
<td>So finally...</td>
<td></td>
</tr>
<tr>
<td>I forgot to mention that...</td>
<td>So later on...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pair work Tell a story about yourself. Use these story ideas and the phrases above. Ask follow-up questions.

Story ideas

* You tried something for the first time.
* You did something really exciting.
* You forgot something important.
* You had a surprising experience.
* You met a strange person.

“I’ll never forget the first time I cooked a big dinner by myself. I had always helped my mother cook, so I thought it would be easy.”

“Why were you cooking a big dinner?”

“Well, I had invited all my friends over, and...”

Group work Share your story with another pair of students. Then choose one of your group’s stories and tell it to the whole class.
Embarrassing moments (listening)

Learning aim: Develop skills in listening for the details of a story (15–20 minutes)

A [CD 2, Track 10]
- Ask Ss to brainstorm various kinds of common embarrassing situations and write them on the board (e.g., wearing mismatched shoes to work, slipping in front of a large group of people, cooking a bad dinner for guests, etc.).
- Explain the task. Tell Ss to listen for the jobs the speaker mentions. Play the recording once as Ss listen. Play the recording again while Ss write their answers. Replay as many times as needed. Ss listen and check their answers.
- Go over answers with the class.

Answers

1. taxi driver
2. department store clerk
3. housepainter

Audio script: See page T-261.

Creating a story (vocabulary & speaking)

Learning aim: Learn and practice using vocabulary to tell a story (15–20 minutes)

A
- Read the phrases aloud. Go over any vocabulary Ss don’t understand. Give examples of how to finish each phrase.
- Explain the task. Ss work individually to complete the activity. Go over answers with the class.

Answers

Beginning a story:
I'll never forget the time when . . .
It all started when . . .
That reminds me of when . . .
I've got to tell you about . . .

Continuing a story:
What happened was . . .
Meanwhile . . .
The next thing we knew . . .
So later on . . .

Going back in a story:
The thing you have to know is . . .
I forgot to mention that . . .
The other thing is . . .

Ending a story:
And in the end . . .
To make a long story short . . .
So finally . . .
Learning aim: Develop skills in understanding vocabulary in context, reading to confirm predictions, and giving a personal reaction to a reading (25-30 minutes)

A Pair work
- Books open. Explain the task. Check that Ss understand the following vocabulary:

<table>
<thead>
<tr>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>baby-sitter a person who watches children while the parents are out of the house</td>
</tr>
<tr>
<td>blues feelings of sadness</td>
</tr>
</tbody>
</table>

- Ss work in pairs to guess what each story is about. Have a few pairs tell the class their ideas.
- Have Ss read the anecdotes silently to themselves and see if they were correct. Check that Ss understand the following vocabulary:

<table>
<thead>
<tr>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>slam to close something with great force</td>
</tr>
<tr>
<td>hysterically without control</td>
</tr>
<tr>
<td>smoke detector an alarm on the ceiling that sounds when there is smoke in the room</td>
</tr>
<tr>
<td>defiant rebellious</td>
</tr>
<tr>
<td>get away with to do something wrong and not be punished for it</td>
</tr>
</tbody>
</table>

- Ask Ss if any of their ideas were similar to the anecdotes.

B Group work
- Explain the task. Read the questions aloud.
- Ss work in groups to answer the questions. Go over answers with the class.

C Group work
- Explain the task. Read the questions and topics aloud. Answer any questions about vocabulary.
- Ss work in groups to take turns telling anecdotes. Have a S from each group tell the class who had the funniest anecdote.

For more practice telling stories, try *Urban legends* on page T-186.

**Do your students need more practice?**

<table>
<thead>
<tr>
<th>Assign . . .</th>
<th>for more practice with . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-study p. 135</td>
<td>Listening</td>
</tr>
<tr>
<td>Grammar Plus p. 117</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 34</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 35</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Workbook p. 36</td>
<td>Reading</td>
</tr>
</tbody>
</table>
It happened to me!
(or my friend... or a friend of a friend...)

**Baby-sitter's Blues**
I’ll never forget the time last winter when I was babysitting these two kids for the first time. It was about 7:30 at night. Their mom had asked me to make them a pizza for dinner. It had been in the oven for about fifteen minutes when suddenly I heard a noise outside, and the dog started barking. As soon as I opened the door and stepped outside, the kids slammed and locked it behind me. It was winter, and I stood outside freezing while they rolled around on the floor laughing hysterically. Meanwhile, the kitchen started getting smoky, and the smoke detector started buzzing. They didn’t know what to do, so they let me back in. The pizza was burnt to a crisp.

I didn’t say anything. But, as we sat around the kitchen table having a bowl of cold cereal instead of their favorite, pizza, I could tell they regretted what they’d done. Anyway, to make a long story short, I baby-sit them all the time now, and guess what? I haven’t had any problems ever since that first night.

-AMY FERNANDEZ, BOSTON

**A Bad Holiday**
Have I learned any lessons the hard way? I sure have! What happened was I wanted a Monday off from work. Tuesday was a national holiday, and I thought a four-day weekend would be just perfect. I asked my boss, and he said no. At that company, all employees got their birthday off, so I asked if they could pretend that the Monday was my birthday. He said no. I woke up on the Monday morning feeling a little defiant, so I called in sick. I told them I got a terrible sunburn on the weekend. Later on, I realized that I had no color at all because I hadn’t been out in the sun. So my friends and I went to the beach and stayed there all day. When I woke up the next morning, I had the worst sunburn of my life. I even had to go to the hospital! In the end, I learned a valuable lesson— I can’t get away with anything!

- RITA WAGNER, SAN DIEGO

**Group work** Discuss these questions. Then share your answers with the class.

1. Why do you think the baby-sitter hasn’t had any more problems?
2. What would you have done if you were Rita?
3. Which story did you find the most amusing? Why?

**Group work** Choose one of the topics below, or one of your own, and tell your group an anecdote. Who had the most interesting anecdote? Whose was the funniest?

- celebrity encounters
- childhood memories
- food experiences
- mistaken identity
- school days
- speaking English
- strange coincidences
- travel stories
Self-assessment

How well can you do these things? Rate your ability from 1 to 5 (1 = low, 5 = high).

Talk about problems and solutions using time clauses (Ex. 1) [ ]
Talk about what someone has said using reported speech (Ex. 2) [ ]
Listen to a talk about stress (Ex. 3) [ ]
Give opinions about the best way to deal with stress (Ex. 3) [ ]
Tell anecdotes using simple past and past perfect (Ex. 4) [ ]

Now do the corresponding exercises below. Were your ratings correct?

1. Calm down, chill out

A What do you do in these situations?

1. Tomorrow is a big day – you have a job interview or an exam. You are worried that you won't sleep well.
2. You've been lying in bed for hours and can't get to sleep. You can't stop thinking about what you have to do tomorrow.
3. You feel angry about something.
4. You are studying or working, and you need to take a break.

B Pair work Compare your answers with a partner. Are any of your solutions the same?

"Whenever I have something important the following day, I make sure I get some exercise so that I'll drop off as soon as I lie down."

2. Guess what I heard?

A Look at the situations below. Can you think of a personal example for each one?

1. You overheard someone say something really funny.
2. Someone told you a big secret.
3. You realized something important.

B Pair work Discuss your answers with a partner.

"I was on the subway, and I overheard this guy tell his friend that he'd gotten into the bathtub the night before and realized he was still wearing his socks! I just burst out laughing."


Units 4-6
Communication review

Self-assessment

Review aim: Ss assess how well they have learned the material in Units 4-6 (10-15 minutes)
- Explain the task. Read the list of skills aloud. Review the types of grammar and discussion topics from Units 4-6.
- Ss work individually to do the assessment.
- As a class, discuss which skills were easy for Ss and which were more difficult and why.

1. Calm down, chill out (speaking)

Review aim: Discuss problems and solutions using time clauses (10-15 minutes)

A
- Read the situations aloud. Ask Ss if they have had any of these problems recently.
- Give Ss time to think of solutions for each problem.

B Pair work
- Explain the task. Ss work in pairs. Have a S read the example answer aloud. Point out that a time clause is used to talk about the solution.
- Have partners compare their responses. Ask a few pairs to report their responses to the class.

Optional activity: Solutions (15-20 minutes)

Ss brainstorm problems and possible solutions.
- Ss work in small groups to think of two more problem situations and write them down.
- Collect the papers and then redistribute them to different groups.
- Have Ss discuss and write down their solutions to the new problems.
- Return the problems and their solutions to the original group. Have a few groups report the problem they wrote and the advice that was suggested.

2. Guess what I heard? (speaking)

Review aim: Talk about what someone said using reported speech (10-15 minutes)

A
- Explain the task. Read the situations aloud. Give Ss time to think of personal examples for each situation.

B Pair work
- Explain the task. Have a S read the example answer aloud.
- Ss work in pairs to discuss their answers. Remind Ss to use reported speech in their conversation.
- Have Ss tell the class one of their partner's answers using reported speech.

Optional activity: They said . . . (15-20 minutes)

Ss practice reported speech in groups.
- Have Ss stand in a circle. Ask a S a question such as, What do you do when you feel sad about something? Have the S answer. Then ask the next S, What did (name) say? The S answers using reported speech, and then says, When I am sad, I . . .
- Ask the third S, What did they say? That S uses reported speech to say what the first two Ss said and then gives his or her own answer. Continue around the circle until a S can't remember all the answers. Then ask a different question.
3 Stressed out! (listening & speaking)

Review aim: Develop skills in listening for main ideas and details, and talk about stress and the best way to deal with it (20–25 minutes)

A [CD 2, Track 12]
- Explain the task. Tell Ss to look at the list of possible topics. Check that Ss understand the following vocabulary.

<table>
<thead>
<tr>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>finals</td>
</tr>
<tr>
<td>campus</td>
</tr>
<tr>
<td>juggle</td>
</tr>
<tr>
<td>chill out</td>
</tr>
</tbody>
</table>

- Tell Ss to listen for the answers to the question. Play the recording once as Ss listen. Play the recording again while Ss check the correct box. Replay as many times as needed. Ss listen and check their answers.
- Go over the answer with the class.

Answer
b. college students and stress

Audio script: See page T-262.

4 Tell me a story. (speaking)

Review aim: Tell anecdotes using simple past and past perfect (10–15 minutes)

A Pair work
- Ask Ss to define anecdote. (Answer: a short, funny, or interesting story) Read the topics aloud. Give Ss time to think of a time when one or more of those things happened to them.
- Ss work in pairs to tell each other their anecdotes.

B Group work
- Explain the task. Read the example anecdote aloud. Ask Ss to say what follow-up questions they could ask.
- Ss work in groups to tell their stories and ask follow-up questions.
- Have Ss retell another S’s story to the class.
- Have Ss look at their answers in the self-assessment at the beginning of this review unit. Ask them if they agree with their answers.

Optional activity: Anecdotes (10–15 minutes)
- Ss practice telling more anecdotes.
- Ss repeat Exercise A, but this time they use their imaginations to tell an untrue story that is funny, exciting, or interesting.
- Ss tell the class their partner’s story. Have the class vote on the best story.
3 Stressed out!

A 🎧 Listen to Andrew Philips talking about stress. What is the main topic of his talk? Check (✓) the correct answer.

- a. the stress of living on a tight budget
- b. college students and stress
- c. stress and nutrition

B 🎧 Listen again. Check (✓) the causes of stress that you hear.

- 1. not having enough money
- 2. part-time jobs
- 3. noisy roommates
- 4. too much studying
- 5. not enough studying
- 6. not enough exercise

C Pair work Look at the causes of stress you checked above and these suggestions. Which do you think is the best way to deal with stress? Why?

Ways to Deal with Stress

- Find a physical activity you enjoy and make time for it.
- Organize your time.
- Make time to relax.
- Eat breakfast. Don’t drink too much coffee.
- Develop a sense of humor.

“When you feel like you’ve got too much work, I think it’s really important to sit down and organize your time. If you do, you’ll feel more in control.”

4 Tell me a story.

A Pair work Tell your partner about a time when one of these things happened to you.

- You met someone fascinating.
- You did something that took a lot of courage.
- Something made you laugh hysterically.

B Group work Join another pair and tell your stories. Ask and answer follow-up questions so that you will be able to retell each story.

“I once met a famous marathon runner at a café. It was pretty crowded, and I had just sat down at the last free table. The next thing I knew, she walked up and...”
Internet trends

A Look at these Internet trends. Check (√) the ones that affect you.

NOW...
- An increasing number of degrees are being offered online.
- Job openings have been advertised on the Internet for several years.
- Increasingly, news is being broadcast live on the Web.
- More music has been downloaded this year than ever before.

IN THE FUTURE...
- More computers will be infected by a new generation of dangerous viruses.
- An even greater variety of opinions will be posted on video blogs.
- More health-care sites are going to be used by people from home.
- The Internet is going to be used even more to download movies.

B Pair work What did people do before these trends appeared?

"People used to have to attend classes on campus to get a degree."

Technology buzzwords

A Match the Internet terms on the left with the definitions on the right.

1. download ___ a. software available for free
2. chat room ___ b. radio or TV shows for your MP3 player
3. hot spot ___ c. transfer files to your computer
4. blog ___ d. harmful software that attacks computers
5. freeware ___ e. short messages that are faster than e-mail
6. webcam ___ f. a place that has wireless Internet access
7. podcast ___ g. software that secretly records your online activity
8. spyware ___ h. a website where people have discussions
9. instant messaging ___ i. a camera that sends live video over the Internet
10. computer virus ___ j. an online journal of personal opinions

B Pair work Do you have any experience with these technologies?

"I've been downloading music and videos for years. And if I'm too busy to watch TV, I download podcasts of my favorite shows. It's great!"
7 The information age

LESSON A • A weird, wired world

1. Internet trends (starting point)

Learning aim: Talk about Internet trends and see passive verb forms in context (10–15 minutes)

A
- Books closed. Ask: What is a trend? (Answer: the current style or preference of the general public) How often do you use the Internet? What do you use it for? How is your life better because of the Internet? Is your life worse in any way?
- Ss work in small groups to discuss which Internet sites they think are the most useful. Have groups share their list with the class.
- Books open. Explain the task and have Ss read the information. Check that Ss understand the following vocabulary.

Vocabulary
- degree an official title that is given after the successful completion of a specific course of study
- infected having a secret computer program that causes the normal computer programs to not function properly (in this context)
- blog a journal that appears on a computer website

- Ss read the chart and check the trends that affect them personally. Ss work in pairs to compare their answers. Have a few pairs share their answers with the class.

B Pair work
- Explain the task. Read the example answer aloud. Ss work in pairs to discuss each trend mentioned in Exercise A.
- Have Ss share their answers with the class.

2. Technology buzzwords (vocabulary)

Learning aim: Learn and practice using Internet terms (10–15 minutes)

A
- Books closed. As a class, brainstorm Internet terms that Ss are already familiar with, such as website, e-mail, etc. Write them on the board.
- Books open. Explain the task. Read the words in the left-hand column aloud.
- Ss work individually to complete the task. Go over answers with the class.

Answers
1. c 3. f 5. a 7. b 9. e
2. h 4. j 6. i 8. g 10. d

B Pair work
- Explain the task. Read the example answer aloud.
- Ss work in pairs to discuss their experiences with the different technologies in Exercise A.
- Have Ss share their partners’ answers with the class.

Optional activity: Website directory (10–15 minutes)

Ss create a class directory of their favorite websites.
- As a class, brainstorm the many uses of the Internet and write the topics on the board (e.g., cooking, travel, learning English, celebrity gossip, home repair, news, etc.).
- Ss work in small groups to list the websites that they visit for each category on the board.
- Have Ss tell the class about their websites, why they think they are useful, and some tips on how to use them.
- Have the class write a directory of the best websites, organized by category. Give each S a copy.
3. Passive of present continuous, present perfect, future (grammar)

Learning aim: Practice using the passive of the present continuous, present perfect, and future (20–25 minutes)

Grammar notes
The passive is most often used when it is not known, or it is not important to know, who has performed the action.
The phrase by + performer of action is only used when it is important to know who performed the action.
The song was sung.
The song was sung by my favorite singer.
Only transitive verbs can be used in the passive.
Intransitive verbs such as happen, seem, sleep, etc., cannot be used in the passive form.

- Discuss the information in the grammar box and read the example sentences.

A
- Have Ss look at the starting point on page 54 again. Explain the task and read the question aloud. Go over the answers with the class.

Answers
Present continuous passive:
Increasingly, news is being broadcast live on the Web.

Present perfect passive:
Job openings have been advertised on the Internet for several years.

Future passive:
An even greater variety of opinions will be posted on video blogs.

B
- Ss work individually to complete the task.
- Ss work in pairs to compare their answers. Go over answers with the class.

Answers
1. have been infected
2. will be released
   /is going to be released
3. are being started
4. have been set up
5. are being monitored
6. are being downloaded
7. will be created
   /are going to be created
8. will be used
   /are going to be used

4. How do you feel about the Internet? (listening)

Learning aim: Develop skills in listening for gist and what each speaker talks about (15–20 minutes)

A [CD 2, Track 14]
- Explain the task. Read the names of the people being interviewed aloud. Tell Ss to listen for the answer to the question. Play the recording as Ss listen for the answer. Replay as many times as needed. Ss listen and check their answers.
- Go over the answer with the class.

Answer
Maria

Audio script: See page T-262.

B [CD 2, Track 15]
- Explain that Ss will listen again for who mentions each use of the Internet.
- Explain the task. Tell Ss to read the uses of the Internet.
- Play the recording once as Ss listen. Play the recording again while Ss write the correct letters.
- Go over answers with the class.

Answers

Audio script: See page T-262.
Passive of present continuous, present perfect, future

Use these passive tenses for actions where the emphasis is on the object of the action.

Use the passive of the present continuous for ongoing actions.
An increasing number of degrees are being offered online.

Use the passive of the present perfect for recently completed actions.
More music has been downloaded this year than ever before.

Use will + passive or be going to + passive for actions that will begin in the future.
More computers will be infected by viruses.
More health-care sites are going to be used by people from home.

A Look at the starting point on page 54 again. Can you find one more example of each passive?

B Complete the sentences with the correct form of the verb in parentheses.
Sometimes more than one answer is possible.

1. Thousands of computers already have been infected (infect) by spyware.

2. More freeware released (released) soon for all kinds of applications.

3. Thousands of blogs start (start) on all sorts of topics every day.

4. Recently, more hot spots set up (set up) in small towns.

5. Nowadays, teen chat rooms monitor (monitor) by concerned parents.

6. These days, podcasts downloaded (downloaded) by people of all ages.

7. Soon viruses created (created) that no security software can detect.

8. Webcams used (used) in the future to broadcast college classes.

How do you feel about the Internet?

A 🎧 Listen to Edward, Ting, and Maria talking about how they use the Internet. Who do you think is the most enthusiastic about the Internet?

B 🎧 Listen again. Does Edward (E), Ting (T), or Maria (M) mention these uses of the Internet? Write the correct letter.

   _ 1. chat rooms _ 6. blogs
   _ 2. news _ 7. e-mail
   _ 3. webcams _ 8. instant messaging
   _ 4. downloading _ 9. online courses
   _ 5. computer games _ 10. online shopping
Connecting ideas formally

A These expressions connect ideas in different ways. Put them in the columns below. Sometimes more than one answer is possible.

<table>
<thead>
<tr>
<th>additionally as a result</th>
<th>for example for instance</th>
<th>furthermore indeed</th>
<th>in fact likewise</th>
<th>nevertheless on the other hand</th>
<th>similarly therefore</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add information</td>
<td>Compare or contrast</td>
<td>Emphasize</td>
<td>Give an example</td>
<td>Show result</td>
<td></td>
</tr>
<tr>
<td>additionally</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B Circle the appropriate connector to complete the sentences.

1. Tom loves technology; *similarly / for example*, he has the latest cell phone.
2. Many cities have wireless hot spots; *nevertheless / in fact*, others don’t.
3. Most students do research online now; *nevertheless / therefore*, Internet access in libraries is a necessity.
4. Some websites aren’t reliable; *as a result / likewise*, many people are being misinformed.
5. The Internet changes fast; *for example / likewise*, so do cell phones.
6. Blogs cover everything; *on the other hand / furthermore*, they are updated frequently.

Internet debate

A Pair work Do you think the Internet is a positive or negative influence? Find a partner who has the same opinion.

B Group work Find a pair who disagrees with you and your partner. Take turns explaining your reasons. Each pair gets a chance to disagree.

“The way I see it, the Internet is a positive influence because it brings us information from all over the world.”

“That may be true, but in my opinion, that’s not always a good thing. In fact, . . .”

Useful expressions

<table>
<thead>
<tr>
<th>Expressing opinions</th>
<th>Disagreeing</th>
<th>Giving reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you ask me, . . .</td>
<td>That may be true, but . . .</td>
<td>That’s why . . .</td>
</tr>
<tr>
<td>The way I see it, . .</td>
<td>I see your point, but . . .</td>
<td>The reason for that is . .</td>
</tr>
</tbody>
</table>
5. Connecting ideas formally (vocabulary)

Learning aim: Learn and practice using expressions for connecting ideas formally (10–15 minutes)

A
- Explain the task. Read the expressions aloud. Give an example of how to use two or three of them, or ask Ss to give a few examples.
- Ss work individually to complete the task. Go over answers with the class.

Answers
Add information: additionally, furthermore
Compare or contrast: likewise, nevertheless, on the other hand, similarly
Emphasize: additionally, furthermore, indeed, in fact
Give an example: additionally, for example, for instance, furthermore
Show result: as a result, therefore

B
- Explain the task. Ss work individually to complete the task.

To help Ss with the vocabulary in this exercise, try Bleep! Bleep! on page T-159.

Optional activity: Sentence chain (20 minutes)

Ss practice connecting ideas in sentences.
- Put Ss in a circle. Say to one S, I like using the Internet for planning my vacation; furthermore... and have the S complete the sentence. Then have that S say a sentence and use a connecting phrase to the next S, who completes the sentence. Continue around the circle.
- If necessary, have the class brainstorm sentences with connectors and write them on the board as a reference for Ss.

6. Internet debate (discussion)

Learning aim: Discuss positive and negative influences of the Internet on society (25–30 minutes)

A Pair work
- Books closed. As a class, review the different ways the Internet has changed society. Have Ss call out general topics (medicine, news coverage, use of free time, etc.) and write them on the board. Give Ss time to think about whether the Internet is a good or bad influence.
- Books open. Explain the task. Have Ss walk around the class and find a partner who has the same opinion about the Internet as they do.

B Group work
- Explain the task. Have one pair read the example conversation to the class. Go over the information in the useful expressions box. Have a short sample conversation with another S and use the expressions.
- Ss work in groups to do the activity. Ask Ss to tell the class about their group's discussion.
7. Writing a blog post (writing)

Learning aim: Write a blog post (40–50 minutes)

A
- Tell Ss to read the information in the box at the top of the page. Ask: Do you read any blogs on the Internet?
- Explain the task. Check that Ss understand the following vocabulary.

Vocabulary
weird strange or unusual
gadget a small electronic or mechanical device that has a practical use
sleeves the part of a piece of clothing that covers the arms
clunker something that doesn’t work anymore or as well as the newest model
stay current to know about the latest technology

- Ss read the blog entry and check the things that the blog does or includes.
- Ss work in pairs to compare their answers. Go over answers with the class. Ask Ss if blogs are usually written in a formal or informal style. (Answer: informal)

B
- Explain the writing task. Read the topics aloud. Tell Ss that they should choose one of the topics and write a short blog entry.
- Ss work individually to write their blog post. Tell them to make sure that each sentence relates to the topic they chose.

C Group work
- Explain the task. Read the questions aloud.
- Ss work in groups to exchange paragraphs and take turns answering the questions.
- Walk around the class and help as needed. Encourage Ss to ask and answer follow-up questions about the blogs and ask about anything they don’t understand.
- Have groups share their answers with the class.

Do your students need more practice?

<table>
<thead>
<tr>
<th>Assign...</th>
<th>for more practice with...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar Plus p. 118</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 37, Ex. 1</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Workbook p. 37, Ex. 2</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 38, Ex. 3</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Workbook p. 38, Ex. 4</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 39</td>
<td>Writing</td>
</tr>
</tbody>
</table>

Answers
The checked items are:
1. has a title or a headline
2. expresses a personal opinion
3. provides links to other information
4. ends with a question

T-57 Unit 7 The information age
Writing a blog post

A blog, short for Web log, is an Internet journal or newsletter. Blogs are usually written about a specific topic, updated frequently, and intended for the general public to read.

A Look at the information about blogs. Then read the post below. Check (✓) the things this blog does or includes.

☐ 1. has a title or a headline  ☐ 4. provides links to other information
☐ 2. is written in a very formal style  ☐ 5. ends with a question
☐ 3. expresses a personal opinion

Weird Ideas

I was surfing the technology blogs this morning to see what unusual gadgets are out there these days. I found a blog that rated some new inventions. There sure is some weird stuff! I mean, they have these blankets with sleeves. You can sit in a chair with the blanket over you and hold a book or use your laptop and stay warm all over. I guess a few people might buy them. Maybe the same people who bought electric potato peelers. Then I started looking at the new electronic gadgets. That just got me depressed. It seems like gadget technology is changing so fast that if I buy the most up-to-date cell phone on the market, it'll be considered an old-fashioned clunker by the middle of next week. So here's my question: Is there even any point in trying to stay current?

2 comments

B Choose one of these topics or another of your own to write a short blog entry.

- celebrities  - games and gadgets  - online shopping  - sports
- cool websites  - international events  - parenting  - travel tips

C Group work  Take turns reading your blogs and discuss these questions.

1. Whose entry is the most interesting or entertaining? Why?
2. What are some reasons why people write and read blogs?
3. Do you read blogs or would you like to read some? Which kinds?
Future shock

A Read these comments about technology. Do you agree or disagree?

What’s YOUR take on technology?

- **Joo Chan, Seoul**
  “I get e-mail on my cell phone. That’s nice, isn’t it? Wouldn’t it be great if everyone had a cell phone like that?”

- **Ana, São Paulo**
  “Isn’t it weird how some people are always on their cell phones? They don’t notice anything around them. It’s actually dangerous, don’t you think?”

- **Sarah, Los Angeles**
  “Don’t you think there are too many websites? And most are full of misinformation. Shouldn’t the government limit the number of sites?”

- **Yang-ming, Taipei**
  “Doesn’t it seem like kids spend too much time in front of the TV? It makes them lazy, doesn’t it?”

B **Pair work** Compare your answers with a partner. Do you think the government should regulate any of these things?

Forms of communication

A Where do you find these forms of communication? Put them in the columns below. Then add another expression to each category.

<table>
<thead>
<tr>
<th>banner ads</th>
<th>bus wraps</th>
<th>fliers</th>
<th>neon signs</th>
<th>spam</th>
<th>text-messaging</th>
</tr>
</thead>
<tbody>
<tr>
<td>billboards</td>
<td>crawls</td>
<td>infomercials</td>
<td>pop-up ads</td>
<td>telemarketers</td>
<td>voice mail</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>On television</th>
<th>On the Internet</th>
<th>On the telephone</th>
<th>On streets or highways</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

B **Pair work** Which of the above are the most useful ways of communicating information? The least useful? Do you find any of them annoying?

“Those crawls at the bottom of television screens aren’t useful. It’s impossible to read them and pay attention to a show at the same time. Don’t you think they’re annoying?”
LESSON B • Information overload

1. Future shock (starting point)

Learning aim: Discuss information technology and see negative and tag questions in context (10–15 minutes)

A
- Books closed. Ask Ss what they like most about modern technology and what they like least about it.
- Books open. Explain the task. Check that Ss understand the following vocabulary.

Vocabulary
- take opinion (in this context)
- misinformation incorrect information

B Pair work
- Explain the task. Ss work in pairs to compare their answers for Exercise A. Then have them discuss if the government should limit the use of any of the technologies mentioned.
- Have Ss tell the class their partner’s answers.

2. Forms of communication (vocabulary)

Learning aim: Learn and practice using communication terms (10–15 minutes)

A
- Books closed. As a class, brainstorm communication terms that Ss are already familiar with, such as billboards, spam, etc. Write them on the board. Ask Ss which type of communication they think has the most positive impact on people and which has the most negative.
- Books open. Explain the task. Read the words in the box aloud.
- Ss work individually to complete the task. Make sure they add one more type of communication to each column. Go over answers with the class.

Answers
- On television: commercials
- On the Internet: banner ads, pop-up ads, spam
- On the telephone: telemarketers, voice mail, text-messaging
- On streets or highways: billboards, bus wraps, fliers, neon signs

B Pair work
- Explain the task. Read the example answer aloud.
- Ss work in pairs to discuss how they feel about the different kinds of communication.
- Have Ss share their partner’s answers with the class.

Optional activity: Communication (10–15 minutes)

Ss talk about the best form of communication for different kinds of businesses.
- Write several kinds of businesses on the board (e.g., computer repair, baby-sitting service, a new restaurant, a national chain of car rental offices, a local plumber, etc.).
- Ss work in small groups to decide which kind of communication would be best for each kind of business. Alternatively, have Ss choose one business and come up with a marketing campaign for it, including what communication they would use and what it would say.
- Have Ss tell the class about their ideas.
3. Negative and tag questions for giving opinions (grammar)

Learning aim: Practice using negative and tag questions to give opinions (20–25 minutes)

Grammar notes
A tag question is a question added at the end of a sentence. Tag questions are used to make sure there is agreement with one’s opinion or to make sure information is correct.

That was a great restaurant, wasn’t it?
The post office is next to the bank, isn’t it?
The post office isn’t next to the bank, is it?

The verb in the tag question is negative if the first verb in the sentence is affirmative, and affirmative if the first verb is negative.

Tag questions have falling intonation when the speaker expects the listener to agree. They have rising intonation when the speaker wants to express uncertainty.

Negative questions are also used to seek agreement with an opinion.

Discuss the information in the grammar box and read the example questions.

A

Have Ss look at the starting point on page 58 again. Explain the task and read the question aloud. Go over answers with the class.

B

Pair work

- Explain the task. Read the sentences aloud. Ss work individually to change the statements into tag or negative questions.
- Ss work in pairs to take turns asking and answering their questions.
- Go over the questions with the class. Then have Ss tell their partner’s answers to the class.

Answers

1. Isn’t it sad how so many trees . . .?
   It’s sad how so many trees . . ., isn’t it?
2. Shouldn’t they get rid of . . .?
   They should get rid of . . ., shouldn’t they?
3. Wouldn’t it be great if . . .?
   It would be great if . . ., wouldn’t it?
4. Shouldn’t teachers ban . . .?
   Teachers should ban . . ., shouldn’t they?
5. Isn’t it scary that . . .?
   It’s scary that . . ., isn’t it?
6. Aren’t there too many . . .?
   There are too many . . ., aren’t there?

4. It’s kind of strange, isn’t it? (discussion)

Learning aim: Give opinions about the Internet and communication technology and practice the lesson grammar (15–20 minutes)

A Pair work

- Read the opinions aloud. Answer any questions about vocabulary. Brainstorm follow-up questions for each opinion as a class.
- Ss work in pairs to discuss whether they agree or disagree with each opinion. Make sure they ask each other follow-up questions.

B Group work

- Explain the task. Have one pair of Ss read the example conversation to the class.
- Ss work in groups to discuss what they think are the three most pressing problems with modern information technology.
- Have one S from each group tell the class about the group’s answers.
3 Negative and tag questions for giving opinions

Use negative questions or tag questions to offer an opinion and invite someone to react.
Isn't it weird how some people are always on their cell phones?
Doesn't it seem like kids spend too much time in front of the TV?
Wouldn't it be great if everyone had a cell phone like that?
Shouldn't the government limit the number of sites?
I get e-mail on my cell phone. That's nice, isn't it?
TV makes kids lazy, doesn't it?

Use the phrase don't you think to form negative or tag questions.
Don't you think there are too many websites?
It's actually dangerous, don't you think?

A Look at the starting point on page 58 again. Find the two tag questions. Why do they have different endings?

B Pair work Turn the statements into negative or tag questions. Then ask and answer the questions. Discuss your answers.
1. It's sad how so many trees are being cut down to create junk mail.
2. They should get rid of those banner ads on the Internet.
3. It would be great if there were fewer billboards.
4. Teachers should ban text messaging during exams.
5. It's scary that opening a spam e-mail could expose your computer to a virus.
6. There are too many channels on TV these days.

4 It's kind of strange, isn't it?

A Pair work Do you agree or disagree with these opinions?

Millions of people are addicted to the Internet these days. It's kind of strange, isn't it?
Wouldn't it be great if they could eliminate all spam from e-mail?
Shouldn't the government limit the types of websites allowed on the Internet?
Don't you think a lot of people are being confused by misinformation on the Internet?

B Group work What problems are caused by modern information technology? Agree on the three most pressing problems and tell the class.

"Aren't kids today being exposed to too much information on television and the Internet? Won't they lose their ability to concentrate?"
"I don't think so. Don't you think kids today know more than previous generations?"
Health and technology

A  Listen to a news report on technology. What is the report about? Check (✓) the correct answer.

☐ a. new high-tech medical treatments
☐ b. new health problems caused by technology
☐ c. vacation ideas for people who dislike technology

B  Listen again and complete the chart.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Symptoms</th>
<th>Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td>eye strain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>carpal tunnel syndrome</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gadget addiction</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Gizmos and gadgets

A  Read about these unusual gadgets. Would you like to have one? Why or why not?

B  Group work  What new gadgets are becoming popular? Which ones do you like? What new gadgets do you think will come out in the future?
5 Health and technology (listening)

Learning aim: Develop skills in listening for the main topic and supporting details (15–20 minutes)

A [CD 2, Track 16]
- Explain the task. Read the topics aloud. Check that Ss understand the following vocabulary.

Vocabulary
specialist someone who has special knowledge about one particular topic
downside a disadvantage
syndrome a group of symptoms that together cause an abnormal medical condition
unheard of not known by anyone
drop off decrease
compounded made worse
regimen routine

- Tell Ss to listen for the answer to the question. Play the recording once as Ss listen. Play the recording again while Ss check the correct box. Replay as many times as needed. Ss listen and check their answers.
- Go over the answer with the class.

Answer
b. new health problems caused by technology

Audio script: See page T-263.

6 Gizmos and gadgets (discussion)

Learning aim: Give opinions about electronic gadgets and technology (15–20 minutes)

A
- Have Ss look at the pictures, but cover the text under each one. Have them guess what each gadget does. Ask a few Ss to tell the class their guesses.
- Have Ss read the gadget descriptions silently to themselves. Ask Ss to explain the meaning of 24/7, universal translator, target language, helmet, keep track of.
- Explain the task. Give Ss time to think of their answers to the questions. Have a few Ss report their answers to the class.

B [CD 2, Track 17]
- Explain the task. Tell Ss to look at the chart and determine the information they need to complete it.
- Play the recording. Tell Ss to listen for the details about each syndrome. Ss complete the chart. Play the recording again for Ss to check their answers.
- Ss work in pairs to compare their answers. Go over answers with the class.

Answers
Problem: eye strain
Symptoms: eyes become red, watery, itchy
Treatment: look at beautiful scenery for a few days with no computers

Problem: carpal tunnel syndrome
Symptoms: pain in the hands and arms
Treatment: stretching and strengthening exercises

Problem: gadget addiction
Symptoms: using gadgets all day long, a deep sense of loneliness
Treatment: learn to disconnect from the wired world

Audio script: See page T-263.

B Group work
- Explain the task. As a class, brainstorm new gadgets that are becoming popular. Write them on the board.
- Ss work in groups to discuss the questions. Make sure they ask each other follow-up questions.
- Have a S from each group tell the class about his or her group's answers.

For more practice discussing technology, try Do you have tech know-how? on page T-187.
Cyber-begging (reading)

Learning aim: Develop skills in understanding vocabulary in context, reading for specific information, and giving a personal reaction to a reading (25–30 minutes)

A Pair work
- Books closed. Ask: What is debt? (Answer: money that you owe to another person, store, company, or a credit card company) What would you consider a frivolous debt? What do you spend most of your money on? Ask Ss to guess what cyber-begging means.
- Books open. Explain the task. Ss work in pairs to discuss the question.
- Have Ss share their partner's answer with the class.
- Have Ss read the article silently to themselves. Check that Ss understand the following vocabulary.

Vocabulary
- broke having no money
- designer labels labels in clothing that indicate the piece of clothing was made by a famous designer
- a buck American slang for one dollar
- home free when something has come to a completely successful conclusion
- book deal an agreement with a publisher that they will pay you to write a book
- sob story a sad story told to get other people's sympathy
- traffic having many people visiting a particular website (in this context)
- scolded told someone that what they are doing is wrong or inappropriate

B
- Explain the task. Read the questions aloud.
- Ss work individually to read the article again and answer the questions.
- Ss work in pairs to compare their answers. Go over answers with the class.

Answers
1. She had spent all her money on expensive clothes and had a lot of debt.
2. She built a website and asked people to send her money so she could pay off her debt. She also sold her designer clothes.
3. Because she was honest about her troubles. Her donors thought she was funny and original.

C Group work
- Explain the task. Read the questions aloud.
- Ss work in groups to discuss the questions. Have a S from each group tell the class about his or her group’s answers.

Optional activity: Questions (10–15 minutes)
- Ss practice making tag and negative questions.
  - Have Ss write five tag or negative questions about the article, or about cyber-begging in general.
  - Ss work in pairs to take turns asking each other their questions.

Optional activity: Blanks (10–15 minutes)
- Ss practice writing and reading sentences with new vocabulary.
  - On the board, write the vocabulary words from the vocabulary box on this page, or other new vocabulary from the article.
  - Tell Ss to write a sentence with each, leaving the vocabulary word blank.
  - Have Ss exchange their sentences and try to fill in the blanks. Then have Ss check each other's answers.

For alternative reading text or extra practice, try Cool tools on page T-188.

Do your students need more practice?

<table>
<thead>
<tr>
<th>Assign . . .</th>
<th>for more practice with . . .</th>
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</thead>
<tbody>
<tr>
<td>Self-study p. 136</td>
<td>Listening</td>
</tr>
<tr>
<td>Grammar Plus p. 119</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 40, Ex. 1</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Workbook p. 40, Ex. 2</td>
<td>Grammar</td>
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<tr>
<td>Workbook p. 41</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 42</td>
<td>Reading</td>
</tr>
</tbody>
</table>
A Pair work Imagine that a stranger asked you for money to help pay off a frivolous debt. Would you help? Tell your partner. Then read the article.

Can you spare a dime for my Gucci bills?

In June of 2002, Karyn Bosnak couldn’t pay a $59.00 bill at the grocery store. She was officially broke. She didn’t have enough money to get on the subway, but she looked rich. She was a television producer, earned $900 a week, and had a closetful of designer labels like Gucci and Louis Vuitton. But she also had a $20,221.40 credit card bill and an empty bank account. Karyn decided that it was time for a change. She built a website and simply asked people to help her out by sending her a buck or two.

On the site, Karyn honestly explained her situation, Gucci shoes and all. “If 20,000 people gave me just $1, I’d be home free, and I’m sure there are 20,000 people out there who can afford to give me $1.” Amazingly, it worked. Her website was visited by more than a million people. She was on TV and in newspapers and magazines. She was offered a book deal and a movie contract. And of course, she was able to pay off her credit card debt.

Although most donors just gave a few dollars, one generous donor sent $1,000. She also sold her designer clothes on eBay. In her closet, where the Gucci purses once sat, Karyn kept all the letters that people have sent her. She’s received teddy bears, subscriptions to Vogue, Dunkin’ Donuts coupons, backpacks, jewelry, cat food, and candles.

It’s hard to understand why so many people helped a total stranger pay off her huge credit card bill, but they did. Why? Karyn says, “I was just honest about what happened; I didn’t make up some sob story about saving the world,” she explains. Her donors think it’s funny and original, she argues, and view it less as a charity than as an entertainment site.

Imitators have sprung up all over the Net, some with outrageously selfish requests like a BMW or a house. Actually, however, Karyn was not the first person to put up a website asking strangers for money. The practice has a name: “cyber-begging.” Most sites receive little traffic and even less cash.

Karyn also had thousands of enemies and critics. People sent her hate mail and scolded her on websites. Karyn says she never let this anger bother her: “They are probably jealous they didn’t think of it,” she explains.

Source: “Brother, can you spare a dime for my Gucci bills?” by Janelle Brown, Salon.com

B Read the article again and answer the questions. Then compare your answers with a partner.

1. Why was Karyn in financial trouble in June 2002?
2. What was her main solution to her problem? What else did she do?
3. Why did so many people respond positively to her website?

C Group work Discuss these questions. Then share your answers with the class.

1. Do you think Karyn was unethical, or was she simply clever?
2. What would you have done if you were Karyn?
Creative professions

A Pair work How much creativity do these jobs require? Number them from 1 (most creative) to 4 (least creative). Explain your choices.

___ chef ___ surgeon ___ photographer ___ jazz musician

"I think a chef has to be the most creative. Inventing new dishes requires a lot of creativity."

B Group work Which jobs might be right for these kinds of people? Discuss your answers.

1. someone able to think quickly 4. someone needing job security
2. a person looking for adventure 5. a person trained in music
3. people good with their hands 6. a person with a good voice

"Someone able to think quickly might be a good surgeon. You never know what might go wrong once the operation starts."

Creative qualities

A What qualities do creative people usually have? Complete the chart with the correct nouns or adjectives.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Adjective</th>
<th>Noun</th>
<th>Adjective</th>
<th>Noun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>curiosity</td>
<td>curious</td>
<td>innovation</td>
<td></td>
<td></td>
<td>passionate</td>
</tr>
<tr>
<td>decisiveness</td>
<td></td>
<td>knowledge</td>
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<td>patience</td>
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<td></td>
<td>determined</td>
<td>motivated</td>
<td></td>
<td>perpectiveness</td>
<td></td>
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<tr>
<td></td>
<td>disciplined</td>
<td>original</td>
<td></td>
<td>resourceful</td>
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</tbody>
</table>

B Pair work Which of the above qualities are most important to your job or studies? Discuss with a partner.

"Well, I'm studying engineering, and we get a lot of assignments, so I have to be very disciplined. It's a very competitive field."
8 Putting the mind to work
LESSON A • Exploring creativity

1 Creative professions (starting point)

Learning aim: Discuss creative professions and see reduced relative clauses in context (10–15 minutes)

A Pair work
- Books closed. Brainstorm jobs that Ss think need creativity and ones that don’t. Write them on the board in two columns.
- Books open. Explain the task and have Ss look at the pictures. Read the example sentence aloud.
- Ss work in pairs to number the jobs in order of creativity. Then have Ss explain their answers to each other.
- Have Ss tell the class their partner’s answers.

B Group work
- Explain the task. Read the example answer aloud. Ss work in groups to discuss what kind of job might be right for each kind of person.

Have Ss share their group’s answers with the class.

Optional activity: Debate (15–20 minutes)

Ss have a debate about creativity in jobs.
- Write on the board:
  Creativity is only necessary for people who work in occupations such as design, photography, and the arts.
- Put the class into two groups, A and B. Tell group A to think of as many reasons as they can in favor of the statement. Tell group B to think of as many reasons as they can against the statement.
- Give Ss time to think of reasons individually. Then have them discuss their answers within their group.
- Have each group take turns presenting their ideas.

2 Creative qualities (vocabulary)

Learning aim: Learn and practice using nouns and adjectives to talk about creativity (10–15 minutes)

A
- Books closed. Ask Ss if they think they are creative people. As a class, brainstorm adjectives to describe qualities of creative people and write them on the board.
- Books open. Explain the task. Read the words in the chart aloud.
- Ss work individually to complete the task. Go over answers with the class.

Optional activity: Creative people (10–15 minutes)

Ss describe a creative person.
- Tell Ss to think of the most creative person they know. Ask them to make a list of the person’s qualities.
- Ss work in small groups to describe the person they chose. Have Ss ask follow-up questions.
- Alternatively, have Ss describe who they think is the most creative famous person (actor, writer, singer, architect, businessperson, etc.). Have them say why they think that person is creative.

Answers

- curiosity / curious
- decisiveness / decisive
- determination / determined
- discipline / disciplined
- innovation / innovative
- knowledge / knowledgeable
- motivation / motivated
- originality / original
- passion / passionate
- patience / patient
- perceptiveness / perceptive
- resourcefulness / resourceful
Reduced relative clauses (grammar)

Learning aim: Practice using reduced relative clauses (20–25 minutes)

Grammar notes
Once a relative clause is reduced, it becomes an adjective phrase. It is bound within a noun phrase and defines and describes that noun phrase.

A person [noun phrase] working as a surgeon [adjective phrase] needs to be creative and smart.

These adjective phrases must come immediately after the noun they are describing. They are not separated by commas.

Books closed. Ask Ss to call out occupations and write them on the board. Have Ss write a sentence for each occupation that describes the qualities of a person in that occupation (e.g., A person who works as an interpreter should be able to think fast in two languages). Have several Ss write one of their sentences on the board.

Rewrite your example on the board using a reduced clause (e.g., A person working as an interpreter should be able to think fast in two languages).

Books open. Discuss the information in the grammar box and read the example sentences. Then have Ss change the other sentences on the board so they contain reduced clauses.

Have Ss look at the starting point and Exercise B on page 62 again. Explain the task and read the questions aloud. Go over answers with the class.

Answers
1. Someone hoping to be a chef should get the proper training.
2. Anyone wanting to be an actor needs both talent and luck.
3. A person working as a comedian always looks for new ways to make people laugh.
4. People clever enough to get inside the mind of a criminal would make good detectives.
5. Anyone dreaming of becoming a champion athlete has to be prepared to do a lot of hard work.
6. Someone interested in the latest music trends might be a good DJ.
7. A person responsible for a large staff has to be able to be creative with scheduling.

Possible answers
1. Anyone hoping to become a journalist should keep up with current events.
2. A person needing to learn English should speak English as much as possible.
3. Someone dreaming of becoming a professional singer needs to take voice lessons.
4. A person wanting to be a computer programmer doesn’t need to have a good speaking voice.
5. People hoping to work in the fashion industry should follow the latest trends in clothing.
6. Someone wanting to be a veterinarian has to study the behavior of animals.
7. People working as chefs usually have a great love of food and eating.
8. Anyone dreaming of being a model will find that the field is extremely competitive.

For more practice with the grammar in this exercise, try 1, 2, or 3? on page T-159.
Reduced relative clauses

You can shorten a relative clause by dropping the relative pronoun and the verb be.

Someone (who / that is) able to think quickly might be a good surgeon.
A person (who / that is) looking for adventure could be a private detective.
A person (who / that is) trained in music might be a good DJ.

You can also drop who / that and change the verb to the gerund.

Someone who / that needs job security might not want to be a jazz musician.
need job security

In many relative clauses, who / that has can be replaced by with.

A person who / that has a good voice could be a good TV journalist.
with a good voice

A Look at the starting point on page 62 again. Can you make the reduced relative clauses in Exercise B into full clauses? What verb tenses do the full clauses use?

B Rewrite these sentences with reduced relative clauses. Then compare with a partner.

1. Someone who hopes to be a chef should get the proper training.
   Someone hoping to be a chef should get the proper training.

2. Anyone who wants to be an actor needs both talent and luck.

3. A person who works as a comedian is always looking for new ways to make people laugh.

4. People who are clever enough to get inside the mind of a criminal would make good detectives.

5. Anyone who dreams of becoming a champion athlete has to be prepared to do a lot of hard work.

6. Someone who is interested in the latest music trends might be a good DJ.

7. A person who is responsible for a large staff has to be able to be creative with scheduling.

C Complete these sentences using your own ideas.

1. ... should keep up with current events.
   Anyone hoping to become a journalist should keep up with current events.

2. ... should speak English as much as possible.

3. ... needs to take voice lessons.

4. ... doesn’t need to have a good speaking voice.

5. ... should follow the latest trends in clothing.

6. ... has to study the behavior of animals.

7. ... usually have a great love of food and eating.

8. ... will find that the field is extremely competitive.
Creativity quiz

A How creative are you? Complete the quiz.

How CREATIVE Are You?

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Are you a risk taker?</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Are you naturally curious?</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>Do you look for opportunities to improve things?</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>Are you sensitive to beauty?</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5.</td>
<td>Do you challenge accepted ideas?</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6.</td>
<td>Do you keep an eye out for new fashions and products?</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7.</td>
<td>Do you adapt easily to new situations?</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8.</td>
<td>Do you trust your guesses, intuitions, and insights?</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9.</td>
<td>Are you more interested in the future than in the past?</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10.</td>
<td>Do you have a creative sense of humor?</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

B Add up your score. Then check what your score means below. Do you agree? Tell your partner.

21–30
Because you’re open-minded, you like to keep up with the latest trends and innovations. Accepting the status quo bores you. You see mistakes as learning experiences.

11–20
You often have good ideas, but you prefer to feel them out with friends before taking action. You’re up-to-date with new fashions and products, but unlikely to be the first in your group to try them.

0–10
You prefer to stick with the tried-and-true, which helps you feel safe, but you may get left behind in later years. You’re content with who you are and what you know.

Creativity at work

A 🎧 Listen to Samira, Alex, and Naomi talking about their occupations. What does each person do?

B 🎧 Listen again. Does Samira (S), Alex (A), or Naomi (N) do these things? Write the correct letter.

___ 1. stay on top of trends  ___ 4. help clients decide what looks best
___ 2. answer the phones  ___ 5. think about the competition
___ 3. work long hours  ___ 6. present ideas to clients
4 Creativity quiz (discussion)

Learning aim: Discuss personal creativity and practice the lesson vocabulary (20–25 minutes)

A
- Books closed. Ask Ss where questionnaires or personality quizzes can often be found. Then ask them if they ever complete these kinds of quizzes.
- Books open. Explain the task. Have Ss read the questions. Check that Ss understand the following vocabulary.

Vocabulary
- risk taker someone who does things without worrying about the consequences
- sensitive to aware of and affected by something
- keep an eye out for to watch for something
- intuition knowledge gained by internal feelings rather than external evidence
- insights the power to accurately analyze a situation

- Ss add up their scores and check what they mean. Ss work in pairs to discuss whether or not they agree.
- Have Ss tell the class about their partner’s answers to the quiz.

For more practice discussing this topic, try Four people, four jobs on page T-189.

B
- Explain the task. Have Ss read the explanations of the scores. Check that Ss understand the following vocabulary.

Vocabulary
- open-minded the quality of not being afraid of new ideas
- status quo the way things are in the present, without change
- feel (something) out to ask for other people’s opinions before making a decision
- tried-and-true proven to work well

- Ss work individually to complete the quiz.

5 Creativity at work (listening)

Learning aim: Develop skills in listening for gist and details (15–20 minutes)

A [CD 2, Track 18]
- Explain the task. Read the names of the people aloud.
- Tell Ss to listen for the answer to the question. Play the recording as Ss listen for the answer. Replay as many times as needed. Ss listen and check their answers.
- Go over answers with the class.

Answers
- Samira: architect
- Alex: small business owner
- Naomi: interior designer

Audio script: See page T-263.

B [CD 2, Track 19]
- Explain that Ss will listen again and write the letter of the first name of the person next to what they do in their jobs.

Optional activity: Creativity quiz (20 minutes)
- Ss write more questions for the quiz.
  - Ss work in pairs to write four more questions for the quiz.
  - Collect the questions and write them on the board, leaving out any duplicates.
  - Have Ss take the new quiz. Then put them in new pairs and have them analyze each other’s responses.

Optional activity: New vocabulary (20 minutes)
- Ss practice understanding new vocabulary.
  - Have Ss listen to the recording again and write down any words or phrases they don’t understand.
  - Give Ss a photocopy of the recording script and have them find the words and phrases they wrote and correct their spelling, if necessary.
  - Collect the papers and write the words and phrases on the board. Have Ss try to give a definition or example of each word or phrase.
Learning aim: Learn how and when to begin new paragraphs and write a three-paragraph composition (40-50 minutes)

A

- Tell Ss to read the information in the box at the top of the page. Explain that focus is the central idea or topic of a paragraph, and that writers begin a new paragraph each time they change focus. Remind Ss that each paragraph should contain only one central idea or topic.
- Explain the task. Check that Ss understand the following vocabulary.

Vocabulary

sitcom situation comedy, a funny TV program

- Ss read the composition and determine the main ideas or topics. If necessary, tell Ss that there are three separate topics.
- Ss work in pairs to compare their answers. Go over answers with the class.

Answers

Paragraph 1: Lucy Gomez is the most creative person I know. . . .  
Paragraph 2: Lucy works as a sitcom writer for a popular TV show now. . . .  
Paragraph 3: Lucy is very curious. . . .

Optional activity: Supporting ideas (20 minutes)

- Ss practice writing supporting ideas for a paragraph's main idea.
  - Write two or three topic sentences on the board, such as:  
    * Tom Smith is the most unique person I've ever met.*
  - Have Ss call out supporting sentences for each topic sentence. Ask them to say why their supporting sentence is appropriate for the topic sentence.

B

- Explain the task. Read the questions aloud.
- Ss work individually to complete the task.

C

- Explain the writing task. Ss work individually to write a three-paragraph composition about a creative, interesting, or unique person they know. Tell them to make sure that each paragraph has only one main idea.

D Pair work

- Explain the task. Read the questions aloud.
- Ss work in pairs to exchange paragraphs and take turns answering the questions.
- Walk around the class and help as needed. Encourage Ss to ask and answer follow-up questions about the compositions and ask about anything they don’t understand.

Optional activity: We’d like to. . . . (10 minutes)

- Ss share and discuss their compositions with the class.
  - Ss work in small groups. Make sure their partners from Exercise D are not in the group.
  - Have Ss read their previous partner’s composition to the group. The group chooses the person they’d most like to meet.
  - Have a group member read the group’s choice to the class. The class votes on the most interesting person overall.

Do your students need more practice?

<table>
<thead>
<tr>
<th>Assign . . .</th>
<th>for more practice with . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar Plus p. 120</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 43</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 44, Ex. 3</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Workbook p. 44, Ex. 4</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 45</td>
<td>Writing</td>
</tr>
</tbody>
</table>
Beginning new paragraphs

A Read this composition and decide where the writer changes focus. Write a □ where two new paragraphs should begin. Then compare answers with a partner.

Lucy Gomez is the most creative person I know. She started piano lessons when she was only 6 years old. At school, she was always creating interesting projects in her art class. When she was only 12 years old, she won a citywide poetry contest. Her parents were very proud of her. Lucy works as a sitcom writer for a popular TV show now. She works with a group of writers, and together they have to think of original ideas for stories. They also have to come up with funny dialogue for the actors on their show, because the actors have to play believable characters that will make the audience laugh. It is not an easy job, but Lucy does it well. She starts work late in the morning and often works until 7 or 8 at night. Lucy is very curious. She likes to travel and meet new people who have opinions that are different from hers. She usually carries a notebook with her and writes down what she sees and hears. She tells me that these new experiences are a good source of ideas for her work. I always enjoy talking to her and am happy to know someone as knowledgeable and creative as Lucy.

B Brainstorm ideas for a composition about someone who is very creative or who is unique or different in an interesting way. Answer these questions to help you.

1. In what ways is this person special or different?
2. How does this affect his or her life?
3. Would you like to be like this person? Why or why not?

C Write a three-paragraph composition based on your ideas.

D Pair work Read your partner’s composition and answer these questions.

1. Are the paragraphs divided where they should be?
2. Is the focus of each paragraph clear?
3. Is there any additional information that you would like to know that was not included?
Everyday objects

Read about these unusual uses of everyday objects. Have you ever used them in these ways?

Three Clever Ideas

1. "I have three cats, which means there's usually a lot of cat fur on my clothes. To get rid of the fur, I wrap my hand in tape, sticky side out. Then I rub the tape over my clothes, and it picks up the fur!"

2. "The zipper was stuck on my favorite jacket. Luckily, my roommate works in fashion, which is great because she knew how to fix it. She just rubbed a drop of olive oil on the zipper."

3. "I put my entire CD collection on my MP3 player, so now I have all these useless discs lying around. I hate throwing things away, which is why I use them as beverage coasters."

Group work  Now use your imagination to suggest uses for these everyday items. Decide on the best use for each and share it with the class.

- old newspapers  - clothespins  - dental floss  - empty jars or cans
- a shower curtain  - empty shoe boxes  - safety pins  - rubber bands

"You can put old newspapers in the bottom of a bird cage so it's easier to clean."

Exploring possibilities

Combine the verbs with the nouns to make common expressions.

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>analyze</td>
<td>a mistake</td>
</tr>
<tr>
<td>find</td>
<td>a situation</td>
</tr>
<tr>
<td>organize</td>
<td>alternatives</td>
</tr>
<tr>
<td>explore</td>
<td>information</td>
</tr>
<tr>
<td>make</td>
<td>a problem</td>
</tr>
<tr>
<td>solve</td>
<td>a solution</td>
</tr>
<tr>
<td></td>
<td>possibilities</td>
</tr>
</tbody>
</table>

- analyze a situation, solve a problem . . .

Pair work  Discuss the questions. Then ask your partner more questions using the new vocabulary.

1. When you make decisions, do you explore all the possibilities first?
2. Who do you talk to when you need to find a solution to an important problem?
3. When was the last time you analyzed a mistake you made? What did you learn from it?
LESSON B - Ideas that work

1 Everyday objects (starting point)

Learning aim: Discuss unusual uses for everyday household objects and see the lesson grammar in context (10–15 minutes)

A
- Books closed. Ask Ss to think of everyday objects that they find useful, such as flashlights, matches, and cell phones. Have selected Ss or volunteers call out their answers. List them on the board, and then lead a brief class discussion about their usefulness.
- Books open. Explain the task. Have Ss look at the pictures and describe what they see. Check that Ss understand the following vocabulary.

Vocabulary
sticky causing something to become attached to something else
beverage coasters a flat object used to keep a wet glass or cup from making water stains on a table

- Have Ss read the paragraphs silently to themselves. Give them time to think about the question.

2 Exploring possibilities (vocabulary & speaking)

Learning aim: Learn and practice using expressions related to problem-solving (15–20 minutes)

A
- Explain the task and have Ss read the list of verbs and nouns in the box, clarifying meaning as necessary. Go over the examples. Then have Ss work individually to combine the verbs and the nouns. Point out that some of the verbs can be combined with more than one noun.
- Ss work in pairs to compare their answers. Go over answers with the class.

B Group work
- Explain the task. Ss work in groups to think of new uses for each of the everyday items.
- Have Ss tell the class their group’s ideas.

B Pair work
- Explain the task. Read the questions aloud.
- Ss work in pairs to discuss the questions using the new vocabulary.
- Have Ss share their partner’s answers with the class.

Answers
analyze a mistake, analyze a problem, analyze a situation, analyze information
explore alternatives, explore possibilities
find a mistake, find a solution, find alternatives, find information
make a mistake
organize information
solve a problem
3 Non-defining relative clauses as sentence modifiers (grammar)

Learning aim: Practice using non-defining relative clauses as sentence modifiers (20–25 minutes)

Grammar notes
In these relative clauses, the relative pronoun which refers not to a particular noun, but to the whole idea in the main clause.
Non-defining relative clauses are always the second clause in a two-clause sentence. Because these clauses are non-defining, they are set off from the main clause by a comma.
This type of non-defining relative clause adds information or a comment that applies to the first clause, but it is not essential information.
That cannot be used to begin a non-defining relative clause.

Answers
More examples of the grammar pattern:
Luckily, my roommate works in fashion, which is great because she knew how to fix it.
I hate throwing things away, which is why I use them as beverage coasters.
In each case, the comma is placed before which.

B Explain the task. Read the clauses aloud. Ss work individually to match the statements and clauses. Check that Ss understand the following vocabulary.

Vocabulary
workroom a room in a house that is used to build things, usually small carpentry projects
personal navigation system an electronic device in a car that helps the driver plan the best route to a destination

Ss work in pairs to compare their answers. Go over answers with the class.

Answers
1. h 3. d 5. b 7. e
2. a 4. f 6. c 8. g

Optional activity: End the sentence (20 minutes)
Ss practice writing sentences with non-defining relative clauses.

B Group work

A Explain the task. Ss work individually to make a list of which inventions they think have had the greatest impact on modern life. Brainstorm modern inventions and discoveries as a class, if necessary.

B Group work

A Explain the task. Ss work in groups to discuss their lists. Make sure they ask each other follow-up questions.

B Have one S from each group tell the class his or her group’s answers.
3 Non-defining relative clauses as sentence modifiers

You can use non-defining relative clauses with *which* to make a comment about an entire sentence.
I have three cats, *which* means there's usually a lot of cat fur on my clothes.
My roommate is a slob, *which* is why I want to get my own apartment.

**A** Look at the starting point on page 66 again. Find more examples of these grammar patterns and notice how commas are used.

**B** Match these statements with the appropriate non-defining clauses. Then compare with a partner and write two similar statements of your own.

1. I want to give away all my old books, *which*
2. I had locked my keys in my car, *which*
3. I'm going to repaint my room next week, *which*
4. My son made a robot costume for himself, *which*
5. Our neighbor saves her empty jars for my dad, *which*
6. My new cell phone can store and play music, *which*
7. It's easy to get lost when driving in a new city, *which*
8. Adam still listens to music on an old-fashioned record player, *which*

9. a. which is why you saw me opening it with a coat hanger.
10. b. which is great since he uses them to store nails and things in his workroom.
11. c. which is great because I can listen to it while I'm on the subway.
12. d. which is why I've been saving old newspapers.
13. e. which is why personal navigation systems were developed for cars.
14. f. which is why he was covered in aluminum foil yesterday.
15. g. which is strange since cassettes and CDs have been around for so long now.
16. h. which means I have to get boxes for them.

4 Key inventions

**A** What inventions or discoveries do you think have had the greatest impact on modern life? Make a list.

- the cell phone
- the television
- the airplane

**B** Group work Compare lists with your group.

"I think the cell phone has really changed our lives. People can talk wherever they are, which means they can always be in touch and save time."

Lesson 3 Ideas that work 67
Great ideas

A Look at the pictures. What do you know about these products or services? How do you think they were developed?

B Listen to these stories about the invention and development of the products above. Complete the chart.

<table>
<thead>
<tr>
<th>How they got the idea</th>
<th>Bill Bowerman</th>
<th>Fred Smith</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>The initial reaction to the idea</th>
<th>Bill Bowerman</th>
<th>Fred Smith</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What the inventors did in response</th>
<th>Bill Bowerman</th>
<th>Fred Smith</th>
</tr>
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<td></td>
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</table>

Making life better

A Pair work Why do people create or invent new products? Read this list of reasons and add two more of your own.

- to help protect people’s health
- to make business more efficient
- to make daily life easier
- to make life more enjoyable
- to protect the environment
- to save lives

B Group work Join another pair. Why do you think these things were created or invented? Use the reasons in Exercise A or others of your own.

1. air conditioners
2. artificial sweeteners
3. digital cameras
4. electric knives
5. handheld computers
6. hybrid cars
7. karaoke machines
8. lie detectors
9. MP3 players

“Air conditioners were invented to protect people’s health. The summer heat can be deadly for infants and the elderly.”
Great ideas (listening)

Learning aim: Develop skills in listening to details about different inventions (15–20 minutes)

A
- Have Ss look at the pictures. Read the questions aloud to the class.
- Ss work in pairs to discuss the questions. Have a few Ss tell the class about their partner’s answers.

B [CD 2, Track 20]
- Explain the task. Tell Ss to look at the chart and determine the information they need to complete it.
- Play the recording. Tell Ss to listen for the details about each product. Ss complete the chart. Play the recording again for Ss to check their answers. Check that Ss understand the following vocabulary.

Vocabulary
- silly not serious
- waffles a kind of breakfast made from a liquid batter that is poured into a hot square pan
- persevered didn’t give up
- frustration anger and impatience

Answers

Bill Bowerman
How they got the idea: He wondered what would happen if he poured rubber into a waffle iron.
The initial reaction: He was laughed at.
Response: He persevered and started his own company.

Fred Smith
How they got the idea: He needed something delivered for the next day.
The initial reaction: His professor gave him a C.
Response: He refined his ideas and started his own company.

Audio script: See page T-263.

Making life better (discussion)

Learning aim: Give opinions about new products (15–20 minutes)

A
- Explain the task. Have Ss look at the list of reasons.
- Ss work in pairs to think of a discovery or invention related to each reason. Then have them think of two more reasons and add them to the list.

B Group work
- Explain the task. Have Ss read the list of inventions. Ask them which ones they have used or if they use any on a regular basis.
- Put pairs together. Read the example answer. Have groups discuss each invention.
- Have a S from each group tell the class about the group’s answers.
Learning aim: Develop skills in understanding vocabulary in context, reading to confirm predictions, and giving a personal reaction to a reading (25–30 minutes)

A
- Books closed. Ask: *Do you like to sing? Do you sing in your car, when you are alone at home, or somewhere else? What do you like to sing?*
- Books open. Explain the task. Ss work in pairs to guess what Daisuke Inoue invented.
- Have Ss read the article silently to themselves and see if they were correct. Check that Ss understand the following vocabulary.

Vocabulary
- drummer: a person who plays the drums
- carry a tune: the ability to sing a song in the right key
- loyal: faithful
- back-up tracks: the recorded music to a song without the singing
- amplifier: an electronic device that makes an instrument louder
- patent: to get an official government certification that gives you the exclusive rights to make money from your invention (original machine, device, or piece of technology)
- liberate: to make free
- take (something) in stride: to react calmly to something without anger or frustration
- break the ice: make a potentially socially uncomfortable situation comfortable

B Group work
- Explain the task. Read the questions aloud.
- Ss work in groups to discuss the questions. Go over answers with the class.

Optional activity: The main idea (20 minutes)
- Ss practice identifying main ideas in paragraphs.
  - Have Ss identify the main idea or topic in each paragraph of the article. Write them on the board.
  - Alternatively, write the main idea of each paragraph on the board. Have Ss say which information from the article supports each main idea.

Optional activity: Quiz (20 minutes)
- Ss write comprehension questions about the article.
  - Ss work individually to write at least five comprehension questions about the article.
  - Have Ss close their books. Then collect the questions and write them on the board.
  - Ask Ss to write the answers to as many questions as they can. To make it more challenging, set a time limit.
  - Have Ss exchange papers with a partner and check the answers.

Do your students need more practice?

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<tr>
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<th>for more practice with . . .</th>
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<tr>
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<td>Vocabulary</td>
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<td>Workbook p. 47</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 48</td>
<td>Reading</td>
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</table>

For extra practice with this lesson’s topic, try *Great Inventions* on page T-190.
The Man Who Taught the World to Sing

Daisuke Inoue was a drummer in a band near Osaka, Japan, that played versions of famous pop songs. People loved to sing along as the band played, but most of them couldn’t carry a tune. Inoue’s band had spent years learning how to make the untalented customer sound in tune by adjusting the music to match the customer’s voice. The singers, mainly Japanese businessmen, loved Inoue’s unique follow-along style.

In 1971, a loyal client asked Inoue to escort him on a company trip, but Inoue could not attend. He found a solution: he recorded his band’s back-up tracks, and then hooked up a car stereo and an amplifier. With this device, Inoue gave birth to the karaoke machine.

By the 1980s, karaoke, which means “empty orchestra,” was a Japanese word that required no translation across the globe.

Unfortunately, Inoue never bothered to patent the world’s first karaoke machine, so he lost his chance to become one of Japan’s richest men. When asked if he regretted not patenting his invention, 65-year-old Daisuke Inoue confessed, “I’m not an inventor. I am just resourceful. I simply put things that already exist together. Who would consider patenting something like that?”

Although Inoue spent years in obscurity, in 1999, Time magazine called him one of the 20th century’s most influential people, saying he had “helped to liberate the once unvoiced.”

Inoue is always getting asked silly questions, but he takes them in stride. “Women approach me all the time and ask if I can help their husbands sing better. I always say that if her husband were any good at singing, he would be making a living at it. He’s bad, which means he’s just like the rest of us.”

Inoue’s friend Robert Scott Field says, “Some people say he lost 150 million dollars. If it were me, I’d be crying in the corner, but he’s a happy guy. I think he’s amazed to find that he’s touched so many lives.” Inoue believes the little box he put together has had a huge social impact, especially in Japan. At weddings and company get-togethers, the karaoke comes out and people relax. It breaks the ice.

Daisuke Inoue is also the subject of a movie about his life, called simply, Karaoke. The film was released in Japan and starred a good-looking actor. “At least they got someone tall to play me,” Inoue laughs.

Inoue didn’t use a modern karaoke machine until he was 59 years old, but his favorite English songs are “Love Is a Many Splendored Thing” and Ray Charles’ “I Can’t Stop Loving You.” “They’re easy, which is good because I’m a terrible singer,” he said. Daisuke Inoue, the man who taught the world to sing.

Source: “Mr. Song and Dance Man.” by Dr. David McNeil, Sophia University, Tokyo

B Group work Discuss these questions. Then share your answers with the class.

1. Do you think Daisuke Inoue should receive compensation for his invention? Explain.

2. Would you have the same attitude as Inoue if you invented something popular and received no compensation? Why or why not?

3. Why do you think karaoke has become so popular around the world?
## 1. What's typical?

**A** Read about the “typical” person in Italy and Japan. What information surprised you?

<table>
<thead>
<tr>
<th><strong>The typical</strong></th>
<th><strong>The typical</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Italian</strong></td>
<td><strong>Japanese</strong></td>
</tr>
<tr>
<td>drinks <strong>155 liters</strong> of bottled water per year.</td>
<td>drinks <strong>10 liters</strong> of bottled water per year.</td>
</tr>
<tr>
<td>consumes <strong>3.2 kilograms</strong> of coffee per year.</td>
<td>consumes <strong>0.9 kilograms</strong> of coffee per year.</td>
</tr>
<tr>
<td>consumes <strong>0.1 kilograms</strong> of tea per year.</td>
<td>consumes <strong>0.9 kilograms</strong> of tea per year.</td>
</tr>
<tr>
<td>visits the doctor <strong>6 times</strong> per year.</td>
<td>visits the doctor <strong>14 times</strong> per year.</td>
</tr>
<tr>
<td>watches <strong>27 hours</strong> of TV per week.</td>
<td>watches <strong>32 hours</strong> of TV per week.</td>
</tr>
<tr>
<td>gets married at <strong>30 years old</strong> (for men) or <strong>27 years old</strong> (for women).</td>
<td>gets married at <strong>30 years old</strong> (for men) or <strong>27 years old</strong> (for women).</td>
</tr>
<tr>
<td>drives on the <strong>right side</strong> of the road.</td>
<td>drives on the <strong>left side</strong> of the road.</td>
</tr>
<tr>
<td>finds school boring.</td>
<td>doesn't find school boring.</td>
</tr>
</tbody>
</table>

**B** Complete these statements. Use information from the chart above.

1. While the typical ________ finds school boring, the typical ________ doesn't.
2. Unlike the Japanese, Italians seem to drink a lot of ________.
3. Both like TV, except that the typical ________ watches more of it.
4. In contrast to Italian drivers, Japanese people drive on the ________.
5. Both groups are fairly different, except for the age ________.

## 2. That's just so typical!

**A** **Pair work** What are typical examples of these things in your hometown?

1. a pet  
2. a home  
3. a job  
4. a car  
5. a snack food  
6. a weekend activity

**B** **Group work** Join another pair and compare your answers.

"What's a typical pet in your hometown?"

"People mostly have dogs. For the most part, they're small dogs because the apartments in my city aren't too big."
9 Generally speaking

LESSON A • How typical are you?

1. What’s typical? (starting point)

Learning aim: Discuss characteristics of a “typical” person and see clauses showing contrast and exception in context (10–15 minutes)

A
- Books closed. Ss work in pairs to write a definition for the word typical. (Answer: the standard considered to be the most usual in a group of people or in a particular situation) Have Ss share their definitions with the class. Ask Ss if they think there is such a thing as a “typical” person in their country or culture.
- Books open. Tell Ss they will read about the “typical” Italian person and the “typical” Japanese person.
- Ss work individually to read the descriptions. Check that Ss understand the following vocabulary.

Vocabulary
consumes eats or drinks
finds thinks that (in this context)

- Ask Ss to share the information that they found surprising with the class.

B
- Explain the task. Ss work individually to fill in the blanks. Go over answers with the class.

Answers
1. Italian person, Japanese person
2. bottled water / coffee
3. Japanese person
4. left side of the road
5. they get married

Optional activity: What’s typical? (15 minutes)

Ss describe a typical person in their own country.
- Ss work in pairs. Have Ss look again at the information in the box in Exercise A. Then have Ss tell their partner about a typical person in their own country, based on the information in the box. Tell Ss that they will probably have to guess at some of their answers. Encourage them to add any additional information that they know.
- Have Ss share their partner’s answers with the class.

2. That’s just so typical! (speaking)

Learning aim: Practice talking about typical things (10–15 minutes)

A Pair work
- Explain the task. Read the categories aloud to the class. Give sample answers for each one based on your hometown.
- Ss work in pairs to do the task.

B Group work
- Explain the task. Have one pair of Ss read the example conversation to the class.
- Put pairs together. Tell Ss to include a sentence or two to explain why they think each thing is typical for their hometown.
- Have a few groups share their answers with the class.
3. Clauses and phrases showing contrast and exception (grammar)

**Learning aim:** Practice using clauses and phrases showing contrast and exception (20–25 minutes)

**Grammar notes**
The conjunctions while, unlike, and in contrast to show contrast between the information in two clauses of a sentence. The conjunctions except that, except for, and except for the fact that show an exception.

When the conjunctions presented in this grammar focus come at the beginning of a sentence, the two clauses are separated by a comma.

- Books closed. Write on the board:
  1. While most Americans live on their own before marriage, . . .
  2. Unlike the average American student, . . .
  3. In contrast to most Americans, . . .
     a. students in Brazil are in school for five hours a day.
     b. people here don’t usually have more than one TV.
     c. people here usually live with their parents until they get married.

- Read the sentences aloud and have Ss match the clauses to make sentences. (Answers: 1c, 2a, 3b) Point out the conjunctions and how the information in the subordinate clause contrasts the information in the main clause. Then have Ss work in pairs to write a new main clause for the three numbered items.

- Write on the board:
  People in my country don’t use credit cards except for big purchases.
  I’m very similar to the average student here except that I study Spanish.

4. Typical student profile (discussion)

**Learning aim:** Talk about the typical student in the class and practice the lesson grammar (15–20 minutes)

**Group work**
- Read the survey statements aloud. Answer any questions about vocabulary.
- Explain the task. Read the example sentences aloud. Ss work individually to complete the profile. Then Ss work in groups to compile the answers for their group. Have a few groups share their answers with the class.

- Point out that the information in the second part of the sentence is an exception to the first part. Also note the lack of a comma in these sentences. Then have Ss work in pairs to suggest a second part for each of the two sentences.
- Books open. Discuss the information in the grammar box and read the example sentences.

**A**
- Have Ss look at the starting point and Exercise B on page 70 again. Explain the task and read the question aloud. Go over answers with the class.

**Answers**
Items 3 (except that) and 5 (except for) use phrases with except. Except that is followed by a clause.

**B**
- Explain the task. Go over the example answer with the class.
- Ss work individually to write sentences. Then Ss work in pairs to compare their answers. Go over answers with the class.

**C**
- Explain the task. Read the example sentence. Brainstorm ways to finish the sentences as a class, if necessary. Tell Ss to use their own ideas to complete the sentences.
- Ss work individually to complete the sentences. Then Ss work in pairs to share their answers. Go over answers with the class.

---

**Optional activity:** A typical person (15 minutes)

**Ss write a new survey about cultural traits.**
- Ss work in small groups. If possible put Ss from the same country together. Have Ss write a new profile survey about the people in their own country, or about the country they are in now.
- Groups exchange their profiles and compare themselves to the typical person in the other group’s survey.
- Have groups share some of their answers with the class.
3. Clauses and phrases showing contrast and exception

**Use while, unlike, and in contrast to in order to present contrasting information, especially in writing.**
- While the typical Italian person thinks school is boring, the typical Japanese person doesn’t.
- Unlike the Japanese, Italians seem to drink a lot of bottled water.
- In contrast to Italian drivers, Japanese people drive on the left.

**Use except (that), except (for), and except for the fact (that) to show an exception.**
- Both like TV, except (that) the typical Japanese person watches more of it.
- Italian and Japanese people are fairly different, except for the age they get married.
- Japanese people typically consume less, except for the fact that they drink more tea.

**A** Look at the starting point on page 70 again. Notice the sentences that use phrases with except. Which phrase is followed by a clause?

**B** Here’s some information about customs. How are they different in other places? Write sentences showing contrasts and indicating exceptions.

1. When people in the U.S. go to a party, they usually arrive a few minutes late.
   - Unlike people in the U.S., most people where I live arrive on time for parties.
2. Most people in Canada have cereal and milk for breakfast.
3. Most people in Korea who study a foreign language choose English.
4. In the U.K., it’s common for friends to split the bill at a restaurant.
5. For people in Italy, lunch is the main meal of the day.
6. Women in Spain usually kiss people on both cheeks when they meet.

**C** Are you typical? Complete these sentences and compare with a partner.

1. Unlike most men/women where I live, I don’t wear makeup.
2. In contrast to most of my friends, . . .
3. While a lot of the people where I live . . .
4. I’m similar to many of my friends, except that . . .

4. Typical student profile

**Group work** Complete this profile. Then compare answers with your group.

**Are you typical?**

- 1. I have never shopped online.
- 2. I eat breakfast every morning.
- 3. I have a full- or part-time job.
- 4. I have visited a foreign country.
- 5. I use public transportation.
- 6. I keep a daily personal diary.

"Unlike most people in the class, I’ve never shopped online. I don’t want a hacker to get my credit card information."
Should I just go with the flow?

A Are these adjectives, verbs, and phrases related to accepting things as they are or to making changes? Put them in the columns below.

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Verbs</th>
<th>Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>amenable</td>
<td>accept</td>
<td>be your own person</td>
</tr>
<tr>
<td>conservative</td>
<td>conform (to)</td>
<td>challenge the status quo</td>
</tr>
<tr>
<td>nonconformist</td>
<td>confront</td>
<td>fit in</td>
</tr>
<tr>
<td>rebellious</td>
<td>rebel (against)</td>
<td>follow the crowd</td>
</tr>
<tr>
<td>unconventional</td>
<td>stand up (to/for)</td>
<td>make waves</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accepting things as they are</th>
<th>Making changes</th>
</tr>
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</table>

B Group work Use the expressions above to describe three famous people from the past or present. Give reasons for your answers.

“Someone who has made great changes in the world is Nelson Mandela. He wasn’t afraid to challenge the status quo. He stood up for his beliefs and was even willing to go to jail.”

How are they different?

A Listen to Yoshiko, Renato, and Suzanne talking about their school experiences. Answer the questions.

1. What examples does Yoshiko give for how she is typical? In what way is she different?
2. What are three ways that Renato’s life is typical? What does he like to do that makes him different?
3. Does Suzanne give an example of how she is different? If so, what is it?

B Listen again. Do you think Yoshiko, Renato, and Suzanne believe they are more typical or different from most people their age?

C Pair work Do you tend to go with the flow or be your own person? Discuss these questions.

1. How do you feel about changing jobs or schools?
2. Do you try to have a unique look in clothes?
3. Do you like mainstream music?
4. Do you ever change your routine just because you’re bored?
5 Should I just go with the flow? (vocabulary)

Learning aim: Learn and practice using adjectives, verbs, and phrases relating to accepting things as they are or making changes (15–20 minutes)

A
- Ask Ss what they think to go with the flow means. (Answer: to accept changes and different situations that come along in life, and not become upset or angry.) Ask them if they think they usually accept things as they are or if they usually feel they want to make changes.
- Read the words and phrases aloud to the class and answer any questions about vocabulary.
- Explain the task. Ss work individually to complete the activity. Go over answers with the class.

Answers
- Accepting things as they are: amenable, conservative, accept, conform (to), fit in, follow the crowd
- Making changes: nonconformist, rebellious, unconventional, confront, rebel (against), stand up (to/for), be your own person, challenge the status quo, make waves

B Group work
- Explain the task. Go over the example answer. Ss work in groups to complete the task.
- Have Ss from each group tell the class some of their group’s answers.
- For more practice with the vocabulary in this exercise, try Mold breakers on page T-191.

6 How are they different? (listening & speaking)

Learning aim: Develop skills in listening for details about school experiences (20–25 minutes)

A 🎧 [CD 3, Track 2]
- Explain the task. Have Ss read the questions so they know what information they will be listening for.
- Play the recording while Ss write the correct answers to the questions. Check that Ss understand the following vocabulary.

Vocabulary
- bunch group
- head off (to/for) leave one place to go to another
- hang out to sit and talk in a casual way
- decent very good, but not necessarily great

B 🎧 [CD 3, Track 3]
- Explain the task. Play the recording again. Ss work individually to complete the task.
- Ss work in pairs to compare answers. Go over answers with the class.

Answers
- Yoshiko: different
- Renato: typical
- Suzanne: different

Audio script: See page T-264.

C Pair work
- Explain the task. Tell Ss to read the questions.
- Ss work in pairs to answer the questions.
- Have Ss share their partner’s answers with the class.

Answers
1. Yoshiko is typical because she goes to high school five days a week and has similar interests to most of her friends. She’s different because she spent six years living outside of Japan.
2. Renato is typical because he goes to school at seven every morning, he studies and plays soccer after school, and he likes to get together with friends. He’s different because he likes to do his own thing sometimes.
3. Suzanne is different because she goes to a school for the arts.

Audio script: See page T-264.
**Supporting statements** (writing)

**Learning aim:** Write a paragraph with supporting statements that develop a main idea (40–50 minutes)

**A**
- Tell Ss to read the information in the box at the top of the page. Ask, *What is a supporting idea?* (Answer: key facts, reasons, or examples of the main idea)
- Explain the task. Check that Ss understand the following vocabulary.

**Vocabulary**
- unconventional
- unusual
- nine-to-five job

- Ss read the paragraph and complete the task. Then Ss work in pairs to compare their answers. Go over answers with the class.

**B**
- Explain the task. Brainstorm ways to finish each sentence as a class, if necessary.
- Ss work individually to complete the task. Then Ss work in pairs to compare their answers.

**C**
- Explain the writing task. Read the example topic sentence aloud. Ask Ss if they can think of any supporting information.
- Tell Ss that they should write only one paragraph and that they should focus on one main idea. Remind Ss to write a topic sentence and to have all their information support their topic sentence. Ss work individually to complete the writing task.

**D Pair work**
- Explain the task. Read the questions aloud.
- Ss work in pairs to complete the task. Have Ss share their answers with the class.

**Optional activity:** What’s the topic? (10 minutes)

Ss practice writing a topic sentence and supporting information.
- Ss individually to think of a topic sentence for a main idea (e.g., “unusual people: There are three ways that people in my country are not typical of people in other countries.”). Then they write three supporting sentences (regarding, e.g., food and eating habits, cultural traditions, family responsibilities, etc.).
- Collect the papers. Read the three supporting sentences and have the class guess what the topic sentence is. Continue with other Ss’ papers.

**Do your students need more practice?**

<table>
<thead>
<tr>
<th>Assign . . .</th>
<th>for more practice with . . .</th>
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</thead>
<tbody>
<tr>
<td>Grammar Plus p. 122</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 49, Ex. 1</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 49, Ex. 2</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Workbook p. 50</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 51</td>
<td>Writing</td>
</tr>
</tbody>
</table>
Supporting statements

Supporting statements develop the topic sentence by providing key facts, reasons, or examples.

A Read the paragraph and underline the topic sentence and three supporting statements that develop the main idea. Then compare your answers with a partner.

My friend Josie . . .
June 13
My friend Josie doesn’t like to follow the crowd. While most of us are trying our best to fit in with everyone else, Josie likes to be her own person. For instance, she has her own unique sense of fashion, so she likes to buy all her clothes, except for her shoes, in used clothing shops. Her taste in music is also pretty unconventional. Unlike most of my friends, she can’t stand pop music. She prefers to listen to Philippine and Andean folk music. She also has a very interesting job. Unlike her old nine-to-five job in a conservative department store, she now works as a trendspotter for an advertising company. This means that she spends her time looking at the latest fashion and entertainment trends among young people. Then she writes reports for her company about what’s in style.

B Finish these statements with information of your own to make topic sentences. Compare with a partner.

1. Generally speaking, most people where I live don’t . . .
2. One of my best friends is . . .
3. In general, my friends tend to be . . .

C Choose one of the topic sentences above and brainstorm supporting ideas. Then choose at least four supporting statements and write a paragraph.

Generally speaking, most people where I live don’t mind challenging the status quo. It’s their way of . . .

D Pair work Exchange paragraphs and answer these questions.

1. Do all the supporting statements relate to the topic sentence?
2. Do they develop and explain the topic sentence?
3. Do the supporting details fit together in a logical order?
4. What other points or examples could be added?
LEsson 9 - Problems and solutions

Student concerns

A Read Annie's e-mail to her friend. What problems does she have?

To: Adriana da Costa
From: Annie Wilson
Subject: Missing you!

Hi Adriana,
How are things back in Rome? Are you glad to be home again? Sorry I haven't written lately. I've been a bit depressed. My grades aren't as good as they used to be. Classes didn't use to be so difficult!
I have to say, I miss you. You used to be such a good influence on me! These days, I oversleep. I often miss my classes! That never used to happen because I knew I had to meet you at the café in the morning. I remember how you would complain about the coffee here in Canada. You used to call it "brown water"!
I'm spending too much money too. Every time I go to the mall, I see something I want to buy. That's another reason I miss you! I would see some great jacket, but you wouldn't let me buy it. You would always tell me I didn't need it and drag me away!
Also, I have a noisy new roommate, Cindy. All she ever does is gab on her cell! Remember the way we would sit around talking? You always used to make me laugh. I bet that's a big reason I never used to feel stressed like I do now!
Anyway, exams will be over on Friday, so I'm sure I'll feel better then.
Write soon!
Annie

B Pair work What do you think Annie should do about her problems?

"Annie should buy a second alarm clock so she won't miss class."

Expressions with keep and stay

A Match the phrases to make questions. Notice the expressions with keep and stay.

1. When friends move away, do you keep / stay ___
   a. their grades up?
2. When you're stressed, can you keep ___
   b. up with a class?
3. After studying all night, how do you stay ___
   c. connected?
4. Do you ask for help if it's hard to keep ___
   d. in touch?
5. Do you break the rules or do you keep / stay ___
   e. things in perspective?
6. What can students do to keep ___
   f. awake in class?
7. Is it important for old friends to keep / stay ___
   g. out of trouble?

B Pair work Take turns answering the questions. Discuss your answers.
# LESSON B • Problems and solutions

## 1. Student concerns (starting point)

**Learning aim:** Discuss student concerns and see the past habitual in context (10–15 minutes)

### A
- Books closed. Ask Ss what kinds of problems a typical student living away from home might have. Ask them who they usually talk to when they have a problem.
- Books open. Check that Ss understand the following vocabulary.

**Vocabulary**
- depressed sad
- oversleep to wake up too late
- drag (someone) away to compel someone to leave a place
- Have Ss read the e-mail and take notes about what problems Annie has.

### Answers
- Her grades aren’t very good. Classes are difficult. She oversleeps and misses her classes. She’s spending too much money. She has a noisy roommate.

### B Pair work
- Explain the task. Read the example answer aloud.
- Ss work in pairs to discuss solutions to the problems. Have a few pairs share their solutions with the class.

### Optional activity: An e-mail home (15 minutes)

**Ss write an e-mail to a friend describing some of their concerns.**
- Tell Ss to pretend they are living abroad in a college dormitory or in a home-stay with a family. Have them use the e-mail in Exercise A as a guide for writing an e-mail to a friend describing some concerns that they have.
- Have Ss exchange e-mails and take turns giving each other advice about their concerns.

## 2. Expressions with keep and stay (vocabulary)

**Learning aim:** Learn and practice using idioms with keep and stay (10–15 minutes)

### A
- Ask Ss if they know any idioms with keep or stay. Write them on the board.
- Explain the task. Ss work individually to complete the sentences.
- Ss work in pairs to compare answers. Go over answers with the class.

### Answers
- 1. c
- 2. e
- 3. f
- 4. b
- 5. g
- 6. a
- 7. d

### B Pair work
- Ss work in pairs to take turns answering the questions. Then have Ss share their partner’s answers with the class.
Past habitual with **used to** and **would** (grammar)

**Learning aim:** Practice using used to and would (20–25 minutes)

**Grammar notes**

If the sentence is affirmative, use used to.

*I used to get up at 7:00 every morning.*

If the sentence is negative, use not + use to or would + a negative.

*I didn’t use to oversleep so often.*

*I wouldn’t oversleep so often.*

Both used to and would can express an action that was repeated regularly in the past. Only used to can be used to describe a situation that existed in the past.

*I used to own a very large dog.*

- Books closed. Write on the board:
  
  *I used to be a teacher.*
  
  *I would go to that coffee shop every day last year.*

  Ask Ss if the action in each sentence is happening in the past, present, or future. (Answer: both sentences are in the past)

- Books open. Discuss the information in the grammar box and read the example sentences.

**A**

- Have Ss look at the starting point on page 74 again. Explain the task and read the instructions aloud. Go over answers with the class.

**Answers**

- Her grades aren’t as good as they used to be.
- Classes didn’t used to be so difficult.
- Adriana used to be a good influence on her.
- She didn’t used to oversleep.
- Her friend would complain about the coffee. She used to call it “brown water.”
- Her friend used to keep her from spending too much money.
- She and her friend used to sit around talking.
- Her friend used to make her laugh.
- She never used to feel stress.

**B**

- Explain the task. Go over the example answer with the class. Ss work individually to complete the sentences.

- Ss work in pairs to compare their answers. Go over answers with the class.

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<tbody>
<tr>
<td>1. used to</td>
<td>6. used to</td>
</tr>
<tr>
<td>2. used to / would</td>
<td>7. used to / would</td>
</tr>
<tr>
<td>3. used to / would</td>
<td>8. used to</td>
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<td>4. used to / would</td>
<td>9. used to</td>
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<tr>
<td>5. used to / would</td>
<td>10. used to / would</td>
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</tbody>
</table>

**Personal concerns (discussion)**

**Learning aim:** Talk about changes in life and practice the lesson grammar (15–20 minutes)

**A Pair work**

- Books closed. Ask: *What events cause changes in a person’s life?* (Possible answers: a new job, marriage) *What kind of positive or negative effects can these changes have?*

- Books open. Explain the task. Ss read the comments silently to themselves.

- Ss work in pairs to talk about the positive and negative changes each person had in life. Go over answers with the class. (See answers at right.)

**B Group work**

- Explain the task. Give Ss time to think of a big change in their life and how it affected them.

- Read the example answer aloud. Ss work in groups to discuss the question.

**Answers**

**Britney**

*Positive:* She’ll be able to buy a new car.

*Negative:* Her colleagues now seem uncomfortable around her.

**Luis**

*Positive:* none

*Negative:* He and his wife can’t go out whenever they want now. He’s a worrier now.

**Wen-ho**

*Positive:* They are going to travel the world.

*Negative:* none
Past habitual with *used to* and *would*

**grammar**

*Used to* and *would* can both be used to describe past actions or situations which are no longer true. However, *would* cannot be used with stative verbs such as *live*, *be*, *have*, or *like*.

You always *used to* make me laugh.
Classes *didn’t use to* be so difficult.
Remember the way we *would* sit around talking?
I *would* see some great jacket, but you *wouldn’t let* me buy it.

A  Look at the starting point on page 74 again. Make a list of the things that have changed for Annie since Adriana went back to Italy.

B  Complete these sentences with *used to* or *would*. Sometimes more than one answer is possible.

The first year of high school, I wasn’t a very good student. I (1) **used to** think school was boring. I remember my classmates (2) **used to** go to the library and work on projects or study, but I (3) **never used to** go to the video arcade instead. I (4) **used to** go right after class and (5) **used to** spend about two hours there. I knew I was smart, so I wasn’t worried about my grades. My mom (6) **would** have a job, so she never knew what time I (7) **would** get home. One day, I had to go to the principal’s office. He said, “You (8) **would** be a great student. Now your grades are terrible. Explain!” That was a real wake-up call. After that, I (9) **used to** be at the library most nights with my classmates. Now that my kids are in high school, I tell them about all the silly things I (10) **used to** do when I was their age.

**Personal concerns**

**discuss**

A  **Pair work**  These people have had a change in their lives. What positive or negative impacts have these changes had?

**Britney Majors**
32, Toronto
“Before my promotion, my colleagues and I would eat lunch together. Now they seem uncomfortable around me. But with my new salary, soon I’ll be able to afford a new car.”

**Luis Santos**
25, São Paulo
“Before my wife and I had our first baby, we would go out whenever we wanted. We can’t do that now. I didn’t use to be a worrier, but I am now.”

**Wen-ho Chen**
63, Taipei
“We used to plan on moving in with our son when we retired. But we’ve changed our minds. We just sold our house, and we’re going to travel the world.”

B  **Group work**  Think about a big change in your life. Talk about the positive and negative impacts it had.

“Last year, I was transferred to another department in my company. My new responsibilities are a lot more interesting, but I didn’t use to have to work this much.”
Different approaches to problem solving

A Pair work  Read about these three approaches to problem solving. What method do you use? Give examples to support your answer.

What kind of problem solver are you?

Different people solve their problems in different ways. The three main approaches are assertive, meditative, and cooperative. Find out which one best describes you.

- **Assertive** people prefer action to talk. When they’re faced with a problem, they immediately try to work out a solution.

- When **meditative** people have a problem, they sit and think about it, and might even do research. Sometimes, the answer comes to them if they don’t act on something right away.

- **Cooperative** people think the easiest way to solve a difficult problem is to ask for help. Another person’s perspective can help cooperative people come up with solutions.

“I’d say I’m a meditative person. Before I bought my first car, I spent hours doing research on it by myself. It took me forever to decide!”

B  Listen to Dominique, Carla, and Wayne talking about their personal concerns. What kind of problem solver is each person?

C  Listen again. What are two things each person did to solve their problem?

Here’s an idea . . .

A  Read about these people’s problems. What advice would you give each person?

- **My boss is so demanding. She gives me more work than I can handle.**
- **I can’t save money because I always spend it on little things I want but don’t really need.**
- **My last job interview went very badly. I always get tongue-tied in front of authority figures.**
- **I studied for years to do my current job. But now I’m not sure I really want this career.**

B  Role-play each situation. Take turns giving and receiving advice.

“My boss is so demanding. She gives me more work than I can handle.”

“Here’s an idea. See if your co-workers feel the same way. Maybe you all can talk to the boss about it.”

“I guess I could try that.”
5. **Different approaches to problem solving** *(listening & speaking)*

**Learning aim:** Listen to people talk about problem solving and ways to solve problems (20–25 minutes)

A **Pair work**
- Books closed. Ask: *What do you think is the best way to solve personal problems?*
- Books open. Explain the task. Have Ss read the information. Check that Ss understand the following vocabulary.

**Vocabulary**
- *be faced with* have a problem to solve
- *come up with* think of (an answer)

- Ss work in pairs to read the example answer and discuss the question. Make sure they give examples to support their answer.
- Have Ss tell the class their partner’s answer.

B **[CD 3, Track 4]**
- Explain the task. Tell Ss to look at the question. Play the recording while Ss listen for the answers. Play the recording again for Ss to check their answers.
- Ss work in pairs to compare answers. Go over answers with the class.

---

6. **Here’s an idea . . .** *(role play)*

**Learning aim:** Practice giving and receiving advice about problems (15–20 minutes)

A **In pairs**
- Explain the task. Tell Ss to look at the question and read the problems. Check that Ss understand the following vocabulary.

**Vocabulary**
- *demanding* requiring much time and attention
- *tongue-tied* unable to express yourself clearly
- *authority figure* a person who represents power or authority

- Give Ss time to think of advice they would give each person.
- Ss work in pairs to compare answers. Go over answers with the class.

---

**Optional activity:** *Problem solved* *(15 minutes)*

**Ss continue role-playing giving and receiving advice.**
- Ss work in pairs to think of one new problem and write it on a piece of paper.
- Collect the papers and redistribute them to other pairs. Have pairs role-play giving and receiving advice.
Learning aim: Develop skills in understanding vocabulary in context and giving a personal reaction to a reading (25-30 minutes)

A Pair work
- Read the question aloud. Ss work in pairs to discuss the question.
- Ask Ss to guess the meaning of the word junkie. (Answer: addict) Ask, What do you think the title of the article means? (Possible answer: Are we addicted to asking for and giving advice to people?)
- Have Ss read the article silently to themselves. Check that Ss understand the following vocabulary.

Vocabulary
- scenario situation
- spot see (in this context)
- feel hurt feel emotional pain (in this context)
- sounding board a person who listens to a problem without giving advice
- accountable responsible
- counsel advice
- in a quandary having a problem
- consolation emotional comfort

B Role play
- Explain the task. Read the situations aloud.
- Books closed. Review the skills in the article. Have Ss call out the skills and write them on the board.
- Demonstrate the first role play with a student. Have the S say the problem. Give advice and break one of the rules from the article. Have the class say whether or not you are being a good listener. Continue with the role play, following some of the rules and breaking some of the rules. Have Ss say what you did correctly and what you did incorrectly.

Books open. Ss work in pairs to role-play giving and receiving advice about the three problems.
- Have pairs do one of their role plays for the class.

Optional activity: The best advice (15 minutes)
- Ss discuss good and bad advice they have received.
- Write various life decisions on the board, such as finding the perfect spouse, buying a house, buying a car, doing well at work, etc.
- Have a class discussion about the best advice Ss have received about each topic. Alternatively, have Ss say the worst advice they have ever received.

Do your students need more practice?

Assign . . .

<table>
<thead>
<tr>
<th>Assign . . .</th>
<th>for more practice with . . .</th>
</tr>
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<tbody>
<tr>
<td>Self-study p. 138</td>
<td>Listening</td>
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<tr>
<td>Grammar Plus p. 123</td>
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<td>Workbook p. 52, Ex. 1</td>
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<td>Workbook p. 52, Ex. 2</td>
<td>Vocabulary</td>
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<td>Workbook p. 53</td>
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<tr>
<td>Workbook p. 54</td>
<td>Reading</td>
</tr>
</tbody>
</table>
Are We Advice Junkies?

Picture the following scenario:

Your best friend is spending a lot of time with a neighbor of hers, someone you really don’t like. You’re convinced this person is a bad influence. One night, your friend calls you and asks you for your opinion.

You tell your friend precisely what you think of her neighbor and suggest she avoid this person. The next week, you spot your best friend and her neighbor walking down the street and laughing, and although you feel hurt, you know why your friend’s been avoiding you.

While this situation isn’t unusual, the damage arises because almost no one can resist the temptation to speak his or her mind. We are so addicted to giving advice by telling friends what they should do, that we don’t give them the opportunity to work through a crisis by themselves. All they want is for us to be their sounding board so we can allow them to explore their feelings.

When we give friends our resolutions to their dilemmas, we make them feel accountable if they don’t follow our advice, and we create an occasion for them to play the “yes, but” game, so their problem becomes our problem.

How do we give competent and effective counsel to our friends when they’re in a quandary? Here are a few pointers:

- Don’t take responsibility for your friends’ troubles. Be there, but don’t try to take over and decipher the problem for them.
- Don’t be judgmental. Try not to create guilt by passing on your own opinions and standards.
- Reflect their feelings as they talk. Say, “I can see this is frustrating for you.”
- Ask open-ended questions in contrast to yes or no questions. “How did you feel when your mother visited last week?”
- Remember, if we always allowed our friends to use us as their main source of comfort and consolation, it would prevent them from taking responsibility for their own problems.

Source: “Have you become the local wailing wall?” by Susan Eresmus, www.health4u.com

B Role play Work with a partner. Take turns being the listener and practice using the skills outlined in the article. Use these situations or your own ideas.

- Your classmate calls to complain about failing an important exam.
- Your cousin grumbles about not having enough money.
- Your friend is having a problem with one of her colleagues.
How well can you do these things? Rate your ability from 1 to 5 (1 = low, 5 = high).

Talk about trends with verbs in the passive (Ex. 1) _____
Talk about changes in people’s lifestyles with used to and would (Ex. 1) _____
Make predictions with future forms of the passive (Ex. 2) _____
Listen and talk about character traits using reduced relative clauses (Ex. 3) _____
Discuss “typical” behavior with clauses showing contrast and exception (Ex. 4) _____

Now do the corresponding exercises below. Were your ratings correct?

How things have changed!

A Think about how information technology has changed in the past few years. How have people’s shopping habits, hobbies, and social lives been affected?

B Pair work Compare your answers with a partner.

“I think people used to be really nervous and would think twice about buying anything online. Now that more secure systems are being used, it’s a lot safer, and online shopping is a lot more popular.”

“Yeah, I think so too. Most people have been convinced that it’s safe. Even my grandmother buys and sells stamps online!”

What next?

A Pair work What do you think will happen in the next ten years as a result of new technologies in these areas?

1. communication 4. finance
2. education 5. medicine
3. entertainment 6. sports

B Group work Compare your predictions in groups.

“Ten years from now, I think music will be sold only on the Internet. What do you think?”
Units 7-9
Communication review

Self-assessment

Review aim: Ss assess how well they have learned the material in Units 7-9 (10-15 minutes)

- Explain the task. Read the list of skills aloud. Review the types of grammar and discussion topics from Units 7-9.

1. How things have changed! (discussion)

Review aim: Discuss changes and trends with verbs in the passive and with used to and would (15-20 minutes)

A

- Have Ss look at the picture and say what trend it illustrates. (Possible answer: the widespread use of the Internet)
- Read the question aloud. Brainstorm trends in information technology as a class, if necessary.
- Give Ss time to think of their own ideas.

B Pair work

- Ss work in pairs. Have one pair of Ss read the example conversation aloud. Have Ss find and underline verbs in the passive voice and the uses of would and used to. (Answers: Passive: more secure systems are being used; most people have been convinced. Used to and Would: used to be really nervous; would think twice) Remind Ss to use these when they talk about their ideas.

2. What next? (discussion)

Review aim: Talk about predictions with future forms of the passive (15-20 minutes)

A Pair work

- Explain the task. Read the topics aloud. Give Ss time to think of ideas for each. Brainstorm possible changes as a class, if necessary.
- Ss work in pairs to do the activity.

B Group work

- Explain the task. Read the example answer aloud. Ask Ss to name the verb tense in the example sentence. (Answer: future passive)
- Ss work in groups to discuss their answers. Remind Ss to use different forms of the future passive form in their conversations. Have each group assign a secretary to write down the development they predict for each area.
- Have each group report their two most interesting ideas to the class.

Ss conduct a class debate about technology and the Internet.

- Think of two sides of an issue about information technology (e.g., The Internet should be monitored by the federal government. / The government should not monitor the Internet.).
- Divide the class into two groups and assign each group one side of the issue. Give Ss time to think of all the reasons why their side of the issue is the right one.
- Conduct a class debate. Have Ss from each group take turns explaining their side of the issue.
- At the end of the debate, have Ss say which side of the issue they now agree with.
3. Team roles: The perfect "STEAM" team (listening & speaking)

Review aim: Develop skills in listening for main ideas and specific details, and talk about character traits using reduced relative clauses (20–25 minutes)

A [CD 3, Track 6]
- Explain the task. Tell Ss to look at the list of possible answers. Check that Ss understand the following vocabulary.

Vocabulary
- image how a person or company is perceived by the public (in this context)
- innovative the quality of being able to think of new ideas or methods
- resourceful capable of thinking of ways to get a task done
- alternatives different ways of doing the same task
- disciplined capable of being completely focused on a task and not being distracted

- Tell Ss to listen for the answer to the question. Play the recording once as Ss listen. Play the recording again while Ss check the correct box. Replay as many times as needed. Ss listen and check their answers.

B [CD 3, Track 7]
- Books open. Explain the task. Read the roles and personality types aloud.
- Play the recording. Go over answers with the class.

Answers
1. d 2. b 3. e 4. a 5. c

Audio script: See page T-265.

C Pair work
- Explain the task. Ss work in pairs. Have one pair read the example conversation to the class.
- Have Ss discuss the questions.
- Ask Ss to share their partner’s answer with the class.

4. That’s so typical! (speaking)

Review aim: Discuss “typical” behavior with clauses showing contrast and exception (10–15 minutes)

A
- Explain the task. Read the questions in the chart aloud. Give Ss time to complete the chart individually.

B
- Explain the task. Read the example answer aloud. Ask Ss if the last clause shows contrast or exception. (Answer: contrast) Ask which word in the sentence signals the contrast between the two ideas. (Answer: while)
- Ss work individually to write their four sentences. Remind Ss that each sentence must contain a clause that shows contrast or exception. Tell Ss to introduce the clause or phrase with a different word for each sentence.
- Ss work in pairs to compare their answers. Have Ss share their partner’s answers with the class.
- Have Ss look at their answers in the self-assessment at the beginning of this review unit. Ask them if they agree with their answers.

Optional activity: Typical behavior (15 minutes)

Ss extend their discussion of the chart in Exercise A.
- Ss work in pairs to think of three more questions to add to the chart in Exercise A. Then they exchange papers with another pair and answer the new questions.
- Ss read their new questions to the class and tell the class their answers.
Team roles: The perfect “STEAM” team

A Listen to the phone conversation between Tony and Annie. What was special about the day? Check (✓) the correct answer.

☐ a. Tony was chosen for the football team.
☐ b. Annie thinks Tony is creative.
☐ c. It was Tony’s first day at work.

B Listen again. Match the roles on the left with the personality types on the right.

<table>
<thead>
<tr>
<th>Role</th>
<th>Personality type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solver</td>
<td>a. disciplined</td>
</tr>
<tr>
<td>Team manager</td>
<td>b. patient</td>
</tr>
<tr>
<td>Explorer</td>
<td>c. passionate</td>
</tr>
<tr>
<td>Analyst</td>
<td>d. creative</td>
</tr>
<tr>
<td>Motivator</td>
<td>e. resourceful</td>
</tr>
</tbody>
</table>

C Pair work Look at the roles above. Which role do you think you would be best at or would enjoy the most? Why? Compare your ideas with a partner.

“I think I’d probably be best in an Explorer role. I’m pretty resourceful. What about you?”

“I’m a person with a lot of patience, but I’m not that creative. I’m more of a Team manager type.”

That’s so typical!

A Complete this chart with your opinions about typical parents and teenagers.

<table>
<thead>
<tr>
<th></th>
<th>The typical parent</th>
<th>The typical teenager</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are some of their concerns?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is their most valued possession?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How much time do they spend with friends?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do they use the internet for?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do they like to do on vacation?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B Write at least four sentences contrasting the typical parent with the typical teenager. Then compare with a partner.

“Generally, the typical teenager is concerned about friends, while the typical parent is concerned about their children.”
Everyday annoyances

A Have you ever had a problem similar to these? Do you agree or disagree with these comments?

"The thing that I hate is when kids ride their scooters on the sidewalk."

"One thing that bothers me is when my friends don't show up on time for things."

"Something that bugs me is people who take up two seats on a crowded bus."

"The thing I can't stand is co-workers who leave their cell phones ringing on their desks."

B Group work Look at the situations above. Would you complain, or would you be quietly annoyed?

It really irks me!

A 🌟 Listen to Jane and Kyle talking about irritating situations. What is bothering each person?

B 🌟 Listen again. Discuss the questions.

1. Whose situation do you think was more annoying, Jane's or Kyle's?
2. Who do you think handled the situation better, Jane or Kyle?
3. How would you have reacted in each situation?
The art of complaining
LESSON A • That really bugs me!

1. Everyday annoyances (starting point)

Learning aim: Discuss everyday annoyances and see relative clauses and noun clauses in context (10–15 minutes)

- Books closed. Say two or three things that annoy you, such as 
  It really bugs me when people talk on their cell phones in a restaurant. Write on the board:
  That really bugs me!
  Discuss the meaning with Ss.
- Have Ss tell the class what kind of everyday situations annoy them.
- Books open. Tell Ss to look at the pictures and describe what each illustrates.
- Explain the task. Ss read the comments silently to themselves. Go over any unfamiliar words. Elicit several Ss’ answers.

2. It really irks me! (listening & speaking)

Learning aim: Develop skills in listening for the main idea and details (20–25 minutes)

A 🎧 [CD 3, Track 8]
- Explain the task. Read the question aloud to the class. Check that Ss understand the following vocabulary.

Vocabulary
  acting up behaving badly
  to have someone in to have someone visit
  fast asleep deeply asleep
  Unbelievable! an interjection that shows unpleasant surprise or shock.

- Tell Ss to listen for the answer to the question. Play the recording as Ss listen for the answer. Replay as many times as needed. Ss listen and check their answers.
- Go over answers with the class.

B Group work
- Ask Ss what they usually do when they are annoyed. Do they complain? Do they ever become angry in public? Do they remain quiet?
- Explain the task. Ss work in groups to discuss the question.
- Have a S from each group tell the class about the group’s discussion.

Optional activity: And you? (10–15 minutes)

Ss further discuss what to do when they are annoyed.
- Have Ss change groups from Exercise B. Have them say how they would react to one of the situations in Exercise A. The other Ss in the group say if they agree with the reaction, and if not, how they think they would react.

Answers

Jane: Her neighbors made noise and woke her up.
Kyle: People talked during a movie and ruined it for him.

Audio script: See page T-265.

B 🎧 [CD 3, Track 9]
- Explain that Ss will listen again for details about each person’s story. Read the questions aloud.
- Ss work in pairs or small groups to discuss the questions.
- Have a S from each group tell the class about the group’s discussion.

Audio script: See page T-265.
3. Relative clauses and noun clauses (grammar)

Learning aim: Practice using relative clauses and noun clauses in the same sentence (20–25 minutes)

Grammar notes
Relative, or adjective, clauses provide information about a noun or pronoun in either the subject or the object of a sentence.
A noun clause that acts as a subject complement (the part of a sentence that describes the subject) can begin with a question word, but it is considered a noun clause because it occupies a noun slot in the sentence.

- Books closed. Write on the board:
  One thing (that) I hate is people who talk during a movie.
Ask Ss to name the subject of the main clause. (Answer: One thing) Then ask them to name the relative clause that describes it. (Answer: that I hate)

- Write on the board:
  I hate people who talk during a movie.
Ask Ss to name the object of the main clause. (Answer: people) Then ask them to name the relative clause that describes it. (Answer: who talk during a movie)

- Write on the board:
  One thing that bugs me is when people talk during a movie.
Ask Ss how many clauses are in the sentence. (Answer: two) Point out that that bugs me is a relative clause, and when people talk during a movie is a noun clause.

- Books open. Discuss the information in the grammar box and read the example sentences.

4. That drives me up the wall! (vocabulary)

Learning aim: Learn and practice using phrases to talk about annoyances (10–15 minutes)

A
- Read the phrases in the chart aloud.
- Explain the task. Ss work individually to do the activity. Then Ss work in pairs to discuss the differences in meaning.

B
- Pair work
  - Explain the task. Have Ss look at the picture and describe what they see.
  - Read the sentences aloud. Answer any questions about vocabulary.
  - Have a S read the example sentence aloud.
  - Ss work in pairs to do the task. Have Ss share some of their partner’s answers with the class.

- Group work
  - Explain the task. Read the situations aloud and answer any questions about vocabulary.
  - Ss work in groups to discuss the situations. Have Ss tell the class about another S's answers.

Optional activity: Feelings (15–20 minutes)
Ss use the vocabulary they learned to talk about situations that may cause negative feelings.
- Ss work in groups. Have each S write a situation similar to the ones in Exercise B on a slip of paper. Ss exchange slips with other members of the group.
- Have a S silently act it out for the class. Group members guess what the S is doing and say how it makes them feel.
3 Relative clauses and noun clauses

A relative clause can occur in the subject or the object of a sentence.
Something that bugs me is people who take up two seats on a crowded bus.
The thing (that) I can’t stand is co-workers who leave their cell phones ringing on their desks.

Some sentences use a relative clause and a noun clause beginning with a question word such as when.
The thing (that) I hate is when kids ride their scooters on the sidewalk.
One thing that bothers me is when my friends don’t show up on time for things.

Grammar Plus: See page 124.

A Look at the starting point on page 80 again. Which clauses are relative clauses? Which are noun clauses?

B Pair work Complete the sentences with your own opinions. Then discuss them with a partner.

1. Something that bothers me about my friends is . . . when they don’t return my calls.
2. One thing that irks me about my neighbors is . . .
3. If I’m riding in a car, something that irritates me is . . .
4. The thing that aggravates me most is a friend . . .
5. The thing that annoys me about people talking on cell phones is . . .
6. . . . is one thing that bothers me at home.

4 That drives me up the wall!

A Combine the verbs with the phrases. How many combinations can you make? How are their meanings different?

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>drive</td>
<td>on someone’s nerves</td>
</tr>
<tr>
<td>get</td>
<td>someone crazy</td>
</tr>
<tr>
<td>make</td>
<td>someone down</td>
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</tbody>
</table>

B Group work How do these things make you feel? Discuss these situations using the expressions above.

1. people laughing at their own jokes
2. vending machines that “steal” your money
3. finding empty ice cube trays in the freezer
4. people eating on public transportation
5. airlines not serving food on long flights

“The thing I hate is when people laugh at their own jokes and they’re not funny!”
Polite complaints

A Which of these descriptions fits you best? Give examples to support your answer.

- "I very rarely complain."
- "I only complain if I absolutely have to."
- "I complain because it's my right."
- "I complain about every little thing."

- a silent sufferer
- a calm, collected type
- an activist
- a whiner

"I guess I'm a silent sufferer. For example, I never complain in a restaurant, even if the food is awful."

"Is that so? Bad food in a restaurant really annoys me. I always complain! I mean, why should I pay for terrible food? I guess I must be an activist."

B Pair work What would you do or say in these situations? Compare your answers.

1. A taxi driver is playing the radio loudly while you are trying to make a cell phone call.
2. Your neighbor's young son tore up all the flowers in your garden.
3. You see someone littering in a public park.

"If the taxi driver were playing the radio very loudly, I think I'd just speak louder. I probably wouldn't say anything to the driver. But I wouldn't give him a very good tip either."

I hate to mention this, ...

A Pair work Use the language in the box to create polite complaints for each situation. Then take turns acting out your complaints for the class.

1. You’ve been waiting in line for a long time, and someone suddenly cuts in front of you.
2. A friend always sends you jokes and chain e-mails that fill up your inbox. You like your friend a lot, but the spam is driving you up the wall.
3. After you’ve been waiting patiently for your food for an hour, the waiter brings you the wrong order.
4. Every time you go out with your friend, she asks you to hold her belongings because she doesn’t carry a bag. It’s really beginning to get on your nerves.

B Group work Which complaints were the most effective? Which were the most polite?
5 Polite complaints (discussion)

Learning aim: Talk about ways to complain (15–20 minutes)

A
- Tell Ss what kind of a complainer you are, based on the captions below the pictures. Give an example.
- Explain the task and have Ss look at the pictures. Have them describe what they see. Then have them read the captions.

B Pair work
- Explain the task. Read the situations aloud. Go over the example answer.
- Ss work in pairs to do the activity. Have Ss share their partner’s answers with the class.

6 I hate to mention this, . . . (role play)

Learning aim: Practice making complaints for different situations (15–20 minutes)

A Pair work
- Books closed. Ask Ss what they think they need to do to complain politely. (Possible answers: speak assertively in a soft voice, use polite language, take time to explain why you are dissatisfied or upset, etc.) Ask what an impolite complaint would be like. (Possible answers: speak aggressively in a loud or angry voice, don’t say “please” or “thank you,” etc.)
- Books open. Explain the task. Read the information in the useful expressions box. Give examples of how to complete each sentence.
- Tell Ss to read the situations. Ask them if they have ever been in one of the situations. Check that Ss understand the following vocabulary.

Vocabulary
- cuts in front: goes in front of someone in a line without permission
- chain e-mail: an e-mail that asks the recipient to forward the e-mail to many others so that the recipient will have good luck
- belongings: personal items such as sunglasses, wallet, etc.

B Group work
- Give Ss time to think of how they will complain about each situation.
- Ss work in pairs to do a role play for the class.

Optional activity: Complaints (10–15 minutes)

Ss continue to role-play making polite complaints.
- Ss work in pairs to think of one new situation similar to the ones in Exercise A and write it on a piece of paper.
- Collect the papers and redistribute them to other pairs. Have pairs role-play the situations.
Letters of complaint (writing)

**Learning aim:** Write an effective letter of complaint (40–50 minutes)

**A**
- Tell Ss to read the information in the box at the top of the page. Ask: *When would you write a letter of complaint?* (Possible answers: when a product you bought didn’t work, when your food at a restaurant wasn’t good, when service at a store wasn’t good) *Have you ever written a letter of complaint before? What was the situation?*
- Explain the task. Check that Ss understand the following vocabulary.

**Vocabulary**

**person in charge** the person who is the boss, owner of a business, or has the authority to make decisions about the business and employees

**evidence** proof

**at (one’s) own expense** using one’s own money unnecessarily to pay for something

**customer service representative** a person whose job it is to solve a customer’s complaints

**warranty** a written agreement with a company that states that the company will repair or replace its product if it is damaged

**promptly** quickly

- Ss work individually to read the letter and number the items. Go over answers with the class.

**Answers**

1. Dear Ms. Lin:
2. Metro MP3 player, model number 2345A
3. The connection was damaged, and the display screen was cracked.
4. I have my credit card bill . . . , a one-year warranty, and a receipt from the post office.
5. I would like to receive a new Metro MP3 player.
6. John Citizen, 101 Bee Tree Road, Center City, CA 91426

**B**
- Explain the writing task. Read the situations aloud. Ask Ss if they have ever experienced any of the situations.
- Ss work individually to write their letters. Remind Ss to include all the parts from the example letter.

**C** **Pair work**
- Explain the task. Read the question aloud.
- Ss work in pairs to answer the question. Have a few Ss read their effective letters to the class.

**Do your students need more practice?**

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<tr>
<th>Assign . . .</th>
<th>for more practice with . . .</th>
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<tbody>
<tr>
<td>Grammar Plus p. 124</td>
<td>Grammar</td>
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<tr>
<td>Workbook p. 55</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 56, Ex. 3</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 56, Ex. 4</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Workbook p. 57</td>
<td>Writing</td>
</tr>
</tbody>
</table>

For more practice discussing this lesson’s topic, try *How do you complain?* on page T-193.
Letters of complaint

Writing an effective letter of complaint is a powerful way to solve an ongoing problem with a product or service.

A Match the information to the points in the letter of complaint.

**Writing an effective letter of complaint**

An effective letter of complaint about a purchase . . .

1. is addressed by name to the person in charge.
2. describes the product clearly.
3. explains the problem in detail.
4. mentions a receipt or other evidence.
5. explains exactly what you want.
6. provides contact information.

May 12, 2008

Ms. Maria Lin  
Customer Services Director  
TZZ Inc.  
Center City, CA 91426

Dear Ms. Lin,

Last month, I ordered a Metro MP3 player, model number 2345A, from your store’s website. When it arrived, I discovered that it was broken. The connection was damaged, and the display screen was cracked.

At my own expense, I returned the MP3 player to your service department over one month ago. I still have not received my replacement, nor has a customer service representative contacted me.

I have my credit card bill to prove I paid for this purchase, a one-year warranty, and a receipt from the post office. Therefore, I would like to receive a new Metro MP3 player.

I look forward to your reply and hope you will handle this matter promptly.

Sincerely,

John Citizen  
101 Bee Tree Road  
Center City, CA 91426

B Write a letter of complaint using one of these situations or one of your own.

- Your digital camera came with the wrong battery charger, but you didn’t notice at first. The store employee refuses to replace it.
- You bought airplane tickets in advance, but they had overbooked the flight, and you couldn’t get on the plane.

C Pair work Take turns reading your letters. Did the writer follow all the advice for writing an effective letter of complaint?
Why don't they do something about it?

A How many of these problems have you experienced? Compare with a partner.

- "I hate those huge SUVs that everybody's driving. What I don't get is why they can't buy a smaller car."
- "Umbrellas are so poorly made these days. I don't know why they always break in the wind."
- "My cell phone never works around here. I can't understand why the reception is so bad."
- "The clothes in those shops are unbelievably expensive. How anyone can afford them is beyond me."
- "I wonder if I'll be able to get a taxi later. It can be difficult to get one around here at night."
- "The college course I want is really popular. My big concern is whether I'll be able to get into the class."

B Pair work Which of the problems above bother you the most? Explain.

"Broken umbrellas definitely bother me the most. That happened to me just the other day."
"You can say that again. I just hate it when that happens."

Useful expressions

Agreeing and showing sympathy
I know (exactly) what you mean.
Yeah, I hate that too.
You can say that again.

If this is correct, say, "Yes."

A Have you ever had problems with automated phone menus? What happened?

B Listen to Gabriel using an automated phone menu. Is he successful?
Check (✓) the best summary.

- a. He completed his business successfully and will pick up his prescription this evening.
- b. He can't fill his prescription because the machine can't recognize what he's saying.
- c. His pronunciation is so poor that the system doesn't understand him.

C Listen again. Answer the questions.

1. What's the name of the store?
2. What is his prescription number?
3. What is his phone number?
4. What time does he want to pick up his prescription?
LESSON B • Let's do something about it!

Why don’t they do something about it? (starting point)

Learning aim: Discuss common consumer problems and see indirect questions in context (10–15 minutes)

A
- Books closed. Ask Ss what a consumer is. (Answer: someone who buys a product or a service) Ask Ss what consumer problems they have had (e.g., an appliance that didn’t work, problems with new clothes, being overcharged for a service).
- Books open. Have Ss look at the pictures and describe what they see. Then have them read the captions. Check that Ss understand the following vocabulary.

Vocabulary
SUV abbreviation for sport utility vehicle; a car that has the passenger room of a minivan, but has the towing capacity of a truck
I don’t get I don’t understand
reception the ability to receive a signal on an electronic device
(it's) beyond me an expression of unpleasant disbelief

B Pair work
- Explain the task. Have one pair of Ss read the example conversation.
- Go over the information in the useful expressions box. Have a short sample conversation with two other Ss using the expressions.
- Ss work in pairs to discuss the question. Have a few pairs share their answers with the class.

If this is correct, say, “Yes.” (listening)

Learning aim: Develop skills in listening for gist and details, and listening to an automated phone menu (15–20 minutes)

A
- Ask Ss what an automated phone menu is. Ask them to give examples of when they might hear an automated phone menu.
- Ss work in pairs to discuss the questions.
- Have Ss tell the class about their partner’s problem.

B [CD 3, Track 10]
- Explain the task. Read the summaries and answer any questions about vocabulary.
- Tell Ss to listen for the answer to the question. Play the recording once as Ss listen. Play the recording again while Ss check the correct box. Replay as many times as needed. Ss listen and check their answers.
- Go over the answer with the class.

Answer
b. He can’t fill his prescription because the machine can’t recognize what he’s saying.

Audio script: See page T-266.

C [CD 3, Track 11]
- Explain the task. Read the questions and make sure Ss know what to listen for.
- Play the recording and have Ss complete the activity.
- Ss work in pairs to compare answers. Go over answers with the class.

Answers
1. Dial Rite Pharmacy
2. 04227 08837
3. 555-333-5123
4. 9:00

Audio script: See page T-266.
3. **Simple and complex indirect questions** (grammar)

**Learning aim:** Practice using simple and complex indirect questions (20–25 minutes)

**Grammar notes**
When a question is used as the subject or object of a main clause, it becomes a noun clause and uses statement word order rather than question word order.

Yes-no questions are changed into noun clauses by introducing the clause with whether or if.

Or not is optional with whether and if. Or not can be used directly after whether or at the end of the clause. It cannot follow if directly.

Question words (who, when, why, etc.) are used to begin noun clauses made from information questions.

- Write on the board:
  - Why do people drive those big SUVs?
  - I don’t know why people drive those big SUVs.
  - Why people drive those big SUVs is a mystery to me.

- Discuss the information about simple and complex indirect questions in the box. Point out the differences in word order.

**A**
- Have Ss look at the starting point on page 84 again. Explain the task and read the questions aloud. Go over answers with the class.

**Answers**
Simple indirect questions:
- I don’t know why they always break in the wind.
- I can’t understand why the reception is so bad.
- I wonder if I’ll be able to get a taxi later.

Complex indirect questions:
- What I don’t get is why they can’t buy a smaller car.
- How anyone can afford them is beyond me.
- My big concern is whether I’ll be able to get into the class.

4. **I’m totally baffled!** (vocabulary & speaking)

**Learning aim:** Learn and practice vocabulary to talk about negative feelings (15–20 minutes)

**A**
- Ask Ss what kinds of situations make them feel confused, angry, or sad. Ask them to call out any synonyms they know for confused, angry, and sad. Write them on the board.
- Explain the task. Ss work individually to complete the chart.
- Go over answers with the class.

**Answers**
Confused feelings: baffled, bewildered, mystified, stunned

Angry feelings: annoyed, enraged, frustrated, infuriated, insulted, irritated

Sad feelings: demoralized, depressed, discouraged, humiliated, saddened

**B Pair work**
- Explain the task. Ss work in pairs to take turns completing the sentences and asking follow-up questions.
- Have Ss share their partner’s answers with the class.
3 Simple and complex indirect questions

Simple indirect questions use statement word order and begin with expressions such as I wonder, I’d like to know, or I can’t understand.
Will I be able to get a taxi later? I wonder if I’ll be able to get a taxi later.

Complex indirect questions also use statement word order. In addition, they begin and end with clauses or phrases with be.
Will I be able to get into the class? My big concern is whether I’ll be able to get into the class.
How can anyone afford them? How anyone can afford them is beyond me.

Grammar Plus: Can page 126.

A Look at the starting point on page 84 again. Can you find more indirect questions? Which ones are simple indirect questions? Which are complex?

B Rewrite these questions using the words in parentheses. Then compare answers with a partner.

1. Will airlines ever stop losing passengers’ luggage? (I wonder . . .)
   I wonder if airlines will ever stop losing passengers’ luggage.
2. How do I correct a mistake on my phone bill? (I’d like to know . . .)
3. Why can’t I use my cell phone in an elevator? (The thing I don’t get is . . .)
4. How can I get tickets to sold-out concerts? (I want to find out . . .)
5. When will the government deal with global warming? (I’d like to know . . .)
6. Why do people complain so much? ( . . . is something I can’t understand.)

4 I’m totally baffled!

A Look at these words that describe feelings. Put them in the columns below.

<table>
<thead>
<tr>
<th>annoyed</th>
<th>baffled</th>
<th>confused</th>
<th>depressed</th>
<th>demoralized</th>
<th>enraged</th>
<th>frustrated</th>
<th>humiliated</th>
<th>infuriated</th>
<th>insulted</th>
<th>irritated</th>
<th>mystified</th>
<th>saddened</th>
<th>stunned</th>
</tr>
</thead>
</table>

Confused feelings | Angry feelings | Sad feelings

baffled | annoyed | 

B Pair work Complete the sentences with your own information. Then discuss your answers with a partner.

1. I’m totally baffled by . . .
2. I get so irritated when . . .
3. I always get discouraged when . . .
4. I sometimes feel depressed when . . .

“I’m totally baffled by those online clothing sites. You never know if the clothes you order are really going to look good on you.”
A word to the wise

Pair work Read the advice about how to prevent consumer problems. Can you add any more ideas to the list?

Buyer Beware!
SMART ADVICE FOR SMART SHOPPERS
- Buy from a reputable company.
- Make sure there’s a guarantee.
- Examine your purchases before you buy.
- Do some comparison shopping.
- Find out about the return policy.
- Find out how the item should be cared for.

Group work Discuss a time when you had a problem with something you bought. Would the advice above have helped you?

“I bought new luggage last month, and one of the wheels has already come off.”
“Oh, you’re kidding. Did you take it back to the store?”
“Yes, but they told me I couldn’t return it because I’d bought it on sale. I should have asked about their return policy . . .”

Useful expressions
Sympathizing
Oh, you’re kidding.
That’s ridiculous.
What a pain.

I’d like to return this.

Role play
Read the store returns policy below. Is there a similar policy at the stores you visit?

Pair work Now take turns role-playing a customer and a clerk at a returns counter. Use the returns policy and the information below.

STORE RETURNS POLICY: All items must be in good condition and accompanied by a receipt. No cash refunds; store credit only. No items returned after two weeks unless under warranty. No return of items purchased on sale or with coupons.

Situation 1
- T-shirt
- have receipt
- shrank after washing
- too small

Situation 2
- laptop
- receipt at home
- defective
- still under warranty

Situation 3
- camera
- lost receipt
- not very user-friendly
- want to exchange

“I’d like to return this T-shirt, please. I can’t understand why it shrank after I washed it.”
“I wonder whether you followed the washing instructions properly.”
“I certainly did!”
“That’s fine, then. May I see your receipt, please?”
5. A word to the wise (discussion)

Learning aim: Talk about how to prevent consumer problems (15–20 minutes)

A Pair work
- Books closed. Write on the board:
  
  Let the buyer beware.

  Ask Ss what they think it means. (Possible answer: It’s the buyer’s responsibility to check everything carefully before buying.)

- Books open. Ask Ss to look at the picture and describe the situation.
- Read the advice aloud. Ask Ss to explain the words reputable, guarantee, comparison shopping, and return policy.

B Group work
- Explain the task. Ss work in pairs to add more ideas to the list.
- Ask pairs to share their ideas with the class.

6. I’d like to return this. (role play)

Learning aim: Practice returning items to a store and responding to complaints (15–20 minutes)

A
- Explain the task. Tell Ss to read the returns policy in Exercise B. Check that Ss understand the following vocabulary.

  Vocabulary
  
  good condition not damaged in any way
  refund money given back from a company when an item is returned or some work was done unsatisfactorily
  store credit a kind of refund where a customer doesn’t get money back, but can buy another item in the store for the same amount of money
  under warranty the time period when the guarantee is still valid
  coupon a piece of paper that offers a price reduction

- Give Ss time to think about return policies at the stores they visit.
- Have Ss share their answers with the class.

B Pair work
- Explain the task. Have Ss read the information about the three situations. Help out with vocabulary as needed.
- Have one pair of Ss read the example role play to the class. Ss work in pairs to take turns role-playing a customer and a clerk at a returns counter at a store.

Optional activity: No problem! (20–25 minutes)

Ss continue role-playing being a clerk and a customer at a returns counter.
- Ss work in pairs to think of a situation at a returns counter. Have them write what the customer is trying to return and why, and whether or not the clerk will accept the item back and why. Make sure Ss include the following information:
  Customer: what the item is, if the person has the receipt, what is wrong with the item, the customer’s attitude
  Clerk: whether or not the clerk will take it back and why, the clerk’s attitude
- Encourage Ss to include other details such as the kind of store it is (expensive, big department store, etc.) and background information about the people (the customer is in a big hurry, the clerk’s boss is angry because the clerk has given refunds too often, etc.).
- Have Ss exchange papers with another pair and then do the new role play. For more of a challenge, don’t let the “clerk” and “customer” see each other’s information so the role play is more spontaneous.
Learning aim: Develop skills in understanding vocabulary in context, reading to put a story in sequence, reading to confirm predictions, and giving a personal reaction to a reading (25–30 minutes)

A Pair work
- Books closed. Ask Ss to describe all the things that must be planned for a typical wedding. Ask them to talk about any wedding they know of that had problems.
- Books open. Read the directions aloud. Give Ss time to think of three things that could go wrong for a bride.
- Have Ss read the article silently to themselves. Check that Ss understand the following vocabulary.

Vocabulary
- gown: a long dress for a formal occasion
- measuring up to: meeting up to someone’s expectations
- fittings: trying on clothes to see what adjustments must be made to ensure a perfect fit
- off the rack: clothing bought at a retail store; not custom-made
- bodice: the top half of a dress

- Tell Ss to look back in the article to find if their ideas were mentioned.

B Pair work
- Explain the task. Have a student read the events aloud.
- Ss work in pairs to complete the task. Go over answers with the class. Have Ss say which words in each sentence helped them to do the task.
- Ask a few Ss to tell the story in their own words to the class.

Answers
<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

C Group work
- Explain the task. Ss work in groups to discuss the questions.
- Have one S from each group tell the class about the group’s answers.

Do an alternative reading text or extra practice, try Consumer watchdogs on page T-194.

To help Ss with reading skills in this exercise, try That’s my point! on page T-160.

Do your students need more practice?

<table>
<thead>
<tr>
<th>Assign . . .</th>
<th>for more practice with . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-study p. 139</td>
<td>Listening</td>
</tr>
<tr>
<td>Grammar Plus p. 125</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 58</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 59, Ex. 3</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Workbook p. 59, Ex. 4</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 60</td>
<td>Reading</td>
</tr>
</tbody>
</table>

Culture note
Consumer watchdog organizations are organizations that do research and take action to protect the public from such things as poor or unfair business practices (as in Wedding Shop Leaves Brides Waiting at Altar), food and health safety, and so on.

Culture note
Wedding dresses in the U.S. and the U.K. are usually very expensive and require many fittings. Many shops will not allow a bride to buy a dress unless it is at least six months before the wedding.
A Pair work  Think of three things that could go wrong for a bride before her wedding. Read the article. Are your ideas mentioned?

**Wedding Shop Leaves Brides Waiting at Altar**

Every year, more than 300,000 brides in the U.K. go shopping for the perfect gown to help make their wedding a perfect day. We caught up with furious brides who would like to ask Verna and Robert Davis, the people who run the It's Your Day wedding shop in Thornbury, England, why they didn't get their dresses in time -- or at all. Heather Molloy paid £650 to the Davises for a deposit on her dress. After her second visit, she realized Verna Davis was not measuring up to her expectations.

Heather said, "I had several fittings canceled or delayed for different reasons and different excuses and this went on for a period of time. I was worried because I was supposed to pick up my wedding dress two weeks before the wedding and she said, "No, no don't worry, everything's going to be OK."

The ceremony was planned, the cake was chosen, the guests were invited, but there was still no wedding dress. Finally, on the night before her wedding, when she was supposed to be having dinner with family and friends, Heather got the call to say her dress would be ready. However, when she got there, the dress still wasn't ready. The Davises promised to work on the dress all night and deliver it first thing in the morning of the big day.

After a sleepless night, Heather had just two hours to go before her wedding and there was still no sign of the Davises. With only one hour to spare, Heather finally cut her losses -- she went to the nearest wedding shop and bought a replacement dress off the rack. She never even got a refund on her deposit.

We also spoke to Robyn Brown, who is getting married two days from now. She didn't know whether or not she would receive her dress on time, so she already bought a replacement. What's more, Rachael Thorpe took the Davises to court after they supplied her with a bodice that was defective and didn't even fit her.

We have asked the Davises for a statement regarding the complaints, but so far, they haven't issued one, and we're wondering if they will.

B Pair work  Number the events in the correct order and compare with a partner. Then take turns telling Heather's story in your own words.

___ a. Heather had to cancel a pre-wedding dinner to pick up the dress.
___ b. With only an hour to spare, Heather had to purchase a replacement gown.
___ c. At their first meeting, Heather gave the Davises a large deposit for her wedding dress.
___ d. But the dress still wasn't ready, even though the wedding was the next day.

C Group work  Discuss these questions. Then share your answers with the class.

1. Do you think this report would make the Davises change their ways?
2. What could Heather have done differently?
LESSON A • How honest are you?

What would you do?

A Look at the situations and people's responses. What would you do?

If you accidentally dented a parked car in a parking lot...

"If the owner weren't around, I'd leave a note with my phone number."
"I wouldn't leave a note if the owner weren't around."

If you found out your co-worker got the job using false credentials...

"I would keep it a secret only if I liked my co-worker."
"I would keep it a secret unless my co-worker continued lying about it."

If the ATM gave you more money than you asked for...

"I wouldn't tell the bank unless it were a large amount."
"Even if I were really broke, I'd return the extra money to the bank."

Pair work Now read these statistics. Do you find them surprising? Why or why not?

69% of people said they would leave a note with their contact information if they dented a parked car and the owner weren't around; 31% said they wouldn't.

51% of people said they would keep it a secret if they found out a co-worker got his or her job with false credentials; 49% said they would probably tell someone.

48% of people said they would keep the extra money from an ATM; 52% said they would return it.

Finders keepers

Listen to Aaron and Leanne talking about finding something. Are these statements true or false, or does the person not say? Check (✓) the correct answer.

1. Aaron's son wanted to keep the wallet and spend the money. ☐ ☐ ☑
2. Aaron's son received a thank you card as a reward. ☐ ☑ ☐
3. The owner of the book probably didn't care much about it. ☐ ☑ ☐
4. Leanne will probably return the book. ☑ ☐ ☐
11 Values

LESSON A • How honest are you?

1. What would you do? (starting point)

Learning aim: Discuss moral dilemmas and see the lesson grammar in context (10–15 minutes)

A

- Books closed. Ask Ss if they think it is important to be honest all the time. Ask if they think that they are always honest. Ask if they can think of times when it is OK not to be completely honest.
- Books open. Have Ss look at the pictures and captions. Check that Ss understand the following vocabulary.

<table>
<thead>
<tr>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>dent       create a depression or hollow made by an impact</td>
</tr>
<tr>
<td>ATM        automated teller machine</td>
</tr>
</tbody>
</table>

- Ss work in pairs to discuss the question. Have Ss share their partner’s answers with the class.

B Pair work

- Explain the task. Ask different Ss each to read one of the sets of statistics. Ss work in pairs to discuss the questions.
- Have Ss share their partner’s answers with the class.

Optional activity: I would... (20 minutes)

Ss discuss how they would react in different situations.

- Ss work in small groups to write at least two or more situations similar to the ones in Exercise A.
- Have groups exchange papers and discuss the new situations.

2. Finders keepers (listening)

Learning aim: Develop skills in listening for details (15–20 minutes)

[CD 3, Track 12]

- Write on the board: finders keepers. Ask Ss to guess what it means. (Answer: The full expression is Finders, keepers; losers sweepers. It means if you find a lost item, it’s your to keep. If you lose an item, accept your loss.)
- Give an example of a time when you found something that someone lost and what you did about it. Then ask Ss to share their own experiences.
- Read the statements. Check that Ss understand the following vocabulary.

<table>
<thead>
<tr>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>muttering  talking unclearly and quietly</td>
</tr>
<tr>
<td>good deed  something selfless you do for someone else</td>
</tr>
<tr>
<td>train conductor  the person who collects tickets on a train</td>
</tr>
</tbody>
</table>

- Explain that Ss will listen and check if each statement is true, false, or doesn’t say.

- Play the recording and have Ss complete the activity.
- Ss work in pairs to compare answers. Go over answers with the class.

Answers


Audio script: See page T-266.

For more practice with listening, try What’s next? on page T-159.
3. Present unreal conditional with unless, only if, and even if (grammar)

Listening aim: Practice using present unreal conditionals with unless, only if, and even if (20–25 minutes)

Grammar notes
The likelihood of an event in the main clause happening is expressed by the conjunction (unless, only if, even if) in the conditional clause. If shows the most likelihood.

I wouldn't take the money unless I really needed it.
Meaning: If I really needed the money, I would take it. This sentence has the same meaning as the only if sentence.

I would take the money only if I really needed it.
Meaning: I would take the money only under these particular circumstances, i.e., not knowing who had dropped it.

I wouldn't take the money even if I really needed it.
Meaning: I wouldn't take the money for any reason.

Books closed. Write on the board:
- a. Sam would go if he was invited.
- b. Sam wouldn't go unless he was invited.
- c. Sam would go only if he was invited.
- d. Sam wouldn't go even if he was invited.

Read the four sentences aloud. Point out the conjunctions. Say: Imagine Sam gets an invitation. Which sentences mean that Sam will go? (Answer: a, b, c) Ask, Which sentence means that Sam won't go? (Answer: d)

Books open. Discuss the information in the grammar box and read the example sentences.

A
- Have Ss look at the starting point on page 88 again. Explain the task and read the questions aloud. Go over answers with the class.

Answers
Yes, they are different in meaning.
Response 1: If the owner isn't there, a note is left.
Response 2: If the owner isn't there, a note isn't left.

B
- Explain the task. Read the example answer aloud.
- Ss work individually to choose answers that are correct for them and complete the sentences.
- Ss work in pairs to compare their answers. Go over answers with the class.

Possible answers
1. If a cashier undercharged me, I would tell him even if it were a small difference.
2. I would borrow a lot of money from a friend only if I really needed it.
3. I wouldn't return a gift I'd received to the store unless I really didn't like it.
4. I wouldn't "temporarily borrow" an unlocked bicycle on the street to go a short distance even if I were really late for an important meeting.
5. I would report my friend for skipping work only if his absence caused a serious problem.

4. It's a little unethical (vocabulary & speaking)

Learning aim: Learn and practice vocabulary to talk about ethics (15–20 minutes)

A
- Have Ss read the title. Ask Ss if they know what unethical means. (Answer: against society's ideas about what is fair behavior; for example, cheating on a test)
- Read the words aloud. Answer any questions about vocabulary.
- Explain the task. Ss work individually to do the activity. Go over answers with the class.

Answers
dis-: agreeable, approving, honest
il-: legal, logical
ir-: rational, responsible
un-: acceptable, ethical, fair, scrupulous, trustworthy

B Pair work
- Explain the task. Read the questions aloud and go over any vocabulary items. Brainstorm possible follow-up questions as a class.
- Ss work in pairs to discuss the questions. Have a few Ss tell the class about their discussion.
3 Present unreal conditional with unless, only if, and even if

Unless clauses include exceptions that would change the speaker’s decision.
I wouldn’t tell the bank unless it were a large amount.
I would keep it a secret unless my co-worker continued lying about it.

Only if clauses stress the condition for the result.
I would keep it a secret only if I liked my co-worker.

Even if clauses are followed by unexpected results.
Even if I were really broke, I’d return the extra money to the bank.

Grammar Plus: See page 126.

A Look at the starting point on page 88 again. Look at the responses to the first situation. Are they different in meaning? If so, how?

B Circle the words that are true for you. Then complete the sentences.

1. If a cashier undercharged me, I would / wouldn’t tell him if / even if . . .
   if a cashier undercharged me, I would tell him even if it were a small difference.

2. I would / wouldn’t borrow a lot of money from a friend only if / unless . . .

3. I would / wouldn’t return a gift I’d received to the store if / unless . . .

4. I would / wouldn’t “temporarily borrow” an unlocked bicycle on the street to go a short distance only if / even if . . .

5. I would / wouldn’t report my friend for skipping work only if / unless . . .

4 It’s a little unethical

A These words describe people’s ethics and attitudes. Which prefixes give them the opposite meaning? Put the words in the columns below.

<table>
<thead>
<tr>
<th>acceptable</th>
<th>approving</th>
<th>fair</th>
<th>legal</th>
<th>rational</th>
<th>scrupulous</th>
<th>trustworthy</th>
</tr>
</thead>
<tbody>
<tr>
<td>dis-</td>
<td>il-</td>
<td>ir-</td>
<td></td>
<td>un-</td>
<td></td>
<td>unacceptable</td>
</tr>
</tbody>
</table>

B Pair work Use the vocabulary words above to discuss these questions.

1. Would you ever make an international call from work to save money?
2. Would you ever play a practical joke on your friends?
3. Would you ever tell a friend with a terrible new haircut that she looks fantastic?
**Ethical dilemmas**

**Discussion**

A Read these situations. What would you do?

### What Would You Do?

1. You’ve had plans for several weeks to visit your aunt. The day before, your friend invites you to a really great party the same night.
   - Would you cancel your original plans?
   - If so, would you tell the truth or “a white lie” about why you were canceling?
   - Would you cancel your plans even if you knew your aunt were looking forward to it?

2. You’re at a convenience store, and you see someone shoplifting a can of soup.
   - Would you tell the clerk?
   - What if the shoplifter were a woman with a small child?
   - Would it make a difference if the shoplifter looked dangerous?

3. You’re taking an evening course, so you have a student ID card. Businesses all over town give discounts to students. You work full-time during the day.
   - Would you use the card to get the cheaper prices?
   - What if you earned a high salary at your job?
   - Would it make a difference if you were buying from a major chain store or a small mom-and-pop business?

**Group work** Share your answers and give reasons for each. Then agree on the best course of action for each situation.

> “Unless it were a special occasion for my aunt, I might leave a little earlier so I could get to the party before it ended.”

### Too good to be true

**Discussion**

A Which of these situations seem reliable? Check (√) those that seem honest.

- [ ] 1. A website offers free international phone service.
- [ ] 2. A company sends you an e-mail asking you to confirm your credit card details online.
- [ ] 3. Someone on the street asks you to sign a petition that requires your address and phone number.
- [ ] 4. A television ad offers a set of knives worth $300 for just $75.

**Pair work** Discuss your experiences with these or similar situations.

> “I once bought a kitchen appliance that I saw advertised on TV. The price was really good, and it worked well at first, but after a few weeks, it broke.”
5 Ethical dilemmas (discussion)

Learning aim: Talk about ethical dilemmas and practice the lesson grammar (15-20 minutes)

A
- Explain the task. Have Ss read the situations silently to themselves. Give them time to think about what they, personally, would do. Check that Ss understand the following vocabulary.

Vocabulary
- white lie a lie that is told so someone's feelings aren't hurt
- shoplifting stealing an item from a store
- chain store a store that has many locations
- mom-and-pop business a small business that is run by a husband and wife or members of the same family

- Ss work in pairs to discuss the situations.

6 Too good to be true (discussion)

Learning aim: Talk about reliable and unreliable businesses (15-20 minutes)

A
- Ask Ss if they have ever had a bad experience with a business (e.g., they were told the price for a service, but there turned out to be hidden costs that made the final price higher). Explain the task. Have Ss read the situations silently to themselves.
- Ss work individually to complete the task. Have a few Ss share their opinions. Discuss with Ss what they can do if they have a bad experience with a business.

B Pair work
- Explain the task. Read the example situation aloud.
- Ss work in pairs to discuss the situation. Have Ss share their partner's answers with the class.

Culture note
The Better Business Bureau (BBB) is an organization based in the United States and Canada. It was founded in 1912, and its stated purpose is to help consumers and businesses resolve disputes. It also provides information on ethical business practices.

Optional activity: Role play (10-15 minutes)

Ss role-play making a complaint about a business to the Better Business Bureau.
- Ss work in small groups to write two or three situations similar to the ones in Exercises A and B.
- Collect the papers and redistribute them among the groups. Have Ss take turns pretending to be a consumer and someone from the Better Business Bureau. The consumer tells the BBB his or her problem, and the BBB asks follow-up questions and says how it will try to resolve the problem.
- Continue until all Ss have had a chance to role-play both parts.
Thesis statements (writing)

Learning aim: Write a thesis statement and a four-paragraph composition about a happy memory or regret (40–50 minutes)

A
- Tell Ss to read the information in the box at the top of the page. Ask: What is a thesis statement? (Answer: a sentence that states the main idea of a composition) What is a topic sentence? (Answer: a sentence that states the main idea of a single paragraph)
- Explain the task. Check that Ss understand the following vocabulary.

Vocabulary
- on the line being tested
- don't have much to do with each other don't see or talk to each other often

B
- Ss work individually to read the composition and complete the task. Go over answers with the class.

Answers
- 2. We learn a lot from the decisions we make.
  The thesis statement should be either the first or the last sentence in the first paragraph.

C
- Ss work individually to write their paragraphs. Remind Ss to make sure they have a clear thesis statement in the first paragraph and topic sentences for each individual paragraph.

Group work
- Explain the task. Read the questions aloud.
- Students work in groups to discuss the questions.
- Tell Ss to rewrite their thesis statements according to the advice they received.

Optional activity: The best title (5–10 minutes)
- Ss think about the composition in Exercise A as a whole.
  - Ss work in pairs to come up with a good title for the composition. Then Ss work in groups to vote on the best title.

Do your students need more practice?

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<tr>
<th>Assign . . .</th>
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<tr>
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<td>Workbook p. 62, Ex. 3</td>
<td>Grammar</td>
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<tr>
<td>Workbook p. 63</td>
<td>Writing</td>
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</table>
Thesis statements

A thesis statement introduces the topic of a composition. It is often located at the beginning of the first paragraph. In contrast, a topic sentence states the main idea of a single paragraph.

A Read the composition and choose the best thesis statement from the choices below. Then, write a circle where you think the thesis statement should appear.

1. I’ve made some bad decisions.
2. We learn a lot from the decisions we make.
3. I have good and bad memories of old friendships.

When I’m faced with a decision that puts my ethics on the line, I think about what similar situations in the past have taught me. In my life, I’ve made both good and bad choices.

One of my good decisions resulted in a casual friend becoming a very close friend. A college classmate gave me a lottery ticket for my birthday. As she gave it to me, she joked that if I won, I would split the prize with her. I ended up winning $500. At the time, I was saving for a new laptop, and with the $500, I had enough money. I considered not telling her that I’d won. But I felt dishonest and disloyal, and I gave her half. I’ll always be glad I did, and I wouldn’t do it any differently today, even if I really needed all the money.

One of my bad decisions ruined a friendship. A former classmate wanted a job with my company and asked me to recommend her. I knew she didn’t have very good work habits. I told her I would do it only if she promised to work hard. She was hired, but three months later, she was fired because my boss thought she was irresponsible and her work was unacceptable. I was fairly new at the company myself, and my company is still a little unsure about trusting my judgment now. We don’t have much to do with each other these days.

I believe that good and bad decisions are a part of everyone’s personal development. Is it possible to learn from those experiences? I think it is because even the bad ones help to prepare you for the future.

B Write a four-paragraph composition about a happy memory or a regret. Follow these guidelines.

1st paragraph: Begin with a thesis statement and introduce your topic in the rest of the paragraph.

2nd paragraph: Write about a decision you would make again.

3rd paragraph: Write about a decision you would make differently.

4th paragraph: End with a strong conclusion.

C Group work Take turns reading your compositions. Is the thesis statement too general? Does it need to be improved?
LESSON B · Taking stock

I wish . . .

A Read these chat room messages. Match each message with one of the values below.

a. careful spending  c. perseverance  e. rapid career advancement
b. concern for others d. good family relations  f. good cross-cultural relations

1. Mika22
I wish I had enough nerve to ask for a promotion. I like my job, but I've been in the same position for several years. If only my boss would consider promoting me!

2. Ivan007
I love and respect my mother and father a lot. I wish I hadn't given them such a hard time when I was growing up. I'm just happy they forgave me for all those rough times.

3. Wishlist
I'm ashamed of all the money I've wasted. If only I'd saved more over the last few years. Now I want to rent my own apartment, and I can't afford it! Starting today, I'm going to stop buying things I don't need.

4. Jack
I used to travel to Mexico for my job about once a month. I probably would have been more successful if I had spoken more Spanish. I wish I'd taken a few Spanish classes.

5. Slow-07
When I was a kid, I tried lots of things—sports, languages, music—and I enjoyed them all, but I always lost interest after a while. If I had stuck with something, I could have gotten good at it.

6. Star
I wish I could find the time to do volunteer work. I feel I'm not contributing enough to the community. Maybe I can find time to volunteer at the hospital in my neighborhood.

B Pair work Which person in the chat room is most like you? Which of the values above are the most important? What are some of the values you learned when you were growing up?

"I'm similar to Slow-07—I start lots of things, but I don't stick with them very long."
"My parents taught me that it was important to show concern for other people."
LESSON B • Taking stock

I wish... (starting point)

Learning aim: Discuss wishes and regrets and see the lesson grammar in context (10–15 minutes)

A
- Books closed. Ask Ss to guess the meaning of taking stock. (Answer: evaluating the choices you have made in your life and deciding if they were good decisions or bad decisions)
- Books open. Read the six values aloud. Ask Ss why these things are called values. (Possible answer: because they are important, or valuable, to us)
- Read the chat room messages aloud. Check that Ss understand the following vocabulary:

Vocabulary
perseverance the quality of continuing to do something in spite of obstacles or disappointments
position the level of responsibilities and salary you have at work (in this context)
give (someone) a hard time to behave badly toward another person
ashamed painful feeling of guilt or embarrassment
stuck with didn’t give up on reaching a distant or difficult goal

- Explain the task. Ss work individually to do the activity. Then Ss work in pairs to compare their answers.
- Go over answers with the class.

B Pair work
- Explain the task. Read the examples aloud. Tell the class who you are most like and why. Name a value that you learned when you were growing up.
- Ss work in pairs to discuss the questions. Have a few pairs share their answers with the class.

Optional activity: My values (10–15 minutes)

Ss further explore the topic of social values.
- Ss work in small groups to discuss why the values named in Exercise A are important. They number the values from 1 to 6 (1 = most important, 6 = least important).
- Have one S from each group put the group’s final list on the board. As a class, have Ss discuss the list and decide which three values are the most important and why.
- To make the activity more challenging, tell each group to add two values that were not mentioned in Exercise A.
Wishes and regrets (grammar)

Learning aim: Practice using language to express wishes and regrets (20–25 minutes)

Grammar notes
A wish about the present or future describes a situation or event that the speaker wants to be true, but isn’t. For a wish about the present with be, use would be.
A wish about the future with be, use could be.
A wish about the past is a regret. A regret describes a situation or event that the speaker wanted to be true, but wasn’t.
Regrets about the past can be described with wish or if. If is used when the speaker wants to include a hypothetical result.

Books closed. Write on the board:
I wish I were better in math.
I wish I had studied English harder.
If I had practiced piano more, I could have been very good.
If only I had saved more money!
Ask Ss if the person in each sentence is happy about the present situation.

Ask: What is something you should have studied harder?
What is something you wish you had done in the past that would make your present life different?

Books open. Discuss the information in the grammar box and read the example sentences.

A
Have Ss look at the starting point on page 92 again. Explain the task and read the questions aloud. Go over answers with the class.

Answers
Past regrets:
I wish I hadn’t given them such a hard time when I was growing up.
If only I’d saved more over the last few years.
I wish I’d taken a few Spanish classes.
If I had stuck with something, I could have gotten good at it.
Wishes for the present or future:
I wish I had enough nerve to ask for a promotion.
If only my boss would consider promoting me!
I wish I could find the time to do volunteer work.

B
Explain the task. Review the first sentence with the class.

Answers
1. I wish I could find the time to exercise.
2. If only my grades had been better last semester.
3. I wish I knew how to dance well.
4. I wish I had applied for that interesting job at work.
5. I wish I weren’t feeling so stressed these days.
6. If only I had learned how to swim when I was a child.
7. If only I hadn’t given away all my old CDs and DVDs last summer.
8. If only I hadn’t watched so much television and had read more when I was a kid.

Optional activity: Fix it! (10–15 minutes)
Ss practice the correct grammar structures for sentences expressing wishes or regrets.

Write on the board:
I wish I have enough time to study more.
I wish I’d give her a better birthday present.
I wish I haven’t eaten all those cookies.
If I hadn’t spent all my money on clothes, I could had gone on vacation.
If only my father wouldn’t give me the money for a new car!

Ss work individually or in pairs to correct the sentences. Go over answers with the class.

Answers
I wish I had enough time to study more.
I wish I’d given her a better birthday present.
I wish I hadn’t eaten all those cookies.
If I hadn’t spent all my money on clothes, I could have gone on vacation.
If only my father would give me the money for a new car!
For wishes about the present and future, use wish + past simple, past continuous, or could / would + verb.
I wish I had enough nerve to ask for a promotion.
I wish I could find the time to do volunteer work.

For regrets about the past, use wish + past perfect.
I wish I'd taken a few Spanish classes.
I wish I hadn't given my parents such a hard time when I was growing up.

For regrets about the past, use if + past perfect and could / would have + past participle.
If I had stuck with something, I could have gotten good at it.

For strong wishes about the present or future, or for strong regrets about the past, use if only.
If only clauses are often used without a main clause.
If only my boss would consider promoting me!

A Look at the starting point on page 92 again. Which sentences express regrets about the past? Which ones describe wishes for the present or future?

B Rewrite these statements using the words in parentheses. Compare answers with a partner. Are any of the sentences true for you?
1. I can’t find the time to exercise. (I wish . . .)
   I wish I could find the time to exercise.
2. My grades weren’t very good last semester. (If only . . .)
3. I don’t know how to dance very well. (I wish . . .)
4. I didn’t apply for that interesting job at work. (I wish . . .)
5. I’m feeling very stressed these days. (I wish . . .)
6. I never learned how to swim when I was a child. (If only . . .)
7. I gave away all my old CDs and DVDs last summer. (If only . . .)
8. I watched too much TV and didn’t read enough when I was a kid. (If only . . .)

C Complete these sentences with your own wishes or regrets and add extra information. Then compare answers with a partner.
1. If only I had enough money to . . . ! Then I wouldn’t . . .
   If only I had enough money to buy a motorcycle!
   Then I wouldn’t have to take the bus to class.
2. I wish I could find the time to . . . . If I could, I would . . .
3. I wish I had learned how to . . . . when I was a kid. If I had, I’d . . .
4. If only I knew how to . . . . Then I could . . .
5. I wish my friends would . . . so that . . .
6. If only I had listened to my parents when they told me . . . because . . .
7. I wish they would pass a law that says . . . . If they did, . . .
Personal values

A What words describe people’s values? Complete the chart with the correct noun or adjective.

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<thead>
<tr>
<th>Noun</th>
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<td>compassion</td>
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<td>selfishness</td>
<td>discreet</td>
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B Pair work Which three values do you think are most important? Decide with a partner. Give your reasons.

“We thought generosity, tolerance, and honesty were most important. Generosity is an important value because if you help people, they might help you one day. Tolerance matters because . . .”

Three important values

A Listen to these on-the-street interviews. What values do these people think are important? Number the values in the order you hear them.

___ honesty ___ privacy ___ respect

B Listen again. Whose answer did you agree with the most? Why do you think so?

“I’d say I agreed with the first woman the most. If you’re not honest, you’ll only get yourself into trouble. Plus, telling the truth is the right thing to do.”

Grant me a wish.

A If you could have three wishes, what would they be? Make a list.

“My first wish would be for my family to stay healthy and happy. Second, I would wish for more peace in the world. For my last wish, . . .”

B Pair work Compare your wishes with a partner. Then share your answers with the class.
3. Personal values (vocabulary & speaking)

Learning aim: Learn and practice vocabulary to talk about values (15–20 minutes)

A
- Books closed. Write on the board: happy and happiness. Ask Ss which part of speech each one is and how they know.
- Books open. Have Ss look at the chart. As you read the words aloud, have the class provide any definitions they know. Help out with any remaining vocabulary questions.
- Explain the task. Ss work individually to complete the chart. Go over answers with the class.

Answers
- compassion / compassionate
- discretion / discreet
- generosity / generous
- honesty / honest
- indifference / indifferent
- kindness / kind
- resilience / resilient
- respect / respectful
- selfishness / selfish
- sensitivity / sensitive
- tenderness / tender
- tolerance / tolerant

B Pair work
- Explain the task. Read the example answer aloud.
- Ss work in pairs to discuss the question.
- Have Ss share their partner’s answers with the class. Put the class’ top three values on the board. Ask Ss to give examples of each value from their own lives.

4. Three important values (listening & speaking)

Learning aim: Develop skills in listening for main ideas and details about people’s values (20–25 minutes)

A 🎧 [CD 3, Track 13]
- Books open. Explain the task. Tell Ss to look at the question.
- Tell Ss to listen for the answers to the question. Play the recording once as Ss listen. Play the recording again while Ss number the values. Replay as many times as needed. Ss listen and check their answers.
- Ss work in pairs to compare their answers. Go over answers with the class.

Answers
- honesty: 2
- privacy: 3
- respect: 1

Audio script: See page T-266.

B 🎧 [CD 3, Track 14]
- Explain the task. Read the example answer aloud.
- Play the recording while Ss listen to each person talk about values. Replay as many times as needed.
- Ss work in pairs to discuss their answers.
- Have Ss share their partner’s answers with the class.

Audio script: See page T-266.

5. Grant me a wish. (speaking)

Learning aim: Talk about wishes (10–15 minutes)

A
- Explain the task. Read the example answer aloud.
- Give Ss time to think of three wishes.

B Pair work
- Explain the task. Ss work in pairs to talk about their three wishes.

- Have Ss report their partner’s answers to the class. Alternatively, have each pair report their partner’s wishes. Keep a tally on the board to find out the three most common wishes.
6. Subway Superman (reading)

Learning aim: Develop skills in understanding vocabulary in context, making inferences, and giving a personal reaction to a reading (25–30 minutes)

A. Pair work
- Books closed. Ask: *Who is your hero? Why?*
- Books open. Have Ss read the title and the first paragraph only. Check that Ss understand the following vocabulary.

Vocabulary
- **convulsions** sudden uncontrollable movements of the body
- **collapse** to fall down because of a health problem
- **stumble** to trip while walking or running

- Ss work in pairs to discuss what they would do if they were Wesley Autrey.
- Then have Ss read the rest of the article silently to themselves. Check that Ss understand the following vocabulary.

Vocabulary
- **horrified** very shocked by a bad situation
- **leapt down** jumped down
- **onlookers** people who are only watching what is happening
- **overnight sensation** someone who becomes extremely popular and famous in a very short time
- **high-profile** famous; well-known
- **veteran** someone who served in the military

B. Explain the task. Read the statements aloud.
- Ss work individually to do the task. Go over answers with the class.

Answers
1. False. He and two women had already helped him when he had convulsions and collapsed.
2. True
3. False. He said, "I don't feel like I did anything spectacular; I just saw someone who needed help. I did what I felt was right."

C. Group work
- Explain the task. Read the questions aloud.
- Ss work in groups to discuss the questions.

Optional activity: Heroes (10–15 minutes)
- Ss discuss their greatest heroes in groups and as a class.
- Ss work in small groups to discuss and agree on the greatest three heroes of the last 20 years.
- Have groups tell the class their answers. Write all the heroes on the board. Tell Ss that the list must be narrowed down to three. Have each group give specific reasons why their three are the greatest heroes. Have the class vote on the top three.

For extra practice with this lesson’s topic, try *Dear Life Advisor* on page T-196.

Do your students need more practice?

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<tr>
<th>Assign . . .</th>
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<tr>
<td>Workbook p. 66</td>
<td>Reading</td>
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New York Honors a Hero

It started as a typical day for Wesley Autrey, a 50-year-old construction worker in New York City. It was about 12:45 P.M., and he was waiting on a subway platform to take his daughters home before he went to work. He suddenly noticed a man nearby have convulsions and collapse. Mr. Autrey and two women went to help the stranger. The man, Cameron Holopeter, managed to get to his feet, but then stumbled at the edge of the platform and fell onto the subway tracks. Mr. Autrey looked up and saw the lights of the subway train approaching through the tunnel.

What would you do? Stand horrified and watch helplessly? Most people would jump in to help, but only if there were no train in sight. Mr. Autrey acted quickly. He leapt down onto the track. He realized that he didn’t have time to get Mr. Holopeter and himself back up on the platform before the train arrived, so he lay on top of the man and pressed down as hard as he could.

Although the driver tried to stop the train before it reached them, he couldn’t. Five cars passed over them before the train finally stopped. The cars had passed only inches from his head. His first words were to ask the onlookers to tell his daughters he was OK.

New York loves a hero. And there was no question that Mr. Autrey’s actions had been just that—heroic. He became an overnight sensation. People couldn’t get enough of the story. The media named him the “Subway Superman.”

City Mayor Michael Bloomberg gave him the Bronze Medallion, the city’s highest honor. (In the past, this honor has gone to such people as General Douglas MacArthur, Martin Luther King, Jr., and Muhammad Ali.) He was also asked to appear on several high-profile television talk shows.

His selfless bravery was also rewarded with money and gifts. Among other things, Mr. Autrey received: $10,000 from Donald Trump, a $5,000 gift card from the Gap clothing store, a new Jeep, tickets and backstage passes to the next Beyoncé concert, and a free one-year public transit pass. A “Disney ambassador” thanked him with a one-week all-expenses-paid trip to Disney World and tickets to see The Lion King on Broadway.

How did Autrey, a Navy veteran, react to all this? Honorably. He said, “I don’t feel like I did anything spectacular; I just saw someone who needed help. I did what I felt was right.”

B Read the article again. Are these statements true or false? Check (√) the correct answer. Correct the false statements.

1. Autrey hadn’t noticed Holopeter before he fell into the tracks.  
2. There was very little space between Autrey and the bottom of the train.  
3. Autrey jumped onto the tracks because he wanted to be a hero.

C Group work Discuss these questions.

1. Have you ever had the opportunity to help someone in trouble or in danger?
2. Why do you think so many businesses wanted to reward Mr. Autrey?
The benefits of studying abroad

A Read this website. Choose three benefits of studying a language abroad that you feel are the most important.

Consider enrolling in one of LTI’s affordable programs of language study abroad. Then imagine yourself by the end of next year:
- You will have been studying your chosen language for 12 months.
- You will have been interacting with people from other cultures, which will have changed the way you view the world.
- You will have been living in a fascinating foreign land.

And, if you’re like over 90% of LTI’s former students, by this time next year:
- Your self-confidence will have increased.
- Your commitment to language study will have gotten stronger.
- You will have made many fascinating new friends!

Study abroad with Language Travelers Institute and the world will become your oyster.

B Pair work Discuss your choices. What are some other benefits of studying or living abroad?

“I think interacting with people from other cultures is the most important benefit.”

Words of encouragement

A Complete these phrasal verbs with a preposition from the box.

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<tr>
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<td>2. be excited ____</td>
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<td>8. participate ____</td>
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<td>3. be scared ____</td>
<td>6. get accustomed ____</td>
<td>9. take advantage ____</td>
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B Pair work What challenges do people face when they live or study abroad? Discuss with a partner using the phrasal verbs above.

“Sometimes people are scared of starting a new job abroad because they aren’t familiar with the routines.”
1. The benefits of studying abroad (starting point)

**Learning aim:** Discuss the benefits of language study and see the future perfect in context (10–15 minutes)

**A**
- Books closed. For classes taught in the Ss' own country, ask if any of them have traveled abroad. Then ask how many have thought about studying abroad and where they would like to go.
- Ask about some of the benefits of studying abroad.
- Books open. Explain the task. Have Ss read the website. Go over any unfamiliar vocabulary. Give Ss time to make their choices.

**B Pair work**
- Explain the task. Have a S read the example answer for the class.
- Ss work in pairs to compare their responses. Ask a few pairs to report their responses to the class.

**Optional activity: A year abroad (20 minutes)**
- **Ss write an ad for a study abroad program.**
  - Ss work in small groups to write an ad for a study abroad program, similar to the one in Exercise A.
  - Tell Ss to make sure their ad describes the following:
    - How long the program is
    - Where the students live
    - What students can do in their free time
    - Advantages of the program
  - Have groups present their ads to the class. The class votes on which school they'd like to attend.

2. Words of encouragement (vocabulary & speaking)

**Learning aim:** Learn and practice phrasal verbs (15–20 minutes)

**A**
- Explain the task. Read the verbs aloud to the class. Tell Ss that all of the phrasal verbs would be followed by a noun, a pronoun, or a gerund.
- Ss work individually to complete the activity. Go over answers with the class.

**Answers**

1. adjust to
2. be excited about
3. be scared of
4. be familiar with
5. become aware of
6. get accustomed to
7. look forward to
8. participate in
9. take advantage of

**B Pair work**
- Brainstorm with the class the kinds of problems a person who is living abroad can have. Write on the board: *culture shock*. Ask Ss to give a definition. (Possible answer: difficulties adapting to lifestyles or social habits that are different from what people are used to in their own culture)
- Explain the task. Read the example answer aloud.
- Ss work in pairs to discuss the question.
- Have Ss share their answers with the class. Ask Ss to use each of the phrasal verbs from Exercise A in a sentence that answers the question.
Future perfect and future perfect continuous (grammar)

**Learning aim:** Practice using the future perfect and future perfect continuous (20-25 minutes)

**Grammar notes**
These tenses are used to express the completion (future perfect) or duration (future perfect continuous) of an action or event at some time in the future. They can be used to talk about an event or action that started in the past but will not be completed until the future.

The future perfect is made up of the simple future of will + the present perfect. The future perfect continuous is made up of the simple future of will + the present perfect continuous.

**Common time phrases for these tenses are after, by then, before, when, and by the time that.**

- Books closed. Ask Ss to think of an action or situation that will be finished one year from now. Write their answers on the board.
- Write on the board:
  By this time next year, I will have . . .
Complete the sentence with one of the ideas on the board (e.g., I will have graduated from school).
- Write on the board:
  By this time next year, I will have been studying English for . . .
Have Ss complete the sentence. Write one of their answers on the board to complete the sentence.
- Books open. Discuss the information in the grammar box and read the example sentences.

**A**
- Have Ss look at the starting point on page 96 again. Explain the task and read the instructions aloud. Go over answers with the class.

**Answers**

**Future perfect:**
... which will have changed the way you view the world.
Your self-confidence will have increased.
Your commitment to language study will have gotten stronger.
You will have made many fascinating new friends!

**Future perfect continuous:**
You will have been studying your chosen language for 12 months.
You will have been interacting with people from other cultures, . . .
You will have been living in a fascinating foreign land.

**B**
- Explain the task. Go over the first answer with the class.
- Ss work individually to complete the task. Then Ss work in pairs to compare their answers. Go over answers with the class.

**Answers**

1. By this time tomorrow, Joon will have been traveling for 24 hours.
2. By the end of next week, they will have installed his phone.
3. He'll be going out more after a few weeks because he will be more familiar with the city.
4. After studying English for a few months, he will feel more confident about speaking to people.
5. By this time next year, he probably will not have written us many letters, but we will continue to write to him anyway.
6. I'm sure he will have changed a lot by the time he comes back to Korea.
7. His family will be surprised when he gets back because he will have changed so much.
8. And just think - the next time we see him, he will have turned 22 already, and he will have been away for a year.

**C**
- Explain the task. Tell Ss to use their own ideas to complete the sentences.
- Ss work individually to complete the sentences. Then Ss work in pairs to compare their answers. Go over answers with the class.
A Look at the starting point on page 96 again. Find three examples of the future perfect and the future perfect continuous tense.

B These sentences about Joon’s year abroad all have mistakes. Correct the mistakes using the future with will, the future perfect, or the future perfect continuous. Then compare answers with a partner.

1. By this time tomorrow, Joon will travel for 24 hours.

2. By the end of next week, they will have been installing his phone. Then we can call him!

3. He’ll be going out more after a few weeks because he will have been more familiar with the city.

4. After studying English for a few months, he will have felt more confident about speaking to people.

5. By this time next year, he probably will not have been writing us many letters, but we will have continued to write to him anyway.

6. I’m sure he will change a lot by the time he comes back to Korea.

7. His family will have been surprised when he gets back because he will have been changing so much.

8. And just think – the next time we see him, he will turn 22 already, and he will be away for a year!

C Use these time expressions to write sentences using the future perfect or future perfect continuous. Then share them with a partner.

1. Before this class ends, . . .

2. By the end of the day, . . .

3. By the end of the week, . . .

4. At the end of the semester, . . .

5. In two years’ time, . . .

6. By the year 2020, . . .
4 Customs and traditions

A Read this list of Canadian customs. Are they the same or different from those where you live? Check (√) the correct answer.

<table>
<thead>
<tr>
<th></th>
<th>Same</th>
<th>Different</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Both men and women shake hands with each other when they meet.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Business meetings are friendly, but even so, there isn’t much socializing beforehand.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Lunch is usually a fairly light meal that doesn’t last long.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. People are usually punctual for business appointments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. It’s common to ask people you meet what kind of work they do.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Many people eat dinner early in the evening, around 6:00 p.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. People generally talk quite a bit while they’re eating dinner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. It’s not uncommon for couples to display affection in public.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Most people open gifts as soon as they receive them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. When invited to someone’s home, a gift, such as flowers or dessert, is always appreciated.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B Group work How do you feel about the customs above? Explain your opinions.

“I think men and women should kiss on the cheek when they meet. Just shaking hands seems kind of cold somehow.”

5 When in Rome . . .

A 🎧 Listen to Andrew, Rachel, and Layla talking about their experiences abroad. Answer the questions.

1. What helped each of them get used to their new living situation?
2. What different things did each find difficult to adjust to?

B 🎧 Listen again. Did Andrew (A), Rachel (R), or Layla (L) do these things? Write the correct letter.

___ 1. felt homesick
___ 2. went out for afternoon tea
___ 3. made friends at tapas restaurants
___ 4. started feeling confident about her English
___ 5. ate dinner late at night
___ 6. thought people talked about themselves too much
___ 7. enjoyed the old buildings
___ 8. watched comedy TV shows
___ 9. tried to talk about herself
Learning aim: Talk about customs and traditions (15–20 minutes)

A
- Read the survey questions aloud. Check that Ss understand the following vocabulary.

Vocabulary
beforehand in advance of
punctual on time

- Explain the task. Ss work in pairs to complete the task.

5. When in Rome . . . (listening)

Learning aim: Develop skills in listening for details about someone's experience abroad (15–20 minutes)

A [CD 3, Track 15]
- Books closed. Write on the board:
  When in Rome, do as the Romans.
  Ask Ss to guess what this saying means. (Answer: When you are visiting or living in a foreign culture, follow the rules of that culture.)
- Books open. Explain the task. Have Ss read the questions so they know what information they will listen for.
- Play the recording once as Ss listen. Check that Ss understand the following vocabulary.

Vocabulary
speak (your) mind to say honestly how you feel about something
make a good impression to act in a way so that other people have a good opinion about you
(a) dry (sense of humor) a matter-of-fact or ironic sense of humor
dramatically striking in appearance or effect
living in a bubble living with very little outside influence

- Play the recording again while Ss write the answers to the questions. Pause between speakers to give Ss time to write.
- Go over answers with the class.

B Group work
- Explain the task. Read the example answer aloud.
- Ss work in groups to discuss the question.
- Have one S from each group report on the group's discussion.

Answers
1. Andrew tried to listen more and not be so assertive.
   Food (going out for tapas) helped Rachel.
   Feeling more confident about her English and meeting Americans helped Layla.
2. Andrew had trouble getting used to the weather.
   Rachel wasn't used to eating dinner so late.
   Layla couldn't get used to the way Americans talked so much about themselves.

Audio script: See page T-267.

B [CD 3, Track 16]
- Explain the task. Tell the Ss to read the list of experiences.
- Play the recording once as Ss listen. Play the recording again while Ss write the correct letters.
- Ss work in pairs to compare their answers. Go over answers with the class.

Answers
1. R
2. A
3. R
4. L
5. R
6. L
7. A
8. A
9. L

Audio script: See page T-267.
A
- Tell Ss to read the information in the box at the top of the page. Ask: *What is a conclusion?* (Answer: the paragraph that closes a composition) *How can you close a composition?* (Answer: by restating the main idea, summarizing the main idea, looking to the future, or making recommendations) Explain that many times, the conclusion simply restates the points from the first paragraph.
- Explain the task. Check that Ss understand the following vocabulary.

**Vocabulary**
- postsecondary: school after high school
- hone: improve

- Ss read the two conclusions silently to themselves and answer the question.
- Go over answers with the class.

**Answers**

First paragraph: summarizing the main points, looking to the future
Second paragraph: restating the main idea, summarizing the main points, making recommendations

B
- Explain the task. Go over answers with the class.

**Answers**

- Additionally: *Additionally, foreign students . . .*; adds information (and, also)
- Generally: *Generally, they are responsible . . .*; shows what is usual in most situations
- However: *However, there are still many . . .*; shows contrast or an unexpected result (but, though, although, even though, nevertheless)
- In brief: *In brief, there are real benefits . . .*; restates an idea using fewer words (briefly, in other words)
- Overall: *Overall, for the majority . . .*; summarizes (to sum up, in general)

C
- Explain the writing task. Read aloud the sample topics. Brainstorm main ideas for each topic, if necessary.
- Remind Ss to write a clear thesis statement in the first paragraph and a conclusion in the last paragraph.

D Pair work
- Explain the task. Read the questions aloud.
- Ss work in pairs to complete the task. Have Ss share their answers with the class.

**Optional activity: Conclusions (20 minutes)**

**Ss practice writing conclusions.**
- Ss work individually to write another short composition about traveling or living abroad, but not a conclusion.
- Have pairs exchange papers and write a conclusion for their partner’s composition.
- Have Ss read their compositions to the class. Ask the class to critique the conclusions.

**Do your students need more practice?**

<table>
<thead>
<tr>
<th>Assign . . .</th>
<th>for more practice with . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar Plus p. 128</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 67</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 68, Ex. 2</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 68, Ex. 3</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Workbook p. 69</td>
<td>Writing</td>
</tr>
</tbody>
</table>
Conclusions

The conclusion can close your composition by restating the main idea, summarizing the main points, looking to the future, making recommendations, or a combination of these methods.

A Read these two concluding paragraphs. Which methods do the writers use? Underline the parts of the conclusions that helped you decide.

Overall, for the majority of young people, taking a year off to travel has not replaced the traditional postsecondary pursuit of higher education. For most high school graduates, studying or training for a career will remain the most likely path. However, there are still many who save as much money as they can in order to see foreign sights and experience foreign cultures. They say it may put them behind a year as far as college and careers are concerned, but the personal growth is worth it.

In brief, there are real benefits to studying abroad. While it is certainly possible to learn the language in a country where it is not widely spoken, living abroad offers limitless possibilities for improvement. Additionally, foreign students have a real opportunity to hone their life skills. Generally, they are responsible for everything from money management, accommodation, and meals to ensuring that they have a good balance between their social and school life. Studying abroad offers not only language lessons, but also life lessons, and is well worth considering.

B Find these linking words or phrases in the conclusions. How are they used? Do you know any others that have the same meaning?

additionally  generally  however  in brief  overall

C Write a composition about living or traveling abroad. Choose one of these topics or one of your own. Your conclusion should contain at least one of the methods described above and some linking words or phrases.

- culture shock  - group travel  - independent travel  - studying abroad

D Pair work Exchange papers with a partner and answer these questions.

1. What methods did your partner use in his or her conclusion?
2. Are the linking words used effectively? Why or why not?
3. Can you offer any suggestions to improve your partner’s conclusion?
Travel tips

A Read these people's experiences and the expert's advice. Can you think of any other advice?

---

**Terry's Travel Tips**

Our travel expert, Terry Tripper, responds to some troubled travelers.

A woman fell down in front of us during our sightseeing tour. While we were helping her, someone stole our money! If we hadn't been so nice, we would still have our cash!  

---

**Terry says:** I'm not nearly as nice as you! If there is a commotion, I hold on to my wallet.

---

And remember, sometimes the person creating the commotion is working together with the thief!

---

I want to share a tip my friend gave me. If you're worried about losing your passport, don't carry it around with you. Just keep it in your hotel room.  

---

**Terry says:** Sorry, your friend was wrong. Keep your passport with you at all times. If someone had broken into your room, you would probably still be trying to get home!

---

Help! I didn't arrange anything in advance, and now I'm in London in high season, and the only hotel rooms we can find are way too expensive.

---

**Terry says:** Try a travel website. And in the future, plan before you go. If you had done some research at home, you wouldn't be having such a bad vacation now.

---

**B Pair work** What travel questions would you ask Terry? Tell your partner. Try to offer advice.

"I want to buy souvenirs from the places I'm going to visit, but I also like to travel light. Should I store them at the airport or somewhere else?"

"The best thing would be to mail them home. If you don't mind waiting, use surface mail or sea mail. It's cheaper."

---

Things went wrong.

A **Listen** to Cindy and Scott talking about their travel problems. What happened to each person?

---

**B Listen again. Check (✓) the statements you think are probably true. Compare your answers with a partner. Give reasons.**

- Cindy has a unique, easy-to-see name tag on her luggage.  
- Cindy travels frequently.  
- Scott likes peace and quiet when he travels.  
- Scott slept soundly all the way to Panama City.
LESSON B  •  Taveler or tourist?

1 Travel tips (starting point)

Learning aim: Discuss travel tips and see mixed conditionals in context (10–15 minutes)

A
- Books closed. Ask Ss if they have ever had any problems, such as losing money or airline tickets, while traveling. Share any problems you have had with the class.
- Books open. Ss read the tips silently to themselves. Check that Ss understand the following vocabulary.

Vocabulary

commotion a situation with people that involves noise and confusion
high season the time when most people want to travel to a particular area or country
way too expensive much too expensive

- As a class, discuss other advice that Ss have.

B Pair work
- Explain the task. Have one pair of Ss read the example conversation to the class.
- Ss work individually to write their questions.
- Ss work in pairs to discuss the questions and give advice. Have a few pairs share their questions and answers with the class.

2 Things went wrong. (listening)

Learning aim: Develop skills in listening for details and making inferences (15–20 minutes)

A ✡ [CD 3, Track 17]
- Explain the task. Tell Ss to look at the question.
- Tell Ss to listen for the answer to the question. Play the recording once as Ss listen. Play the recording again while Ss write their answers. Replay as many times as needed. Ss listen and check their answers.
- Ss work in pairs to compare answers. Go over answers with the class.

B ✡ [CD 3, Track 18]
- Explain the task. Read the sentences aloud.
- Play the recording while Ss check the sentences they think are probably true. Replay as many times as needed.
- Ss work in pairs to compare their answers. Go over answers with the class.

Answers

1. Probably false; otherwise Cindy wouldn't have taken the wrong bag
2. Probably true; she talks about how she usually doesn't have problems when she travels
3. Probably true; Scott says that he hates crowds
4. Probably false; otherwise he wouldn't have been drowsy

Audio script: See page T-268.

Audio script: See page T-268.
3. Mixed conditionals (grammar)

Learning aim: Practice using mixed conditionals (20–25 minutes)

Grammar notes

Conditional sentences are made up of if clauses and result clauses.

In mixed conditional sentences, past and present are mixed to talk about hypothetical situations such as:

If she hadn’t saved so little money, she would be able to afford a new car now.

If you had made reservations, you wouldn’t be looking for a hotel now.

- Books closed. Write on the board:
  
  If Ana hadn’t forgotten her passport, she would be on the plane right now.

  If Ana were more organized, she wouldn’t be looking for her keys now.

- Ask: Are the if clauses past, present, or future? (Answer: past) Are the result clauses past, present, or future? (Answer: present)

- Explain that in a mixed conditional sentence, the time of the event or situation in the if clause can be different from the time of the result of the event or situation.

- Books open. Discuss the information in the grammar box and read the example sentences. Have Ss identify the forms of each verb.

4. Your own trip (discussion)

Learning aim: Talk about problems on vacation and practice the lesson grammar (15–20 minutes)

A Pair work

- Explain the task. Have Ss look at the pictures and the list of topics. Then brainstorm potential problems for each topic as a class.

- Have one pair of Ss read the example conversation to the class. Ss work in pairs to discuss the question.

A

- Have Ss look at the starting point on page 100 again. Explain the task and read the questions aloud. Go over answers with the class.

Answer

If you had done some research at home, you wouldn’t be having such a bad vacation now.

The sentence describes hypothetical events.

B

- Explain the task. Review the first sentence with the class.

- Ss work individually to complete the task. Then Ss work in pairs to compare their answers. Go over answers with the class.

Answers

1. had been, wouldn’t have
2. had brought, wouldn’t be shopping
3. hadn’t bought, I would be
4. had learned, would be able to
5. hadn’t become, wouldn’t travel

B Group work

- Ss work in groups to share the bad travel experiences they discussed in Exercise A.

- Have Ss tell the class about their group’s experiences. Have the rest of the class give advice about what could have been done to avoid the situation.

For more practice discussing this topic, try Extreme adventure on page T-197.
3 Mixed conditionals

Use had/ hadn’t + past participle and would/ wouldn’t to talk about hypothetical events in the past that have effects on the present.
If we hadn’t been so nice, we would still have our cash!
If someone had broken into your room, you would probably still be trying to get home!

Grammar Plus: See page 129.

A Look at the starting point on page 106 again. Find another mixed conditional sentence. Does this sentence describe actual or hypothetical events?

B Complete these sentences with the correct form of the verbs in parentheses.

1. If I had been (be) more adventurous when I was younger, I wouldn’t have (not have) any regrets about the things I missed.

2. The airline lost my luggage. If I _______ (bring) a change of clothes in my carry-on bag, I _______ (not shop) for new clothes now.

3. This flight is so long! If I _______ (not bought) an economy class ticket, I _______ (be) more comfortable now.

4. If you _______ (learn) to speak some Mandarin before moving to Taipei, you _______ (be able to) ask someone for directions now.

5. If Martha _______ (not become) a flight attendant, she probably _______ (not travel) as much as she does.

4 Your own trip

A Pair work Have you ever had problems on vacation? Tell your partner. Consider the topics below or your own ideas.

- health
- accommodation
- food
- safety
- language
- costs
- getting around
- weather

“I went to the beach last week, but the weather was awful.”

“Why? Was it rainy?”

“No, it was too sunny. If it hadn’t been so sunny, I wouldn’t have this terrible sunburn now.”

B Group work Share your bad travel experiences. Get advice about what you could have done differently.
One word or two?

A Combine the items from the boxes to make compound adjectives.

<table>
<thead>
<tr>
<th>culturally</th>
<th>assured</th>
<th>minded</th>
</tr>
</thead>
<tbody>
<tr>
<td>non</td>
<td>aware</td>
<td>motivated</td>
</tr>
<tr>
<td>open</td>
<td>conforming</td>
<td>reliant</td>
</tr>
<tr>
<td>self</td>
<td>hearted</td>
<td>sensitive</td>
</tr>
<tr>
<td></td>
<td>judgmental</td>
<td>starter</td>
</tr>
</tbody>
</table>

culturally aware, nonjudgmental, open-minded . . .

B Pair work Are the above characteristics important when you travel? Give an example for each one.

“If you’re culturally aware, you’ll find it easier to accept cultural differences.”

Planning a trip

A Group work Imagine you are planning a vacation. Discuss these questions. Write notes about what your group decides for each question.

1. Where would you like to go?
2. How long would you like your stay to last?
3. Would you like to go with a tour group or on your own?
4. What type of accommodations do you prefer?
5. What kinds of activities would you like to do during the day?
6. What sorts of evening activities would you prefer?
7. What would each person’s budget be?
8. What types of transportation would you plan on using?

B Class activity Choose someone in your group to act as a travel agent and present your vacation to the class. The class votes on the best itinerary.

“We have planned a truly exotic vacation for you in the remote Galápagos Islands! You’ll stay for seven unforgettable days in a five-star resort . . .”
5. **One word or two? (vocabulary)**

**Learning aim:** Learn and practice vocabulary to talk about travel (10–15 minutes)

**A**
- Explain the task. Go over the words and pronounce those that might cause difficulty. Check that Ss understand the following vocabulary.

<table>
<thead>
<tr>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>assured</td>
</tr>
<tr>
<td>confident</td>
</tr>
<tr>
<td>conforming</td>
</tr>
<tr>
<td>behaving according to society's usual standards of behavior</td>
</tr>
<tr>
<td>judgmental</td>
</tr>
<tr>
<td>judging things and people quickly and often negatively</td>
</tr>
<tr>
<td>reliant</td>
</tr>
<tr>
<td>dependent</td>
</tr>
</tbody>
</table>

- Point out the first example. Ask what part of speech *culturally* is. (Answer: an adverb) Explain that some adverbs can be combined with adjectives to make a compound adjective.

**Answers**
- culturally aware, culturally sensitive
- nonconforming, nonjudgmental
- openhearted, open-minded
- self-assured, self-motivated, self-reliant, self-starter

**B** **Pair work**
- Explain the task. Read the question and the example answer aloud.
- Ss work in pairs to complete the task.
- Have a few Ss share their ideas for each characteristic.

6. **Planning a trip (role play)**

**Learning aim:** Role-play being a travel agent planning a vacation (15–20 minutes)

**A** **Group work**
- Have Ss look at the pictures and guess the places they see. (Answers: Rio de Janeiro, Taipei, and pyramids in Mexico) Ask if anyone has visited these places or would like to.
- Brainstorm a list of other vacation destinations Ss are interested in and write them on the board. Elicit a few reasons why each destination is so appealing.
- Explain the task. Read the questions aloud to the class.
- Ss work in groups to discuss the questions and write their answers.

**B** **Class activity**
- Explain the task. Have a S from each group role-play being a travel agent and present the group's vacation plan. Encourage the class to ask questions about the itinerary.
- After all the vacation plans have been presented, have the class vote on the best itinerary.
Solo travel (reading)

Learning aim: Develop skills in understanding vocabulary in context, reading to confirm predictions, and giving a personal reaction to a reading (25–30 minutes)

A
- Books closed. Ask Ss which exotic or unusual places they would like to visit. Ask if they would prefer to go as a member of a tour group or if they would prefer to decide on their own itinerary.
- Books open. Read the question aloud. Ss work individually to make their lists.
- Have Ss read the article silently to themselves. Check that Ss understand the following vocabulary.

Vocabulary

nonsense something that is not logical
sanitized clean and without problems in an unreal way (in this context)
utterly completely
encounter a meeting

- Have Ss compare their lists with the author’s. Then have Ss tell the class how many were the same and which ones were not in the article.

B
- Explain the task. Ss work individually to complete the task. Go over answers with the class.

Answers

1. delighted
2. experienced
3. throw yourself into it
4. upgrade
5. interesting

C Pair work
- Explain the task. Read the questions aloud.
- Ss work in pairs to discuss the questions.
- Have Ss share their partner’s answers with the class.

Optional activity: Make sentences (15 minutes)

Ss practice using the new vocabulary in sentences.
- Have Ss make their own sentences using the boldfaced words in the article.
- To review definitions, have Ss read their sentences to the class and have the other Ss give a definition or a synonym for the word.

Optional activity: Trade sentences (15 minutes)

Ss quiz each other on the new vocabulary.
- Ss work in pairs to make their own fill-in-the-blank activity. Have pairs choose five or six other words from the article and write their own sentences, leaving a blank where the word should be.
- Have Ss exchange papers with another pair and complete the sentences.

Do your students need more practice?

Assign . . . for more practice with . . .

Self-study p. 141 Listening
Grammar Plus p. 129 Grammar
Workbook p. 70 Grammar
Workbook p. 71, Ex. 3 Vocabulary
Workbook p. 71, Ex. 4 Grammar
Workbook p. 72 Reading

For alternative reading text or extra practice, try Solo travel vs. tours on page T-198.
For more practice with reading skills, try Instant messaging on page T-161.
Solo travel

What are the best ways to experience a new place when you travel? Make a list. Then read the article to compare your list with the author’s.

Get Yourself Lost

Travelers to a new city are often encouraged to take a bus tour. The thinking is that they can later return to the places that captivated them, but that’s nonsense! What you see from the inside of a fast-moving bus is sanitized and unreal, utterly removed from the authentic sights, sounds, and smells outside.

The best way to experience any destination is by foot, without an itinerary, wandering where your spirit leads you. Even in the largest cities, the savvy traveler plunges into the very center of town and walks down the nearest street, experiencing the actual life of the people while looking into the grocery stores and courtyards. You eventually get to many of the same sites that are on the bus route—the museums, the monuments, the city hall—but you will have witnessed so much more because you will have felt the contemporary life of the city you’re visiting.

“But what if I get lost?” people ask. No one ever gets permanently lost in a major city. Eventually, a trolley or bus passes with the words “Central Station” on its front and you can easily return to the center of town. Besides, the most wonderful things can happen if you do get lost, such as stopping at a sidewalk café to sit and relax and then asking directions from the locals at the next table. Hopefully, your trip may be enhanced by this encounter. Here are a few ways to make the most of your travels:

- Know before you go. Before you depart, spend time in a library or bookstore, learning about the history and culture of your destination so you will better understand the place you’re visiting.
- Move around like a local. Use the local subways, trams, and buses. You’ll not only save money, you’ll learn how people live there, and you’ll gain a realistic perspective of the city.
- Check the bulletin boards. Bulletin boards list free lectures, concerts, workshops, and social gatherings, giving you a chance to join or meet the area’s most dynamic residents.
- Take a walking tour. If you must book a guided tour, select the nonstandard, inexpensive kinds conducted on foot.

So, the next time you feel lured by a sightseeing bus tour, save your money and instead, wander around on your own. I promise you a time you’ll remember fondly.

Source: “Get Yourself Lost,” by Arthur Frommer

B Find the boldfaced words in the article. Then circle the correct words to complete the sentences.

1. If something captivates you, you’re upset/captured/delighted by it.
2. A savvy traveler is refined/experienced/adventurous.
3. If you plunge into an activity, you probably walk away from it/throw yourself into it/stumble into it.
4. If you enhance your reading skills, you upgrade/restore/prolong them.
5. Dynamic people are more cautious/unstable/interesting than others.

C Pair work How do your travel habits compare with those in the article? Which ideas do you think you’ll try the next time you visit a new city? Why?
Self-assessment

How well can you do these things? Rate your ability from 1 to 5 (1 = low, 5 = high).

Talk about annoying behavior using relative clauses (Ex. 1) ______
Make and respond to complaints (Ex. 1) ______
Discuss what you would or wouldn't do with unless, only if, and even if (Ex. 2) ______
Listen to people discussing hypothetical situations using conditionals (Ex. 3) ______
Discuss the importance of different personality traits (Ex. 4) ______
Talk about how life might have been different using mixed conditionals (Ex. 5) ______

Now do the corresponding exercises below. Were your ratings correct?

Annoying customers

A What do you think annoys these people about their passengers or customers?

1. bus drivers
2. flight attendants
3. tech support workers
4. waiters/waitresses

"Something that probably drives bus drivers crazy is when people complain that the buses are running late. It usually isn't their fault."

B Pair work Take turns playing the role of a customer complaining and an employee responding to the complaints.

I'd like to try . . .

A Look at these questions and write answers that are true for you.

1. What is something you'd like to try, even if it were a little risky?
2. What is something you would do only if it were a matter of life or death?
3. Where is someplace you would go if you got the chance, even if you couldn't really afford the time?

B Pair work Discuss your answers with a partner.

"I'd like to try scuba diving at night, even if it were a little risky. I think diving in the ocean at night must be incredible."
Units 10-12 Communication review

Self-assessment

Review aim: Ss assess how well they have learned the material in Units 10-12 (10-15 minutes)

- Explain the task. Read the list of skills aloud. Review the types of grammar and discussion topics from Units 10-12.

Annoying customers (role play)

Review aim: Talk about annoying behavior using relative clauses, and make and respond to complaints (15-20 minutes)

A
- Explain the task. Read the question and the example answer aloud. As a class, brainstorm things that would annoy each person in his or her job. Write Ss’ answers on the board.

B Pair work
- Ss work in pairs. Give pairs time to choose a job and talk about what the complaint will be and how the employee will respond.

I'd like to try... (discussion)

Review aim: Discuss what you would or wouldn't do using unless, only if, and even if (15-20 minutes)

A
- Explain the task. Read the questions aloud. Ask Ss to call out the word or phrase in each question that introduces the conditional. (Answers: 1. even if; 2. only if; 3. if, even if) Help out with any vocabulary questions.
- Ss work individually to do the task. Remind Ss to use unreal conditionals in the sentences.

B Pair work
- Explain the task. Read the example answer aloud.
- Ss work in pairs to discuss their answers.
- Have Ss share their partner’s answers with the class.

Optional activity: Funny role play (20 minutes)

Ss practice the role play in additional situations.

- Have pairs repeat Exercise B, but this time tell them to use their imaginations to think of a funny situation. Tell them they can use any job in their role play.
- Have pairs perform their role play for the class. Have the class vote on the funniest role play.

Optional activity: If (20 minutes)

Ss practice talking about what they would do in unusual situations.

- Ss work in small groups to think of the beginnings of unreal conditional sentences (e.g., Even if I had a million dollars...; I would like to be really famous only if...).
- Have groups exchange papers and finish the sentences. Then have Ss share their answers with the class.
3. Training (listening)

Review aim: Develop skills in listening for main ideas and details (15–20 minutes)

A [CD 3, Track 19]
- Explain the task. Check that Ss understand the following vocabulary.

Vocabulary
frequent flyer someone who travels by plane very often
agitated angry and frustrated
blame to assign fault to someone or something
key decisions the most important decisions

- Explain the task. Read the question aloud to the class.
- Tell Ss to listen for the answer to the question. Play the recording as Ss listen for the answer. Replay as many times as needed. Ss listen and check their answers.

Answer
They’re going to be information desk attendants in an airport.

Audio script: See page T-268.

B [CD 3, Track 20]
- Explain that Ss will listen again and check if each statement is true or false.
- Read the statements aloud.
- Play the recording and have Ss complete the activity.
- Go over answers with the class.

Answers
1. False 2. True 3. False

Audio script: See page T-268.

4. Culture shock (discussion)

Review aim: Discuss the importance of different personality traits (15–20 minutes)

A Pair work
- Review the meaning of culture shock. Ask Ss what someone experiencing culture shock might do or feel.
- Explain the task. Read the personality traits aloud. Check understanding by asking Ss to give an example of behavior for each trait.

B Group work
- Ss work in pairs to do the task.

5. What if . . . ? (discussion)

Review aim: Use mixed conditionals to talk about how life might have been different (15–20 minutes)

A Pair work
- Explain the task. Read the questions aloud. Ss work in pairs to discuss the questions. Point out that each question asks Ss how an action or a situation from the past could have an effect on their life today. Remind Ss to use mixed conditionals in their answers.

B Group work
- Explain the task. Read the questions and example answer aloud. Ss work in groups to discuss their answers.
- Have groups each report one of their answers to the class.
- Have Ss look at their answers in the self-assessment at the beginning of this review unit. Ask them if they agree with their answers.
3 Training

**A** Listen to a training workshop. What job are the trainees going to do?

**B** Listen again. Are these statements true or false? Check (✓) the correct answer.

<table>
<thead>
<tr>
<th>True</th>
<th>False</th>
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<tr>
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1. Sammy would try to get the customer on a flight the same day.
2. Andrea says the customer should have left more time between flights.
3. Ricardo says the customer should be ashamed she missed her flight.

4 Culture shock

**A** Pair work How important are these personality traits for someone who is living and working in a new culture? Number them from 1 to 6 (1 = most important, 6 = least important).

- Culturally aware
- Self-assured
- Nonjudgmental
- Self-aware
- Open-minded
- Self-reliant

**B** Group work Join another group and compare your results.

5 What if . . . ?

**A** Pair work Discuss the questions.

How would your life be different today if . . .

1. you’d been born in another country?
2. you’d grown up in a much smaller or larger family?
3. you hadn’t learned any English?
4. you hadn’t met your best friend?

**B** Group work What event or circumstance has had the biggest effect on you? How would your life be different if that event hadn’t happened?

"I think growing up in an extended family had the biggest effect on me. If my grandmother hadn’t been living with us, I wouldn’t have such an awareness of my culture and my ancestors."

Units 10–12 Communication review 105
1A Verbs followed by gerunds

These verbs are followed by a gerund:
deny discuss finish mention practice quit resist suggest

These verbs are followed by an infinitive:
arrange claim decide demand deserve expect pretend refuse volunteer

Some common expressions are always followed by gerunds.
She had fun / a good time arranging the party.
He has trouble / a tough time getting his assignments in on time.
He’s busy cooking dinner right now.
She never worries about cleaning up after herself.

Some verbs take either a gerund or an infinitive, but the meaning of the sentence will be different.
I stopped to drink some coffee. (I ended one activity and began another.)
I stopped drinking coffee. (I don’t do that activity anymore.)
I stopped running when I got tired. (I temporarily ended the activity.)

1 Complete these sentences with the gerund or infinitive form of the verb in parentheses.

1. I practiced ___________ (speak) English with an American friend last night.
2. He volunteered ___________ (help) at the hospital fund-raiser.
3. They discussed ___________ (go) somewhere exotic on their vacation this year.
4. She’s stopped ___________ (talk) to him because they had a big argument.
5. Everyone was busy ___________ (get ready) for the new school year.
6. I just can’t resist ___________ (give) an opinion when I disagree.

2 Circle the best answer to complete the sentences.

My friend Shanda is pretty cool and very outgoing. She’s usually busy (1) to do / doing a million things at once. Last week, I suggested (2) to go / going out for dinner and (3) to see / seeing a movie. We arranged (4) to meet / meeting at 7:00. Well, I know she doesn’t worry about (5) to be / being on time, but she didn’t show up until 7:30. At first, she said it took her a long time to finish (6) to get / getting ready. Then, after the movie, she couldn’t resist (7) to tell / telling me what really happened. She was having such a good time (8) to play / playing video games with her brother that she forgot about our plans. It’s a good thing I’m the laid-back type!
Noun clauses after be

Other phrases used to introduce noun clauses include the downside of, the upside of, the hard part about, the good thing about, the only thing about, the trick to, the secret to, and one difficulty with.

The downside of sharing a bedroom is (that) it’s hard to have any privacy.
The hard part about being a twin is (that) people are always calling you by the wrong name.
The trick to living in a crowded house is (that) you have to have a private space of your own.
One difficulty with being the youngest is (that) everyone is always telling you what to do.

The phrases ending with a preposition can be followed by a gerund phrase, not + a gerund phrase, or a noun phrase.
The secret to getting along with your siblings is (that) you have to respect their privacy.
The good thing about not being in a big family is (that) you always get to choose what’s on TV.
The upside of a large family is (that) you always have someone to spend time with.
The only thing about working moms is (that) they have less time to spend with you.

1. Complete the sentences with about, of, with, or to.

1. The best thing ___ my grandma living with us is that she’s a great cook.
2. The upside ___ being a two-income family is we can afford a few small luxuries.
3. One difficulty ___ living with my in-laws is that they want everything their way.
4. The trick ___ living in a large family is you have to learn to respect each other.
5. The hard part ___ strict parents is you always have to remember the rules.
6. The problem ___ not going to our family reunion is I won’t see my cousins.

2. Rewrite the sentences. Change the noun phrases in boldface to gerund phrases.

1. The trouble with a big family is it’s expensive to feed everyone.
   The trouble with having a big family is it’s expensive to feed everyone.
2. The trick to a two-income family is you have to schedule family time together.
3. The hard part about a big house is there’s so much work to do.
4. The upside of a big house is no one has to share a room.
5. The only bad thing about little brothers is I always have to baby-sit them.
6. One good thing about little sisters is they really look up to you.
7. One problem with an extended family is we had to get a bigger car.
8. The greatest thing about a small house is the bills are a lot lower.
Some past modals and phrasal modals of obligation are stronger than others.

Strong obligation. To show that there was no choice about doing the action, use was/were to or had to. Note that must is not used in the past. Instead, use had to.
My parents had to go to school on Saturdays.

Expectation. There was a general expectation that an action was required or prohibited.
She was supposed to talk to my professor after class. (But she probably didn’t.)
He wasn’t supposed to drive the car to school. (But he probably did.)

Advisability. There was a good idea or a correct action in a particular situation, but it was or was not done.
He should have taken better notes in class. (But he didn’t.)
She shouldn’t have bought such an expensive jacket. (But she did.)

Necessity. The action was considered to be necessary or unnecessary; however, unlike had to, there is a choice about doing or not doing the action.
I needed to make an appointment with the counselor.
I didn’t need to buy the textbook, but I thought it looked interesting.

No obligation. There is complete choice about doing the action.
I didn’t have to take piano lessons, but I wanted to.

1 Match the sentence on the left with the correct meaning on the right.

1. Peter shouldn’t have gone to the party. ___  a. Cramming wasn’t necessary.
2. I was supposed to turn off my cell phone. ___  b. It was a bad idea to go.
3. He needed a math tutor to help him study. ___  c. It was necessary if he wanted to pass.
4. Ji Eun didn’t have to cram for her exam. ___  d. There was a “no cell phones” rule.
5. They had to submit their work on Friday. ___  e. His parents wanted him home early.
6. He wasn’t supposed to stay out late. ___  f. The deadline was the end of the week.

2 Circle the correct answer to complete the sentence.

1. Jan should have/shouldn’t have ignored the problem because it only got worse.
2. I was supposed to/didn’t have to apologize, but I was too stubborn.
3. Yoko needed to/wasn’t supposed to ignore her parents’ advice, but she did.
4. He fixed the leak himself, so he didn’t need to call/should have called a plumber.
5. When I got older, I had to/wasn’t supposed to learn to solve my own problems.
6. Marcos should have/shouldn’t have read the instructions before using the machine.
7. I needed to/didn’t have to book my flight so early, but I wanted a good seat.
2B  Modals with multiple uses

Degrees of certainty range from very certain to uncertain.

Very certain. To show that you think something was probable in the past, use must have, must not have, can’t have, or couldn’t have.
Jake had a stomachache last night after dinner. He must have eaten too much.
Sofia was at a movie with me last night. You couldn’t have seen her at the mall!

Uncertain. To show that you think something was possible in the past, use could have, may have, might have, may not have, or might not have.
Jun Ho is usually here by now. He could / may / might have missed the bus this morning.
Tanya was supposed to meet me before school. She may / might not have gotten the message.

To give opinions or advice, there are a greater number of modals available for talking about the present or future than there are for the past.

Present or future. Use must (not), have to, have got to, had better (not), or should (not).
Parents have got to monitor the shows their children watch.
The kids had better not spend so much time indoors playing computer games.

Past. Use should (not) have.
I should have listened to the advice my parents gave me about having a healthy lifestyle.
We should not have ignored the scientists’ warnings about global warming.

Circle the correct answer to complete the sentence.

1. A: Kimi didn’t come to the party last night. I wonder why?
   B: I’m not sure. She could have / should have been sick, I guess.

2. A: Ron said he saw a UFO last night.
   B: That’s ridiculous. He couldn’t have / must have been dreaming.

3. A: I got a terrible cramp in my leg while I was jogging yesterday.
   B: Hmm. You must not have / may have done your stretches properly first.

4. A: I had to ask Nathalie twice to turn down the TV.
   B: She might not have / must have heard you the first time.

5. A: They said the meeting was at 7:30, but it had already started when I got there.
   B: They told me 7:00. You can’t have / must have been told the wrong time.

6. A: Marnie wasn’t at work yesterday. Was she sick?
   B: Well, she couldn’t have / must have been too sick. I saw her at the park.

7. A: I’m worried about my little brother. He gained ten kilos last year.
   B: Well, he couldn’t have / shouldn’t have been eating all that junk food.

8. A: Sorry I’m late. We were playing baseball, and I didn’t notice the time.
   B: You may not have / couldn’t have been doing that. It’s been dark for an hour!
Defining and non-defining relative clauses

*That* can be used for people or things in defining relative clauses. However, it cannot be used as a replacement for *where.*

Many of the people *that live in Paris* leave the city in August to vacation in other places.

A statue of ducks *that can be found in Boston* is a popular tourist attraction for children.

Pamplona is the city in Spain *where the bulls run through the streets during a summer festival.*

*That* cannot be used in non-defining relative clauses. *Who, which, or where* are used instead.

Cairo, *which has fascinated Europeans for ages,* draws countless European tourists each year.

Our tour guide, *who knew a great deal about souvenirs from the area,* helped us to buy some beautiful presents for our friends.

1. Complete the defining relative clauses with *that, who, when,* or *where.*

   1. People ________ live in cities have more stress than people ________ live in small towns.
   2. Amy likes to stay in hotels ________ there are lots of theaters and restaurants nearby.
   3. Some city people have cottages by lakes ________ they can swim and relax during the summer season.
   4. Most office workers like to have lunch in a park ________ they can sit in the sun and enjoy the nature ________ is all around them.
   5. The city is better for students ________ want to work in the summer because it’s the place ________ the job market offers the most opportunities.
   6. People ________ live in towns ________ there are no movie theaters often rent movies.

2. Match the information about these cities. Then make sentences with non-defining relative clauses.

   1. New Yorkers / often go to museums ________
   2. Moscow / artistic subway stations ________
   3. Nagano / 1998 Winter Olympics were held ________
   4. Sydney / famous for its Opera House ________
   5. Venice / built on 118 small islands ________
   6. Hawaii / has warm weather all year ________

   a. is in the mountains of Japan.
   b. is a popular winter destination.
   c. seldom visit Times Square.
   d. crossed by many canals.
   e. the largest city in Russia.
   f. also has a well-known bridge.

New Yorkers, who often go to museums, seldom visit Times Square.
Order of modifiers

Shape (round, thin), color (red, blue), and material (silk, plastic) are also used to describe nouns. They appear in the following order:

<table>
<thead>
<tr>
<th>Quality</th>
<th>Size</th>
<th>Shape</th>
<th>Age</th>
<th>Color</th>
<th>Type</th>
<th>Material</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>quaint</td>
<td>little</td>
<td>curved</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>streets</td>
</tr>
<tr>
<td>picturesque</td>
<td>old</td>
<td></td>
<td>brightly colored</td>
<td>resort</td>
<td></td>
<td>hotels</td>
<td></td>
</tr>
<tr>
<td>small</td>
<td></td>
<td></td>
<td></td>
<td>Japanese</td>
<td>wooden</td>
<td></td>
<td>fishing boats</td>
</tr>
</tbody>
</table>

1. Put the words in the correct order.
   1. He bought a red / house / brick / little in the center of town.
   2. They’re renting a cottage / pink / traditional / square beside the river.
   3. He hated living in a border / town / remote / little with its wooden / houses / run-down.
   4. The town had many old / buildings / cement with steel / dirty / black / roofs.

Connecting contrasting ideas

There are three ways to connect contrasting ideas.

To begin an adverb clause, use although or even though.
I’d like to live in a small town someday even though I love all the opportunities in big cities.
Although I love all the opportunities in big cities, I’d like to live in a small town someday.

To begin an independent clause, use the transition words however, nevertheless, or on the other hand. Note the punctuation with transition words.
I love big cities. However / On the other hand, I’d like to live in a small town someday.
I love big cities; nevertheless / however, I’d like to live in a small town someday.

To begin a noun phrase, use the prepositions despite or in spite of.
Despite all the opportunities in big cities, I’d like to live in a small town someday.
I’d like to live in a small town someday in spite of all the opportunities in big cities.

2. Complete each sentence with a word or phrase from the box. Sometimes more than one answer is possible.
   although  however  in spite of  on the other hand  nevertheless

1. This is a great city; ____________ , it’s too crowded.
2. ____________ living downtown is expensive, there’s a lot to do.
3. The summer is beautiful here. ____________ , it’s terrible in the winter.
4. ____________ the high crime rate, I’m not afraid to walk home alone after dark.
Reduced time clauses

In a reduced time clause, the subject of the clause is omitted and the verb is changed to an -ing form. A time clause with before, after, or while can be reduced only if the subject in the sentence’s other clause is the same.

Before I go to sleep, I like to read.
Before going to sleep, I like to read.
I like to read before going to sleep.
Before the baby goes to sleep, his mother reads to him.

Once, every time, till, as, the first / next / last time, and many other phrases can all be used in time clauses. Time clauses beginning with these words and phrases cannot be reduced.

As soon as / Once I drink that first cup of coffee, I’m ready for the day.
Whenever / Every time I stay out late, I have trouble getting up the next morning.
I always stay at the office until / till I’ve finished all my work.
I like to watch TV while / as I’m eating dinner.
The last time I drank too much coffee, I was jittery all day.

1 Which of these time clauses can be reduced (R)? Which ones cannot be reduced (N)? Write the correct letter.
   ___ 1. Ever since I can remember, I’ve been a night owl.
   ___ 2. My mother races off to work right after I leave for school.
   ___ 3. Before he starts his day, my father has coffee and reads the paper.
   ___ 4. As soon as I get up in the morning, I drink a large glass of water.
   ___ 5. I always listen to my MP3 player while I run.
   ___ 6. I usually perk up for the afternoon after I eat lunch.
   ___ 7. Whenever I drink coffee after 3:00, I have trouble falling asleep.
   ___ 8. I always have breakfast at a local café before I start classes for the day.

2 Rewrite the sentences using reduced time clauses.
   1. I usually read the newspaper while I have breakfast.
   2. My sister won’t drink orange juice after she brushes her teeth.
   3. She does a lot of housework before she leaves for work in the morning.
   4. Power nappers work better after they sleep for a short time during the day.
   5. It’s not a good idea to eat anything heavy before you exercise.
   6. If I listen to soft music while I study, I can concentrate better.
   7. After I’ve been in an argument, I need to be by myself for an hour or two.
   8. Before I chill out at night, I make sure everything is ready for the morning.
Clauses stating reasons and conditions

The following are all additional commonly used clauses that state reasons and conditions.

Now that introduces a change in general circumstances that explains the main clause. Now that means because now.
Now that I have a job that starts early, I have to leave the house by 6:30.

Whether or not introduces a condition that might or might not occur, and which will not influence the main clause. Note its two possible positions.
She goes jogging every morning whether or not it’s bad weather.
She goes jogging every morning whether it’s bad weather or not.

Provided / Providing that introduces a condition that must be met for the main clause to be true.
Provided that I get all my schoolwork done, my weekend will be free.
Providing that I get a promotion, I’ll stay with my company a few more years.

1. Match the sentence on the left with the correct meaning on the right.

1. I always have breakfast whether I’m hungry or not. ___
   a. She has plenty of time to eat something in the morning.

2. Now that she works the afternoon shift, she always has time for breakfast. ___
   b. Sometimes she skips her morning meal.

3. Unless her mother makes it, she doesn’t bother with breakfast. ___
   c. I eat something every morning.

4. She only eats breakfast if she’s hungry. ___
   d. When she is in a hurry, she doesn’t eat breakfast.

5. Provided that she has enough time, she has breakfast. ___
   e. She never makes her own morning meal.

6. As long she has breakfast, she can concentrate in class. ___
   f. If she doesn’t eat, she can’t think clearly.

2. Circle the correct answer to complete the sentence.

1. He won’t be late for work as long as / unless the bus is on time.

2. Considering that / Just in case I took a nap, I shouldn’t feel this drowsy.

3. I’ll wake up on time tomorrow, provided that / unless I set my alarm clock.

4. He jogs after work now that / unless he’s too tired at the end of the day.

5. My brother usually goes to bed early now that / whether or not he’s sleepy.

6. Now that / Even if I’m going to bed later, I’m getting up later.

7. I’m afraid to nap at lunch even if / just in case I start snoring at my desk.

8. Even if / Provided that I’m totally exhausted, I can’t sleep on airplanes.
Infinitive and gerund phrases

In a sentence with it's + adjective + infinitive, it is possible to follow the adjective with for and a pronoun/noun.
It's difficult for her to talk about her feelings openly.
It's customary for North Americans to make frequent eye contact.

For sentences in the negative, use not + infinitive or not + gerund.
It's considered rude not to thank people who give you gifts.
Not thanking people who give you gifts is considered rude.

Adjectives of feeling (glad, happy, sad, pleased) cannot be used with the it's + adjective + infinitive structure. Instead, the sentence needs to say who has (or doesn't have) these feelings.
Most parents are both happy and sad to see their children grow up.
People are always delighted to get compliments.

1. Rewrite the sentences using infinitive or gerund phrases.
   1. It's important to make a good first impression.
      Making a good first impression is important.
   2. Arriving late for an appointment is inappropriate in most countries.
   3. It's fairly typical for college students to get to a party late.
   4. It's considered rude not to be punctual for a dinner party.
   5. Keeping the conversation going is easy for Elyse.
   6. Showing the bottom of your feet is offensive in some places.
   7. It's good form to bring a small gift to a dinner party.
   8. Talking about politics is sometimes risky.
   9. It's customary for parents to brag about their children.
  10. Calling to thank the hostess the day after a party is a nice idea.

2. Write sentences with infinitive phrases using the words below.
   1. Tom / always happy / loan money to his friends.
      Tom is always happy to loan money to his friends.
   2. Wendy / unusual / arrive late to class.
      It's unusual for Wendy to arrive late to class.
   3. encouraging / struggling students / receive good grades in school.
   5. many tourists / surprised / learn about some American customs.
   6. students / inappropriate / interrupt a teacher.
   7. new employees / often afraid / ask their bosses for help.
   8. dinner guests / customary / thank their hosts.
   9. businesspeople / important / be punctual for appointments.
  10. Eun Mi / never shocked / see people eating on the subway.
The modals *can, may, must, have to,* and *don’t have to* change in reported speech. *Might* and *should* do not change. Also notice how the pronouns change in reported speech.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Reported statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;You can go to the party with me.&quot;</td>
<td>She said I <em>could</em> go to the party with her.</td>
</tr>
<tr>
<td>&quot;I may go to a movie tonight.&quot;</td>
<td>He said he <em>might</em> go to a movie tonight.</td>
</tr>
<tr>
<td>&quot;We must tell him the truth.&quot;</td>
<td>They said they <em>had to</em> tell him the truth.</td>
</tr>
<tr>
<td>&quot;He has to go to the bank.&quot;</td>
<td>He said he <em>had to</em> go to the bank.</td>
</tr>
<tr>
<td>&quot;You don’t have to pay me back.&quot;</td>
<td>She said she <em>didn’t have to</em> pay her back.</td>
</tr>
<tr>
<td>&quot;We might get married.&quot;</td>
<td>She said they <em>might</em> get married.</td>
</tr>
<tr>
<td>&quot;I should replace my old laptop.&quot;</td>
<td>He said he <em>should</em> replace his old laptop.</td>
</tr>
</tbody>
</table>

*Say* and *tell* are used differently in reported speech. *Tell* must be followed by a noun or object pronoun. *Say* is not followed by a noun/pronoun object.

<table>
<thead>
<tr>
<th>Statements</th>
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</tr>
</thead>
<tbody>
<tr>
<td>&quot;Don’t park the car there.&quot;</td>
<td>She <em>told me</em> not to park the car there.</td>
</tr>
<tr>
<td></td>
<td>She said <em>not</em> to park the car there.</td>
</tr>
</tbody>
</table>

When a very recent statement is being reported, no tense change is necessary.

A: I didn’t hear that. What did she say?
B: She said she *wants* to go out for dinner.

Change these conversations to reported speech.

1. **Ryan:** I’m thinking of applying for a promotion at work.
   **Emma:** What kind of promotion is it?
   **Ryan:** Our department needs a new manager.
   **Emma:** You should definitely apply!
   **Ryan:** I’m a little nervous because there’s a big interview.
   **Emma:** You just have to practice. I can help you.
   **Ryan** told Emma he was thinking of . . .

2. **Karl:** Do we have to sign up for our after-school club today?
   **Mrs. Chu:** You can sign up until noon tomorrow.
   **Ava:** Don’t wait too long. The good ones are filling up fast.
   **Karl:** I’ll do it after I eat my lunch.
Present perfect vs. simple past

Use the present perfect to report a repeated past event.
The thieves **have robbed** three banks this year.
The seal **has painted** four pictures so far.

Use the present perfect to report an event that has an effect on the present, or is still relevant.
She's **been** more careful since she lost her car keys.
The shop **has had** a security camera for six months now.

1. Complete these sentences with the simple present or the present perfect form of the verbs in parenthesis.
   1. The police ____________ (catch) him when he ____________ (sell) the stolen art.
   2. Unbelievably, the same woman ____________ (win) the lottery twice.
   3. So far, the children ____________ (raise) more than $500 for charity.
   4. Since the city ____________ (pass) its new laws, crime ____________ (fall).
   5. The kidnappers ____________ (not call) and ____________ (demand) any ransom yet.
   6. No storms ____________ (strike) since summer ____________ (begin).

Present perfect vs. present perfect continuous

Some verbs, such as **live, work, study, give / take (lesson), and teach**, express the idea of an ongoing action. They can usually be used in either the present perfect or the present perfect continuous.

- He **has lived** in London for eight years.
- He **has been living** in London for eight years.
- I **have taken** violin lessons since I was three.
- I **have been taking** violin lessons since I was three.

2. Review the rules for the present perfect and the present perfect continuous on page 45. Then circle the correct form of the verb to complete the article. Sometimes more than one answer is possible.

It's a sad day for many who (1) **have lived / have been living** in the town of Meaford since they were children. The town (2) **has decided / has been deciding** to take down the old fishing pier. Fisherman Bob Kates said, "I (3) **have worked / have been working** here since I was young. Generations of kids (4) **have taken / have been taking** swimming lessons here. I myself (5) **have jumped / have been jumping** off this pier many times, especially on hot summer days. Take today for example. The temperature (6) **has already reached / has already been reaching** 36 degrees, but already the town (7) **has put up / has been putting up** barriers. It's true that the pier (8) **has been / has been being** in pretty bad condition for a while now, so I guess it's a safety issue."

It's not all bad news for Mr. Kates. The town (9) **has studied / has been studying** proposals for replacing the pier for a year now, and in fact, planning for a new and improved pier (10) **has already begun / has been beginning**.
Adverbs with the simple past and past perfect

When and the simple past and past perfect can be used to express different time relationships. When I arrived in Bangkok, my connecting flight had already departed.
When I arrived in Bangkok, my friend met me at the airport.

When before makes the sequence of events clear, simple past or past perfect can be used.
It began to rain before she boarded the plane.
It began to rain before she had boarded the plane.

Yet and already are used with both present and past perfect to show that an event took place before now.
It had already started raining when I arrived in Bangkok.
It hadn’t started raining yet when I arrived in Bangkok.

Circle the correct answer to complete the story.

The taxi arrived to take Erica to the airport for her flight to London. (1) Until that day / After that she (2) was never / had never been on an international flight. The travel agent (3) told / had told her to get to the airport early, so she (4) arrived / had arrived four hours before her flight was due to leave. When she (5) got / had gotten there, she (6) realized / had realized she had plenty of time to spare, so she (7) decided / had decided to have some coffee and a snack and look at the newspaper before she (8) checked / had checked in. She (9) already / had already bought some chocolate bars to eat on the plane, so she decided to have one of those. She sat at the counter and ordered a coffee.

When her coffee (10) came / had come, she pulled her favorite section out of the newspaper, carefully refolded it, and put it on the counter beside her. When she (11) reached / had reached for her chocolate bar, she saw that someone (12) already took / had already taken it out of the package and (13) broke / had broken it into eight tidy squares. She looked beside her and saw a distinguished-looking businessman. Before that, (14) she didn’t really notice / hadn’t really noticed him. She watched as he picked up a piece of the chocolate and calmly popped it into his mouth. Up until then, she (15) never saw / had never seen such rude behavior, so still staring at him, she (16) picked up / had picked up a piece and ate it. By now, he was staring back. He picked up another piece and ate it. So did Erica. Finally, there was only one piece left. Erica (17) took / had taken it.

The man stood up. He said, “Look. If you’re that hungry, buy yourself a donut!” He (18) slammed / had slammed a dollar bill down on the counter and stormed out. In her entire life, she (19) was never / had never been so shocked before. Muttering to herself, Erica began to gather up her things. Suddenly, she stopped, standing as still as a statue. There, under her newspaper, (20) was / had been her chocolate bar, exactly where she (21) put / had put it before the whole fiasco began.
Passive of present continuous, present perfect, future

If the agent (the person or thing doing the action) is unknown or obvious from the context, it's better to use a passive form. However, if the person or thing doing the action needs to be emphasized, it's better to use an active form.

The virus **was sent** to disrupt Internet service at the college. (unknown agent)

College degrees **are being offered** online. (agent is clear from context)

Bill Gates **started** Microsoft, not Bill Clinton! (emphasize the agent)

The passive cannot be used with the present perfect continuous. Use the passive of the present perfect instead.

People **have been downloading** more music this year than ever before.

More music **has been downloaded** this year than ever before.

Even more music **will have been downloaded** by this time next year.

---

1. For each pair of sentences, is it better to use the passive or active form? Circle a or b.

1. a. More U.S. employers will probably block access to Internet video sites.
   b. Access to Internet video sites will probably be blocked.

2. a. Soon, inventors will invent devices to download movies in under a minute.
   b. Devices to download movies in under a minute will be invented soon.

3. a. Automakers might be including Internet access in their products soon.
   b. Internet access might be included soon.

4. a. Bloggers are creating blogs on a wide range of topics.
   b. Blogs are being created on a wide range of topics.

---

2. Complete the sentences with the correct active or passive form of the verb in parentheses.

1. Recently, chat rooms **become** popular with all age groups.

2. Every week, freeware **download** on computers everywhere.

3. Soon, podcasts **watch** by more and more night-shift workers.

4. Lately, people in remote areas **ask for** more hot spots.

5. More sophisticated computer viruses **create** all the time.

6. For years, hackers **try** to use spyware to commit identity theft.

7. In the future, more college classes **broadcast** over the Web.

8. Recently, blogs **use** to spread gossip about movie stars.
Use past negative and tag questions to get an opinion about a past event.

Didn't you think the manager's speech was a little boring?
The manager's speech was a little boring, didn't you think?
The manager's speech was a little boring, wasn't it?
The manager has given some pretty boring speeches, hasn't he?
The manager's speech had just put everyone to sleep when the fire alarm rang, hadn't it?

In informal spoken English, they can be used as the pronoun in tag questions when the subject is somebody, someone, everybody, everyone, nobody, or no one.

Almost everyone has a cell phone these days, don't they? Yes, they do.
Somebody has hacked into your computer, haven't they? Yes, they have. / No, they haven't.

Use an affirmative tag question when the subject is a negative, such as nobody or nothing.

Nobody left any voice mail messages, did they? Yes, they did. / No, they didn't.

1. Turn the statements into negative questions.
   1. It would be great if telemarketers didn’t call at dinnertime.
      It wouldn’t be great if telemarketers didn’t call at dinnertime, wouldn’t it?
   2. It’s awful how so much paper is wasted on fliers that nobody reads.
   3. That infomercial we watched was ridiculous.
   4. Office towers should have to turn out all their lights at night.
   5. There used to be pay phones on almost every corner downtown.
   6. He had been thinking of getting a new computer.
   7. Kids should spend less time playing video games.
   8. Some people get really addicted to computer games.

2. Complete the sentences with tag questions.
   1. Internet hoaxes are pretty commonplace lately, aren’t they?
   2. There haven’t been any laws about using a cell phone in the car, have there?
   3. There’s something wrong with your computer, isn’t there?
   4. You shouldn’t give your computer password to anyone, should you?
   5. There’s nothing you can do with an obsolete computer, can you?
   6. No one ever actually clicks on those banner ads, do they?
   7. She had already complained about the telemarketers, hadn’t she?
   8. A personal robot that does your chores would be awesome, wouldn’t it?
Reduced relative clauses

Non-defining relative clauses with *be* can be reduced in the same way as defining relative clauses. Notice the use of commas.

Albert Einstein, **who is thought to be one of the greatest minds of the twentieth century, struggled in school.**

David E. Kelley, **who is well known for his television courtroom dramas, used to be a lawyer.**

1. Complete the sentences on the left with the phrases on the right. Choose two phrases for each sentence.

   1. A person who works as a fashion designer should be ____ and ____.
      a. a good driver
      b. aware of trends
      c. knowledgeable about plants and animals
      d. familiar with different styles
      e. good with numbers
      f. familiar with city streets
      g. physically fit
      h. very accurate

   2. A person who is working as an accountant has to be ____ and ____.
   3. A person who works as a forest ranger needs to be ____ and ____.
   4. A person who is working as a taxi driver must be ____ and ____.

2. Now rewrite the sentences with reduced relative clauses.
   
   A person working as a fashion designer should be aware of trends and familiar with different styles.

3. Rewrite these sentences using reduced relative clauses.

   1. The photographer who lives upstairs has won many awards for his creativity.
   2. Professional cooking, which is a tough business, requires both patience and skill.
   3. Movie stars who are constantly hounded by the press deserve more privacy.
   4. Tiger Woods, who is probably the world’s best golfer, is very disciplined.
   5. The Summer Olympics, which are held every four years, are broadcast around the world.
   6. Models who are considered too thin by health experts set a bad example for girls.
Non-defining relative clauses as sentence modifiers

Non-defining relative clauses can be used as sentence modifiers and can contain almost any verb. Some of the most common ones are surprise, depress, encourage, suggest (that), contribute to, and result in. Note that the verbs which describe emotion must be followed by an object.

My husband refused to get an MP3 player, which has resulted in a closet full of old CDs.
My teacher praised my English today, which encourages me to study harder.
My dad is happier since he took up golf, which suggests that hobbies are good both mentally and physically.
I learned how to clean jewelry with toothpaste, which depressed me because it meant I had wasted a fortune on expensive cleaners.
I've started making my own clothes, which has contributed to financial savings and a full closet!

1 Match these statements with the appropriate non-defining clauses.

1. I use dental floss to string beads for jewelry, ____
2. My sister always loved school, ____
3. Al moved to a small town, ____
4. I just had a big fight with Ana, ____
5. Paolo is really good at solving problems, ____
6. Amy jogs every morning, ____
7. I've had a private tutor for the past few months, ____
8. I want to take my own computer to class, ____

   a. which surprised us since he loves cities.
   b. which has contributed to weight loss and more energy.
   c. which is why I have so much of it.
   d. which is why people always go to him for help.
   e. which has resulted in better grades for me.
   f. which encouraged her to go into teaching.
   g. which means I'll have to start saving for a laptop.
   h. which depressed me because she's my best friend.

2 Complete the sentences with a phrase from the box.

<table>
<thead>
<tr>
<th>which resulted in</th>
<th>which suggested</th>
<th>which depressed</th>
<th>which surprised</th>
</tr>
</thead>
<tbody>
<tr>
<td>which encouraged</td>
<td>which means</td>
<td>which depressed</td>
<td>which surprised</td>
</tr>
</tbody>
</table>

1. I'm working late tonight, which means I'll take a later train home.
2. My friend was in a local play, ____________ me to try acting.
3. Our team lost the championship, ____________ me and my friends.
4. Prices went down last year, ____________ savings for many people.
5. Ted sent me a nice birthday card, ____________ me since he usually doesn't do anything special for people's birthdays.
6. I burned the dinner, ____________ that I had made a mistake.
Clauses and phrases showing contrast and exception

The following are additional common phrases that show contrast and exception.

Use *whereas*, especially in formal writing, to present contrasting information.  
*Whereas* the bottled water market is huge in Italy, it is very small in Japan.

Use *except (for)* or with the *exception of* to show an exception within a group.  
Everyone in the school, *except* the basketball team, must attend classes this afternoon.  
Everyone in the school, with the *exception of* the basketball team, must attend classes this afternoon.

1. Circle the correct answer to complete the sentence.
   1. *While* / *Unlike* Leo prefers a big breakfast, I just have coffee.
   2. No one in the class, *except that* / *with the exception of* Eva, can speak German.
   3. *In contrast to* / *While* city people, people who live on farms must have a car.
   4. *Unlike* / *Except for* Thai women, Spanish women greet each other with a kiss.
   5. I’m a typical Canadian, *whereas* / *except for the fact that* I don’t like hockey.
   6. I have to be home by 9:00, *whereas* / *unlike* my brother can stay out late.
   7. Everyone on our street, *except that* / *except for* my family, has a dog.
   8. *Unlike* / *While* me, all my friends are addicted to reality shows on TV.

2. Read about Alonzo and Jun. Complete the sentences. Sometimes more than one answer is possible.

<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>is in his last year of high school.</td>
<td>is in his first year of college.</td>
</tr>
<tr>
<td>considers himself to be pretty typical.</td>
<td>doesn’t think he’s really typical.</td>
</tr>
<tr>
<td>is really into all kinds of sports.</td>
<td>doesn’t play any sports.</td>
</tr>
<tr>
<td>isn’t crazy about baseball.</td>
<td>doesn’t watch any sport but baseball.</td>
</tr>
<tr>
<td>hates using a computer.</td>
<td>spends a lot of time playing computer games.</td>
</tr>
<tr>
<td>avoids using his cell phone.</td>
<td>never goes anywhere without his cell phone.</td>
</tr>
</tbody>
</table>

1. Jun has already finished high school, ____________ Alonzo still attends one.
2. Alonzo considers himself to be pretty typical, ____________ Jun doesn’t.
3. ____________ Jun, Alonzo is a big sports fan.
4. Alonzo is a fan of most sports ____________ baseball.
5. Jun enjoys computers, ____________ Alonzo hates using them.
6. ____________ Alonzo, Jun carries a cell phone at all times.
7. Alonzo probably has a lot of energy, ____________ Jun doesn’t seem to.
8. Jun and Alonzo are very different, ____________ they both have cell phones.
Past habitual with *used to* and *would*

To ask questions about a repeated action or situation in the past, use *Did you use to*.

Did you use to listen to rock music when you were younger?
Did you use to share a bedroom with your little brother?

Use the negative question *Didn’t you use to* . . . ? to confirm a guess about repeated actions or situation in the past.

Didn’t you use to work at a grocery store after school?
Didn’t he use to play on the school soccer team?

1 Write the questions for these statements.

1. A: Did you use to live in San Francisco?
   B: Yes, I did. I lived in San Francisco for about two years.

2. A: __________________________________________________________
   B: A lot? No, as a matter of fact, I’ve never drunk coffee.

3. A: __________________________________________________________
   B: No, he never did. Actually, Pete’s allergic to dogs.

4. A: __________________________________________________________
   B: In the school band? Yes, I did. I played the flute.

5. A: __________________________________________________________
   B: Yes, I always rode my bike in elementary school, but I’d take the bus on rainy days.

6. A: __________________________________________________________
   B: Yeah, it was really long, but I had to cut it when I joined the swim team.

2 Use the words to write questions using *use to*.

1. Lesley / visit Brazil / regularly
   Didn’t Lesley use to visit Brazil regularly?

2. we / have fun / during the summer holidays

3. you / want / live / in a foreign country

4. Serena / hang out / the mall every weekend

5. your parents / own / restaurant

6. you / volunteer / hospital

7. Alex / spend a lot of time / principal’s office
Relative clauses and noun clauses

In some relative clauses, the relative pronoun (who, that, or which) can be omitted.

In an object relative clause, a relative pronoun (who, that, or which) is optional. Relative pronouns are only required when they function as the subject of a relative clause.
I told a friend a secret. He told the secret to all our classmates.
I told a friend a secret (that) he told to all our classmates.

In a subject relative clause, a relative pronoun (who, that, or which) is necessary because it functions as the subject of the relative clause.
I have a roommate. She never cleans the kitchen.
I have a roommate who never cleans the kitchen.

1. Check (✓) the sentences where the relative pronoun (who, that, or which) is optional.
   ___ 1. One thing that makes me sick is really selfish people.
   ___ 2. People who chew gum loudly really get on my nerves.
   ___ 3. The restaurant that we had dinner at last night overcharged us.
   ___ 4. Someone’s cell phone kept ringing all through the movie that I saw last night.
   ___ 5. I had a big argument with a store clerk who refused to give me a refund.
   ___ 6. My teacher gets mad at every little noise that our class makes.
   ___ 7. The town fined a neighbor who burned garbage in her backyard.
   ___ 8. The people in the line which he tried to cut into complained to the theater manager.

2. Complete the sentences with who or that. If the pronoun can be omitted, write X. Sometimes more than one answer is possible.
   1. One thing ___ gets me down is people ___ lie to me.
   2. I like people ___ stand up for something ___ they believe in.
   3. Something ___ makes me sad is people ___ have no place to live.
   4. Something ___ I can’t do is keep up with technology.
   5. I was a kid ___ had parents ___ made a lot of rules.
   6. The thing ___ aggravates me most is people ___ are cruel to animals.
**10B Simple and complex indirect questions**

If the beginning clause of an indirect question is in statement word order, the sentence is a statement and ends with a period.

I'm curious about why he didn’t complain to the landlord.

I'm not sure who is responsible for repairing the roads.

The big question is how we can get the city officials to listen to our concerns.

If the beginning clause of an indirect question is in question word order, the sentence is a question and ends with a question mark.

Do you have any ideas how long it takes to get a passport?

Could you tell me where I can go to pay my parking ticket?

Don’t you wonder how a place with such poor service stays in business?

1. **Rewrite these sentences using the words in parentheses.**
   1. Why can’t the city add more street lights? (I don’t understand . . .)
   2. Is the city going to improve the rush hour bus service? (Do you know . . .)
   3. Why are prices going up so fast? ( . . . is something that baffles me.)
   4. How can I finish the work before the deadline? (I have no idea . . .)
   5. Have you saved enough money for school? (Would you mind telling me . . .)
   6. Why aren’t there any bike paths in the city? ( . . . is beyond me.)
   7. How am I going to pay the rent this month? (My main problem is . . .)
   8. When are they going to build a new hospital? (Do you have any idea . . .)
   9. Who decided to close the swimming pool in the park? (Don’t you wonder . . .)
   10. Is tuition going up again next year? (I have to find out . . .)

2. **Rewrite these sentences as direct questions.**
   1. I haven’t got a clue what we’re supposed to do for homework tonight.
      What are we supposed to do for homework tonight?
   2. How people can mistreat animals is mystifying to me.
   3. What I don’t get is how I can keep up with all this new technology.
   4. Why the government doesn’t outlaw spam is my number one question.
   5. I’d like to know who should be responsible for keeping our city clean.
   6. Tell me what I have to do to get my driver’s license.
   7. When the next meeting will be is something I haven’t found out yet.
   8. I wonder if I should complain about my neighbor’s loud parties.
To ask a follow-up question after a yes/no question, a shortened conditional can be used, especially in spoken or informal English. The positive shortened conditional is *if so,* and the negative shortened conditional is *if not.*

Would you consider lying to a good friend to avoid hurting your friend’s feelings? *If so,* what kinds of things would you lie about?

Are you sure your friends are loyal and trusting? *If not,* you shouldn’t tell them your personal secrets.

1. Match the yes/no questions on the left with the follow-up questions on the right.

1. Would you say anything if a colleague called you by the wrong name? ___
   a. If not, what would you say?

2. If the man next to you on the bus fell asleep on your shoulder, would you wake him? ___
   b. If not, would you confront your friend?

3. Would you remain silent if you disagreed with your boss in a meeting? ___
   c. If so, what would you say?

4. Would you report it if you saw a friend shoplift a small item from a store? ___
   d. If not, would you try to find its owner?

5. If someone you secretly disliked invited you to a party at her home, would you go? ___
   e. If so, how would you wake him?

6. If a cat always came to your house for food, would you keep it? ___
   f. If not, what excuse would you give?

2. Circle the correct answer to complete the sentence.

1. I wouldn’t lie to a friend *unless/only if* it was in his best interests.

2. If you found money on the street, would you turn it in to the police? *If so/If not,* what would you do with it?

3. Would you report a small theft *only if/even if* the person looked poor? *If so/If not,* would you tell the store manager, or would you call the police?

4. He wouldn’t lose his temper *only if/even if* he were really angry.

5. Would you confront a friend who gossiped about you behind your back? *If so/If not,* what would you say?

6. I wouldn’t read anyone else’s mail *even if/only if* I were really curious.

7. Would you make a promise if you already knew you couldn’t keep it? *If so/If not,* what would you do later when you didn’t keep the promise?

8. I would criticize my friends *unless/only if* I knew a way to help them improve.
Wishes and regrets often use comparative words, such as (not) **enough**, **more**, **less**, and **better**, and intensifiers, such as **really** and **very**.

I didn't save **enough** money last summer.
I wish I had saved **more** money last summer.
I spent **too much** money on video games last year.
If only I had spent **less** money on video games last year.
I bought **too many** clothes on the weekend.
I wish I had bought **fewer** clothes on the weekend.
I don't understand math very **well**.
I wish I understood math **better**.
I got **really** angry at my friend last night.
If only I hadn't gotten **so** angry at my friend last night.

1. Complete the wishes and regrets with a word from the box.

| better | fewer | harder | less | more | so |

1. I don't have **enough** time to do volunteer work.
   I wish I had ____________ time to do volunteer work.

2. I don't know how to swim very **well**.
   I wish I knew how to swim ____________.

3. I drank **too much** coffee before bed last night.
   If only I had drunk ____________ coffee before bed last night.

4. Tom didn't study very **hard** for his exam.
   Tom wishes he had studied ____________ for his exam.

5. Our class has **too many** assignments this week.
   I wish our class had ____________ assignments this week.

6. I felt **really** sleepy in class and couldn't pay any attention.
   I wish I hadn't felt ____________ sleepy in class and had paid attention.

2. Rewrite these sentences using the words in parentheses.
   1. I wasn't very obedient in elementary school. (I wish . . .)
   2. I refused to take piano lessons when I was young. (If only . . .)
   3. I fell asleep at the computer last night, and now my essay is late. (I wish . . . Then . . .)
   4. I exercised too much yesterday, so now I feel really tired. (If only . . . Then . . .)
   5. Bob is shy and doesn't make friends very easily. (Bob wishes . . .)
   6. I'm not a very good cook. (If only . . .)
Future perfect and future perfect continuous

When using the future perfect or future perfect continuous, the particular point in the future
is often referred to in another part of the sentence.
By this time next year, your commitment to language study is going to have gotten stronger.
On August 1st, I will have been living overseas for six months.
After a few months, you’re going to have been making real progress with English.
Before next spring, he will have finished most of his course work.
Marisa’s flight will have left soon.
When the van arrives, I will have been packing for two days, and I probably won’t have finished.
Before I leave for Paris, I will already have sold my house and put my things in storage.
After I finish this, I will have completed everything on my “to do” list.

1. Underline the words that refer to a point in the future.
   1. By the spring, Nate will have visited over a dozen different countries.
   2. When the end of the week arrives, I will have written four exams.
   3. Pretty soon I’ll have been working on this puzzle for an hour. It’s impossible!
   4. I can’t believe he’s still sleeping! At 11:00, he’ll have been sleeping
      for 12 hours.
   5. When she leaves for the club, she’ll have changed her outfit six times.
   6. If it continues, on Tuesday it will have been raining for three weeks.
   7. After I finish this, I will have painted three of the rooms in my house.
   8. Even before the plane lands, we will have been in the air for seven hours.

2. Complete the sentences with the future perfect or the future perfect
   continuous form of the verb in parentheses.
   1. By the end of class, I ____________ (learn) about the future perfect tense.
   2. By the year 2020, I ____________ (work) in my career for several years.
   3. Before she’s 30, Sue ____________ (make) her first million dollars.
   4. At the end of his trip, Seth ____________ (visit) four different countries.
   5. After I finish this book, I ____________ (read) it for over a month.
   6. By 11:00, how long ____________ Dan ____________ (watch) TV?
   7. When I finish college, I ____________ (be) in school for 16 years.
   8. Pretty soon, I ____________ (wait) for her for an hour. I’m getting annoyed!
   9. We’re late. By the time we get there, they ____________ (finish) dinner.
   10. On Friday of this week, Kara ____________ (travel) for two months.
Mixed conditionals

Conditionals can appear in many forms. They can describe how situations in the past affect situations in the past, the present, or the future.

Use a past tense in both the if clause and the result clause to talk about true events in the past.
When I was younger, if I didn’t behave well, my parents were disappointed.
If we got lost during our trip last year, we just asked someone for directions.

Use had / hadn’t and would / wouldn’t + present perfect to talk about hypothetical situations in the past that had effects on the more recent past.
If I had been born with a good voice, I would have started my own band a long time ago.

Use had / hadn’t + past participle and would / wouldn’t + verb to describe hypothetical situations in the past that have effects on the present.
If I had studied harder when I was in school, I would have a better job today.

Use had / hadn’t + past participle and would / wouldn’t + verb to talk about hypothetical situations in the past that have effects on the future.
If she had booked her flight before now, she would be in Paris next week.
If I hadn’t taken a year off from school, I would be graduating this June.

Complete these sentences with the correct form of the verbs in parentheses.

1. As a kid, I always ____________ (enjoy) school if I ____________ (like) the teacher.

2. If I ____________ (study) harder last year, I ____________ (not have to) repeat the course this year.

3. If he ____________ (not speak) Greek, his trip to Athens last year ____________ (be) so enjoyable.

4. When I was young, if I ____________ (see) a scary movie, I ____________ (have) bad dreams.

5. When I was a kid, if my father ____________ (go away) on a business trip, he always ____________ (call) at 8:00 to say good night to us.

6. If I ____________ (spend) less money when I was younger, I ____________ (have) a nice little nest egg in a few years.

7. If I ____________ (not have) a fight with my friend yesterday, I ____________ (go) to the party tonight.

8. If she ____________ (show) more interest since she was hired, she ____________ (get) the next promotion.

9. If I ____________ (not lose) my passport, I ____________ (fly) to Lisbon tonight.

10. If she ____________ (not start) figure skating when she was four, she ____________ (not be) in the 2006 Olympics.
Unit 1 Self-study

Type A and Type B personalities

A  Track 1 Listen to a psychology lecture about “Type A” and “Type B” personalities. What is the main difference between Type A and Type B personalities? Check (✓) the correct answer.

- a. Type A personalities are more successful than Type B personalities.
- b. Type A personalities are more concerned about goals and deadlines.
- c. Type A personalities are more likely to have heart attacks.

B  Listen again. Are Type A people (A) or Type B people (B) more likely do these things? Write the correct letter.

1. worry about being late    3. accept small mistakes
2. be content with their lives    4. feel guilty about failing

C  Look at this excerpt from the lecture. Why does the professor say this? Check (✓) the correct answer. Then listen again and check.

Student: So, basically, you’re saying that all the rich and famous are Type A. Politicians, movie stars, executives, all those successful people. Right?

Professor: Well, I wouldn’t exactly put it like that. What I mean is . . .

- a. She wants to correct the student’s grammar.
- b. She doesn’t want to say whether she agrees or disagrees with the student.
- c. She wants to correct the student without embarrassing him.

Describing emotions and behavior

CD-ROM Look at the audio script of the lecture on page 142. Use your CD-ROM dictionary to find the words in boldface from the lecture that have these definitions.

1. to cause anger or extreme annoyance in (someone)  exasperate
2. able to change or be changed easily according to the situation
3. lacking confidence and doubtful about their own abilities
4. pleased with your situation and not needing or desiring it to be better
5. using strong, forceful methods especially to sell or persuade
6. showing strong dislike; unfriendly
Unit 2 Self-study

The Nasca Lines

A Track 2 Listen to a conversation between two students. What are the Nasca Lines? Check (√) the correct answer.

☐ a. They’re alien spaceship decorations.
☐ b. They’re very old drawings on the ground.
☐ c. They’re something in Clare’s geography test.

B Listen again. Check (√) the theories you hear mentioned about why the Nasca Lines were built.

☐ a. to teach archeology
☐ b. to be alien landing strips
☐ c. to be a guide to the stars
☐ d. to teach methods of construction
☐ e. to be used in religious ceremonies
☐ f. to be paths between religious sites

C Look at this excerpt from the conversation. What is George’s opinion of this theory? Check (√) the correct answer. Then listen again and check.

George: The article I read said they must have been built by aliens so they could land their spaceships!

☐ a. He thinks it’s an interesting idea.
☐ b. He thinks it’s a crazy idea.
☐ c. He thinks it’s a good explanation.

Understanding meaning from context

vocabulary A CD-ROM Look at the words in boldface in the audio script of the conversation on page 142. Use the context of the sentences to decide if each word is a noun (N) or an adjective (A). Write the correct letter. Use your CD-ROM dictionary.

1. doubtful ______ 3. geometric ______ 5. stakes ______
2. enclosures ______ 4. pelican ______ 6. theory ______

B CD-ROM Now use the context of the sentences to guess the meanings of the words. Match the words to the definitions. Use your CD-ROM dictionary to check.

a. doubtful b. enclosures c. geometric d. pelican e. stakes f. theory

1. a large, fish-eating bird with a throat that is like a bag ______
2. thick, strong, pointed wood or metal poles pushed into the ground ______
3. uncertain or unlikely ______
4. something suggested as a reasonable explanation for something ______
5. consisting of shapes such as squares, triangles, or rectangles ______
6. areas surrounded by a fence or other structure ______
Unit 3 Self-study

London

A 🎧 Track 3 Listen to a training session. Who is the session for? Check (✓) the correct answer.
- a. tourists
- b. environmentalists
- c. travel agents

B 🎧 Listen again. Are these statements true or false? Check (✓) the correct answer.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The population of London is 27 million.</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>2. The London area contains 30 percent green space.</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>3. There are fewer than 5,000 restaurants in London.</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>4. The most popular free tourist attraction is Tate Modern.</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>5. The London Eye is a Ferris wheel.</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>6. It rains more in Paris than it does in Tokyo.</td>
<td>☑</td>
<td>☐</td>
</tr>
</tbody>
</table>

C 🎧 Look at this excerpt from the training session. Why does the trainer say this? Check (✓) the correct answer. Then listen again and check.

Participant 1: When I was in London, it rained all the time!

Trainer: I know what you mean, but, actually, compared to other capital cities, London has a relatively low rainfall . . .

- a. He wants to politely disagree with the person.
- b. He wants to explain that he has been to London too.
- c. He wants to embarrass the person in the audience.

Guidewords

A guideword tells you one of the basic meanings of a word. They appear in parentheses in your CD-ROM dictionary. For each of these sentences, choose the correct guideword for draw.

1. But what really draws our clients to London? _c_
   - a. picture
   - b. move
   - c. pull/pull in

2. The criticism drew an angry response from the mayor. __
   - d. take out
   - e. decide on

3. We can draw some conclusions about the causes of this disease. __
   - c. pull/pull in
   - f. cause

4. He drew his gun and waved it around. __

5. As we drew near, a dog started to bark. __

6. The child drew a picture of a dog. __
Unit 4 Self-study

Dreams

A Track 4 Listen to a lecture on sleep and dreams. What is the main focus of the lecture? Check (√) the correct answer.
   □ a. why we dream    □ b. the stages of sleep    □ c. reviewing for a test

B Listen again. Match the stages of sleep on the left with the notes on the right.

Stage 1 __ a. Deep sleep. Delta waves only.
Stage 2 __ b. Deep sleep. Mixture of Delta waves and smaller, quicker waves.
Stage 3 __ c. Eye movements stop; brain waves slow.
Stage 4 __ d. Fast eye movement and breathing; muscles paralyzed.
Stage 5 __ e. Light sleep. People in this stage are easy to wake up.

C Look at this excerpt from the lecture. How does the professor feel about Phil falling asleep during her lecture? Check (√) the correct answer. Then listen again and check.
   Professor: Actually, could someone nudge Phil? He seems to be nodding off.
   □ a. annoyed    □ b. amused    □ c. angry

Word building

A In the listening, the professor mentions “historical research.” Historical is a form of the word history. Which form of history completes each of these sentences? Use your CD-ROM dictionary to help.

1. The new film version of Hamlet features ____ accurate costumes. a. historian
2. The library has an important collection of ____ documents. b. historic
3. We visited several ____ buildings and monuments. c. historical
4. This biography of Gandhi was written by a well-known ____ . d. historically

B Use your CD-ROM dictionary to mark the word stress on each of the words in these word families. Underline the correct part of the word.

1. history historian historic historical historically
2. photo photograph photographer photographic photography
3. demonstrate demonstration demonstrative demonstrator
Unit 5 Self-study

1. **Intercultural Communication**

A **Track 5** Listen to a lecture about intercultural communication.

How would you summarize the lecturer’s introduction? Check (√) the correct answer.

- a. Different cultures have different communication rules.
- b. Not all cultures have communication rules.
- c. Cultural rules are the same; some people just don’t pay attention to them.

B **Listen again.** Complete this student’s notes.

```
Intercultural communication. How what we say affects other people. Different rules. Nonverbal communication features:

1. speaking __________ 3. __________
2. speaking __________
```

C **Listen again.** Look at this excerpt from the lecture. Why do the students laugh when the professor says this? Check (√) the correct answer. Then listen again and check.

**Professor:** And we all know how that works in our own culture – well, most of us know how that works in our own culture . . .

- a. The professor made a mistake.
- b. One of the students made a mistake.
- c. The professor was making a joke.

2. **American and British English**

**CD-ROM** Use your CD-ROM dictionary to match the British English words on the left with the American English words on the right. Tip: Look up the British English words.

<table>
<thead>
<tr>
<th>British English</th>
<th>American English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. crisp</td>
<td>a. Band-Aid</td>
</tr>
<tr>
<td>2. CV</td>
<td>b. elevator</td>
</tr>
<tr>
<td>3. holiday</td>
<td>c. faucet</td>
</tr>
<tr>
<td>4. lift</td>
<td>d. garbage</td>
</tr>
<tr>
<td>5. pavement</td>
<td>e. potato chip</td>
</tr>
<tr>
<td>6. plaster</td>
<td>f. résumé</td>
</tr>
<tr>
<td>7. rubbish</td>
<td>g. sidewalk</td>
</tr>
<tr>
<td>8. tap</td>
<td>h. vacation</td>
</tr>
</tbody>
</table>
Vacation story

A  Track 6  Listen to two friends talking about a recent vacation. Where did the woman spend most of her vacation? Check (✓) the correct answer.

☐ a. Athens  ☐ b. Piraeus  ☐ c. an island

B  Listen again. Are these statements true or false? Check (✓) the correct answer.

1. Libby enjoyed her vacation.  ☐ True  ☐ False
2. Piraeus is a Greek island.  ☐ True  ☐ False
3. The bus driver had a good sense of humor.  ☐ True  ☐ False
4. The soccer team laughed all the way to the airport.  ☐ True  ☐ False
5. Libby missed her flight.  ☐ True  ☐ False

C  Look at this excerpt from the conversation. How does John feel about the story? Check (✓) the correct answer. Then listen again and check.

John: Oh, really? Why was that?

☐ a. He’s interested in it.  ☐ b. He’s not very interested in it.

Strong adjectives

In the conversation, Libby uses the phrase “pretty amazing” to mean very surprising. Use your CD-ROM dictionary to match the adjectives on the left with the stronger adjectives on the right. (Tip: Look up the stronger adjectives.)

1. boring ___ a. astounding
2. busy ___ b. critical
3. funny ___ c. elated
4. happy ___ d. engrossed
5. important ___ e. fascinating
6. interested ___ f. hectic
7. interesting ___ g. hideous
8. ugly ___ h. hilarious
9. unexpected ___ i. tedious
Unit 7 Self-study

1. **Hi-tech travel**

   **Listening**

   **A** Track 7 Listen to the news report and answer the questions. Check (√) the correct answer.
   
   1. What did Scott and Matt try to do?  
      a. visit 50 countries in 50 days  
      b. visit 50 capital cities in 50 days
   2. Did they succeed?  
      a. Yes, they did.  
      b. No, they didn’t.

   **B** Listen again. Circle the word or phrase you hear in each sentence.
   
   1. News of their trip spread quickly by word of mouth / from north to south . . .
   2. . . . and were flown down the Pacific coast of Alaska on a charter flight that tourists would pay hundreds, if not thousands, of / a hundred thousand dollars for.
   3. People went miles out of the way / out of their way to help them . . .
   5. . . . having traveled nearly 24,000 / 204,000 miles . . .

   **C** Look at this excerpt from the story. Why does the announcer say this? Check (√) the correct answer. Then listen again and check.

   **Announcer:** Isn’t the kindness of strangers incredible?
   
   a. He is asking for confirmation of a fact he’s fairly sure about.
   b. He is asking for information about a topic he doesn’t know well.
   c. He is expressing his opinion about a subject.

2. **Negative prefixes**

   **Vocabulary**

   **A** Using In the listening, words like unlikely and incredible take negative prefixes. Which negative prefixes do you think each of these words takes? Use your CD-ROM dictionary. (Tip: Search for *literate, *loyal, *like, etc.)
   
   1. ___literate  4. ___grateful  7. ___patient
   2. ___loyal  5. ___comfort  8. ___regular
   3. ___like  6. ___probable  9. ___similar

   **B** Which of the words above have these meanings? Write the correct word. Use your CD-ROM dictionary.
   
   1. Not showing or expressing thanks, especially to another person ____________
   2. Not willing to wait for something ____________
   3. Not knowing how to read or write ____________
   4. Having parts of different shapes or sizes ____________
   5. To find something unpleasant ____________
Unit 8 Self-study

1. Creative problem solving

A  Track 8  Listen to a conversation between Hannah and Luke. What is the main topic of their conversation? Check (✓) the correct answer.
- a. cooking and cleaning problems
- b. musical inventions
- c. clever ideas and inventions

B  Listen again. Check (✓) the inventions or discoveries the people discuss.
- a. polishing shoes with banana peels
- b. a dry cleaning machine
- c. cleaning a hat with cornmeal
- d. a device for peeling artichokes
- e. the electric guitar
- f. the frying pan

C  Look at this excerpt from the conversation. Why does Luke say this? Check (✓) the correct answer. Then listen again and check.

Luke: “Throw a few handfuls of cornmeal on the hat and dry-clean in the usual way, rubbing it in with a cloth.” The usual way?
- a. He thinks it’s funny.
- b. He thinks it’s confusing and irritating.
- c. He’s worried that it might damage the hat.

2. Bright ideas

A  Match these phrasal verbs from the listening with their definitions. Use your CD-ROM dictionary.

1. (be) into  
   a. to invent something new by using a lot of imagination
2. come up with  
   b. to obtain knowledge of something
3. dream up  
   c. to stop doing or to stop having something
4. find out  
   d. to suggest or think of an idea or plan
5. give up  
   e. strongly interested in or involved with something

B  Check (✓) the parts of speech that these words from the listening can be. Use your CD-ROM dictionary.

<table>
<thead>
<tr>
<th></th>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>pretty</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td>peel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>stuck</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>table</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>throw</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit 9 Self-study

7. Historic figures

A  Track 9  Listen to a conversation between two friends.
What is Makayla doing?

☐ a. writing a note to an elementary school
☐ b. writing notes for a talk
☐ c. writing a paper about Nelson Mandela

B  Listen again. Complete Makayla’s notes.

Nelson Mandela was born in a little (1) _________ in Cape province, South Africa, in (2) _________.

Studied and became a (3) _________, but best known for being a political (4) _________. Spent more than (5) ________ years in prison, fighting apartheid. [Apartheid = (6) _________ in Afrikaans.]

Released from prison in (7) _________. Awarded Nobel Peace Prize in (8) _________. Elected President of South Africa in (9) _________; retired in (10) _________.

C  Look at this excerpt from the conversation. Why does Carla say this? Check (✓) the correct answer. Then listen again and check.

Carla: Wasn’t he born in Johannesburg?

☐ a. She doesn’t think Makayla is right.
☐ b. She’s giving an opinion.
☐ c. She’s asking for information.

2. Suffixes

vocabulary

A  In the conversation, Makayla says, “Apartheid means ‘apartness.’” The suffix -ness changes an adjective into a noun. Do these suffixes form nouns (N) or adjectives (A)? Write the correct letter. (Tip: Search for *able, *er, *or, etc.)

1. -able _A_  3. -hood ___  5. -ity ___  7. -ment ___
2. -er, -or ___  4. -ist ___  6. -ive ___  8. -ous ___

B  Complete the sentences with the words in parentheses and one of the suffixes above. Use your CD-ROM dictionary to check your answers.

1. Nelson Mandela was a prisoner for more than 25 years. (prison)
2. He was also a political __________. (active)
3. He is an exceptionally __________ person. (fame)
4. He became an icon of fairness and __________. (equal)
5. He spent his __________ in Cape province. (child)
**Unit 10 Self-study**

### 1. Complaining

**A**  🎧 Track 10  Listen to a radio program about making complaints. What is the purpose of the program? Check (✓) the correct answer.

- a. to help people locate the right person to complain to
- b. to help people complain more
- c. to help people make their complaints more effective

**B**  🎧 Listen again. Complete the golden rules for complaining.

1. Be ________ in your own ________ about ________ you are dissatisfied.
2. Be ________ in your own mind ________ you want to ________ as a ________ of this complaint.
3. ________ ________ ________ you should complain to.

**C**  🎧 Look at this excerpt from the program. What does the announcer mean? Check (✓) the correct answer. Then listen again and check.

**Announcer:** You won’t be eating there again, will you?

- a. She is fairly certain Chris will eat there again.
- b. She is fairly certain Chris won’t eat there again.
- c. She isn’t sure whether Chris will eat there again.

### 2. Feeling angry

**vocabulary**

The caller, Chris, says, “I go in there and right away I’m annoyed.”

Put these words with similar meanings to annoyed in the correct column. Use your CD-ROM dictionary to help.

<table>
<thead>
<tr>
<th>Somewhat angry</th>
<th>Very angry</th>
</tr>
</thead>
<tbody>
<tr>
<td>bothered</td>
<td></td>
</tr>
<tr>
<td>disgruntled</td>
<td></td>
</tr>
<tr>
<td>enraged</td>
<td></td>
</tr>
<tr>
<td>furious</td>
<td></td>
</tr>
<tr>
<td>irritated</td>
<td></td>
</tr>
<tr>
<td>livid</td>
<td></td>
</tr>
</tbody>
</table>
A  Track 11 Listen to two students talking about a university course. Are these statements true or false? Check (✓) the correct answer.

1. Positive psychology is a new name for conventional psychology.  
2. Anna is interested in the course.  
3. Maria is studying psychology.

B  🎧 Listen again. Check (✓) the values or emotions you hear mentioned.

- a. generosity
- b. courage
- c. gratitude
- d. honesty
- e. kindness
- f. optimism
- g. patience
- h. politeness

C  🎧 Look at this excerpt from the conversation. What does Maria mean? Check (✓) the correct answer. Then listen again and check.

Maria: But I'm not sure you really need a course.

- a. Maria thinks Anna is taking too many courses already.
- b. Anna has enough credits and doesn’t need any more courses.
- c. Maria thinks Anna is a very positive person.

2  Values and character traits

Look at the words in boldface in the audio script of the conversation on page 147. Use your CD-ROM dictionary to find the words that have these definitions.

1. an uncomfortable feeling of worry
2. physical or mental pain
3. caring only about what you want or need
4. the ability to control fear
5. the tendency to be hopeful
6. a strong feeling of appreciation
Unit 12 Self-study

Culture shock

A 🎧 Track 12 Listen to a talk about culture shock for people who are going to volunteer overseas. According to the speaker, what are the three stages of culture shock?

1. The __________ stage. You’re fascinated by new and different experiences.
2. The __________ stage. You have to cope with stress and problems.
3. The __________ stage. You get used to your new environment.

B 🔊 Listen again. Are these statements true or false? Check (✓) the correct answer.

1. The culture shock talk was the second session in the program. □ True □ False
2. There were two types of sessions in the program. □ True □ False
3. The volunteers are going to be earning good salaries. □ True □ False
4. The speaker thinks that the volunteers will cope with culture shock. □ True □ False

C 📝 Look at this excerpt from the talk. What does the speaker mean? Check (✓) the correct answer. Then listen again and check.


☐ a. Cultural differences can cause people to misunderstand each other.
☐ b. Foreigners aren’t popular where the volunteers are going.
☐ c. Stereotypes are correct interpretations of cultural differences.

Verbs and prepositions

Vocabulary

A Look at the verbs in boldface in the audio script of the lecture on page 147. Which preposition follows each verb?

<table>
<thead>
<tr>
<th>about</th>
<th>to</th>
<th>from</th>
<th>in</th>
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<td>1. benefit ___ 4. succeed ___</td>
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<td>2. cope ___ 5. joke ___</td>
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<td>3. prepare ___ 6. adjust ___</td>
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B CD-ROM Use your CD-ROM dictionary to find out which prepositions go with each of these verbs. Sometimes more than one answer is correct.

1. apply ___ 4. depend ___
2. approve ___ 5. disagree ___
3. believe ___ 6. worry ___
Unit 1 Self-study

Professor: OK, good morning, everyone. The main concept I want to cover today is the difference between two personality types, “Type A” and “Type B” personalities. Now, let me just quickly summarize this. Type A personalities are always in a hurry, always concerned about meeting deadlines and goals. So they can get pretty impatient. They expect a lot out of other people, too. It’s very easy to exasperate them if you make even a tiny mistake. They can be aggressive, even hostile. But they also work very hard, and a lot of them are high achievers. So — oh, Luke, do you have a question?

Student 1: So, basically, you’re saying that all the rich and famous are Type A. Politicians, movie stars, executives, all those successful people. Right?

Professor: Well, I wouldn’t exactly put it like that. What I mean is that Type A people can be very insecure. And because they’re insecure, success is very important to them. They feel guilty if they don’t succeed. But not all of them actually succeed. And also, not all successful people are Type A personalities.

OK, so that’s the Type A personality. The Type B personality, on the other hand — well, this person is basically everything the Type A person isn’t. Type B people are patient and relaxed. They’re not as concerned about goals and deadlines and success. They’re more likely to be content with the life they have. And they’re more flexible. Other people’s mistakes don’t bother them as much. Any questions so far?

Student 2: Yeah, uh, when were these terms developed? And by who?

Professor: Well, it’s a funny thing. The terms “Type A” and “Type B” were first used about 50 years ago by medical researchers. They were actually studying heart disease. They thought Type A personalities would have a greater risk of having a heart attack. But, in fact, later research has shown that this isn’t exactly true. And a lot of psychologists don’t like using the terms “Type A” and “Type B.” But “Type A” and “Type B” have become common phrases we hear all the time, anyway.

Now, if you open your books to page . . .

Unit 2 Self-study

George: Hi, Clare. I’m just going to make a cup of coffee. Do you want one? What are you doing?

Clare: I should be studying for my geography test. I mean, I was. But then I picked this up and now I can’t put it down.

George: What is it?

Clare: It’s a book about the Nasca Lines in Peru. It’s absolutely amazing.

George: I read something about them once. They’re really long, straight lines that can only be seen from the air, right?

Clare: Yeah, well, some of them are the lines — the longest one is nine miles long — and others are geometric shapes like circles and triangles. Those are called geoglyphs. Then there’s another type of drawing, called biomorphs. They’re huge drawings of plants and animals. There’s a spider, a monkey, a pelican... The pelican is 1,000 feet long!

George: The article I read said they must have been built by aliens so they could land their spaceships!

Clare: I know. But the ground is way too soft to land anything on. Someone also thought that they could have been a guide to the stars. But that’s doubtful, too. The best theory, I think, is that the biomorphs were built as special enclosures for religious ceremonies. The lines were paths between the sites.

George: How old are they, anyway?

Clare: Nobody knows for a fact, but some archeologists think the animals and plants were constructed around 2,000 years ago, and the lines and geometric shapes about 500 years after that.

George: How could they have done that without modern machines? I mean, how do you draw a perfectly straight line nine miles long?

Clare: Well, they could have figured that out. It’s not that difficult, even with simple tools. They probably used wooden stakes. They could have put two stakes in a straight line, then put a third one along that line. Then they must have just repeated that over and over again. Taking one stake out and putting it in front of the other, for miles. They might have drawn the biomorphs much smaller to start with, then divided them up into sections. Then they could have redrawn each section to scale . . .

Unit 3 Self-study

Trainer: Good afternoon, everyone. I hope you had an interesting and productive morning. And a good lunch! And that we can cover a lot of ground as we travel across London in our city seminar this afternoon. The more we know about the cities in our travel packages, the happier our clients will be!

London, which has twenty-seven million overnight visitors every year, is the world’s most popular city destination. We used to think of London as a city of fish-and-chips-eating tea drinkers hurrying through a foggy, crowded city that has seen better days. Maybe some of us still do. But, seriously, now that many of us here today have visited this vibrant, cosmopolitan city, we know better. Can anyone tell me what the population of London is? Yes, you in the third row.

Participant 1: I think it’s seven or eight million, right?

Trainer: That’s right. And what about green space – any idea how much of the city is parkland? No? Green space makes up a whopping 30 percent of the London area. London has over 6,000 restaurants. And is it all fish and chips? Absolutely not. There are restaurants serving food from over 50 different countries.

But what really draws our clients to London? Primarily historical sights and museums, yes. But they’re visiting new attractions, too. Tate Modern, which has free entry to one of the most important collections of modern art in the world, has become the most popular tourist attraction in London. It has about 5 million visitors a year. Has anyone here been to the London Eye?

Participant 2: What is it?

Participant 3: It’s a huge Ferris wheel on the River Thames. Fantastic views.

Trainer: That’s exactly right. It is huge – 135 meters tall. And the views are stunning. It’s become the most popular paid-for attraction in London since it opened at the turn of the century. And speaking of the River Thames – taking a boat tour is still one of the finest ways to experience the city... weather permitting, of course.

Participant 1: When I was in London, it rained all the time.

Trainer: I know what you mean, but, actually, compared to other capital cities, London has a relatively low rainfall – about half as much rain as Tokyo and a third as much as Paris!

OK, now we’ve got a great virtual tour of London...

Unit 4 Self-study

Professor: OK, so before I get started, there are just a couple of announcements. Remember that there will be an exam on Monday. Then the next lecture after that will be on why we dream, so print out the notes for that lecture next.

Student 1: What’s going to be covered in the exam?

Professor: Basically, everything that we’ve covered since October, including today’s topic. After I’ve finished the lecture, we can have a quick question and answer session. Please hold your questions until then.

Right. So I’d like to start by going through the stages of sleep, then go on to discuss a little historical research into when we dream and finish up with current thinking about that.

So, while we are asleep, we normally pass through five stages. The first stage is light sleep. It is easy to wake people during Stage 1 sleep. Actually, could someone nudge Phil? He seems to be nodding off. Phil there was in Stage 1 sleep. Did you see how he jumped? That’s due to a sudden muscle contraction, and right before that Phil probably experienced a sensation of starting to fall. Right, Phil? Yes? It’s very common, we’ve all probably felt that. Thanks for the demonstration.

In Stage 2 sleep, our eye movements stop. And brain waves, the brain’s electrical signals, slow down. In Stage 3 sleep, there is a mixture of very slow, slow Delta waves and small, fast waves. Then in Stage 4, Delta waves take over completely. Stages 3 and 4 are deep sleep states. It’s difficult to wake someone while they’re in Stages 3 or 4. This is also the point when sleepwalking may occur.

Right, so next is Stage 5, or REM, sleep. What does R-E-M stand for – anyone?

Student 2: Rapid Eye Movement?

Professor: That’s right. And, as the name suggests, the eyes are moving quickly. Breathing gets faster and our muscles are temporarily paralyzed. Most dreaming takes place during REM sleep. Until quite recently, it was thought that dreaming only occurred during REM sleep, but that has been shown not to be the case.

OK. So can anyone tell me how many times a night the average person dreams?

Student 2: We dream about six times a night, don’t we?

Professor: That’s right. Most teenagers and adults, basically anyone over ten years of age, dreams at least...
Professor: OK, we’re going to move on to intercultural communication. Now, intercultural communication—what is that about? Well, we’ll look at how what we say affects what people think of us and what we think of other people. Now, every culture has its own rules for communication. And we all know how that works in our own culture—well, most of us know how that works in our own culture, even though we might not be consciously aware of it.

However, although every culture has rules, the rules aren’t the same in every culture. This gives rise to all kinds of misunderstandings. For example, someone may be considered polite in his or her own culture or extremely rude in another, just because of the way he or she says something.

So, let’s talk about intercultural communication. First we’re going to look at a few features of nonverbal communication: speaking distance, speaking volume, and interruptions.

A nice example of speaking distance and speaking volume is to compare American and British English speakers. People in the U.S. tend to stand farther away from the person they’re speaking to than British people. And they speak more loudly as a result. So the British speaker thinks that the American is loud and aggressive. People in the U.S. may feel crowded by British speakers standing too close to them.

The next feature I’d like to discuss is interruptions or turn-taking. This can be another big area of misunderstanding. We’re going to try a little role play now...

John: So, how was your trip to Greece, Libby? You look terrific.

Libby: Great. Really good, we had a lot of fun.

John: Where were you?

Libby: Well, we flew to Athens, and then after a few days there, we caught a ferry to this great island. We were on the island for about a week, I think.

John: Is it easy to travel around?

Libby: Yeah, very easy. Although we did have a pretty amazing bus trip from Piraeus, the port city where the ferry comes in, to the airport, ou the way back.

John: Oh, really? Why was that?

Libby: Well, we got off the ferry at about ten o’clock, then we walked to the bus stop. There’s a big sign that says “Express bus to the airport every 20 minutes.” But we waited for about an hour. While we were waiting, a whole soccer team from one of the other islands showed up.

John: Really?

Libby: Yeah. They had huge bags and there were about 20 of them, all in matching track suits, looking very serious and official. At first, anyway.

John: Yeah?

Libby: Yeah, so then the bus arrives and everybody gets on. It was really crowded. Then the bus driver tells us to pass our tickets up to be punched. Well, nobody could move, so we just had to pass them hand over hand, one by one, up to the front of the bus where he punched them, very slowly. That took another ten minutes.

John: Amazing.

Libby: We were getting a little worried about missing the check-in for the flight but then we eventually got moving. So, there must have been some problem with the buses that night because all the way to the airport, people were standing in the street waiting for buses, you know, trying to flag the bus down. And the bus driver pulls over at every stop, opens the doors and shouts, “I can’t stop here! This is an express bus!” Then shuts the doors right in people’s faces and speeds away!

John: So he stopped to tell them he couldn’t stop?

Libby: Exactly. It happened about eight times. And he was so serious! By about the third time he did it, the passengers around us started giggling. Then, the next time he did it, we all started laughing. Some of the soccer players were actually crying with laughter by the time we got to the airport...
Announcer: And now the story of two Canadians who hitchhiked to all 50 capital cities in the U.S. in 30 days with more than a little help from newfound friends, cell phones, and the Internet.

After finishing college, Scott MacDonald and Matt Fiddler decided to set out with a camera and tripod, cell phone with GPS system, and no real plan, apart from a determination to meet a lot of new people, visit all 50 capitals, and not to pay for transportation.

In fact, when asked by one interviewer how they planned to hitchhike to Hawaii, they said that they didn’t have a plan and “would cross that bridge when they came to it,” to which the interviewer replied, “But that’s the problem – there’s no bridge!”

They set up a website so that people could track them. They began their trip in Times Square, New York City, where they were offered their first ride from a man named Dave. Dave had been watching them on the website and thought it was unlikely that they’d be able to get a ride out of Times Square if he didn’t pick them up.

News of their trip spread quickly by word of mouth and over the Internet. They had numerous radio interviews and met many of their future rides while on the air.

They were given a private tour of the Pentagon, were invited into people’s homes, were taken to dinner and to parties, and were flown down the Pacific coast of Alaska on a charter flight that tourists would pay hundreds, if not thousands, of dollars for.

They rode in cars, trains, buses, on motorcycles, airplanes, and boats. People went miles out of their way to help them get to all 50 state capitals, sometimes taking the day off work.

People were unbelievably generous. “This is one of the things that amazes us most, how people will go out of their way to help a stranger accomplish a goal,” they said.

After 116 rides, they did get to Hawaii, having traveled nearly 24,000 miles at an average of 20 miles an hour. Isn’t the kindness of strangers incredible?

Luke: Hey, Hannah, look at this old farmhouse cookbook I found in the attic. It must have been grandma’s.

Hannah: I didn’t know you were into cooking, Luke.

Luke: I’m not. But this book has a lot of household tips which are really ingenious. Very clever.

Hannah: Such as?

Luke: “Brown shoes always look well-polished if rubbed each morning with the inside of a banana peel. Leave them to dry and then polish with a dry cloth.”

Hannah: You don’t have any brown shoes.

Luke: I know that. That’s not the point. It’s just clever, that’s all. How about this one: “To clean a white hat, place the hat on a clean table or paper. Throw a few handfuls of cornmeal on the hat and dry-clean in the usual way, rubbing it in with a cloth.” The usual way?

Hannah: Yeah, it makes you wonder how someone suddenly decided to try polishing their shoes with a banana peel or throwing corn meal on their hat.

Luke: How about the resourceful person who found out that if you peel about a hundred leaves off an artichoke, there’s eventually something worth eating. Why didn’t they give up?

Hannah: They were just hungry, I guess. What about the electric guitar? How do you come up with a bright idea like that? “Oh, I’ll just stick some electric wires on this and see what happens . . . ”

Luke: Apparently, that’s pretty much what happened. I was reading about it the other day. This musician who played Hawaiian music dreamed it up. He made it on his dining room table. He called it “the frying pan.”

Hannah: Neat. What would you like to invent?

Luke: I don’t know. Maybe a transporter so you could be beamed from one place to another – no need for air travel, no pollution. I’ll tell you something I wish I had invented – Velcro.

Hannah: Yeah. Wasn’t the inventor inspired by burrs or something that stuck to his clothes while he was walking his dog?

Luke: I guess somebody that smart deserves to be a multi-millionaire. Maybe we should get a dog . . .
Unit 9 Self-study

Carla: Hi, Makayla, what are you working on?

Makayla: Oh, hi, Carla. I'm making some notes for this talk for my teaching practice session at the elementary school tomorrow.

Carla: What are you going to talk about?

Makayla: Well, the kids are doing a unit on heroes, you know, people who really challenged the status quo or stood up for something they believed in. I thought I'd talk about Nelson Mandela, then ask them to talk about people they admire.

Carla: Sounds good. Mandela really did confront big issues – and he certainly challenged the status quo. What are you planning to say?

Makayla: Well, I thought I'd start with the basic facts. You know, where he was born, when, what he studied, and so on.

Carla: Wasn't he born in Johannesburg?

Makayla: No, he was born in a little village in Cape province in 1918. He went to a mission school and then on to a boarding school. Did you know he was a lawyer?

Carla: No, I didn't. I knew he was a political activist and rebelled against apartheid. And that he went to prison, of course.

Makayla: That's right. He spent over 25 years in prison. He said, "The struggle is my life." Apartheid means "apartness" in Afrikaans, apparently. Hmm. I think I need to explain that to the kids.

Carla: So when did he get out of prison?

Makayla: He was released in 1990 by de Klerk, the President of South Africa at the time.

Carla: Weren't they given the Nobel Peace Prize together?

Makayla: Yes, they were. They were jointly awarded the prize in 1993, I think. Yes, 1993, then Mandela was elected President in 1994.

Carla: How long was he President? About four years?

Makayla: Five. He retired in '99.

Carla: What an exceptional life.

Makayla: Absolutely. It says here that Time magazine's list of the 100 most influential people in the world describes him as "one of just four people who have shaped the history of both the 20th and the 21st centuries."

Carla: Who are the others?

Makayla: Bill Gates, Oprah Winfrey and . . .

Unit 10 Self-study

Host: Hello and welcome to The Complaints Coach, where we help you complain effectively and efficiently. Now, before we take any calls, let's just run through the golden rules of complaining. There are only three, so they aren't tough to remember.

Number one: Be clear in your own mind about why you are dissatisfied. Are you unhappy about the way you were treated? Are you annoyed about someone's behavior? Were they rude or careless? Were you sold defective goods? What went wrong exactly?

Rule number two: Be clear in your own mind what you want to happen as a result of this complaint. Do you want an apology, a different decision, a refund, or a replacement? Get this straight before you complain – it's important – and make sure you tell the person you are complaining to what result you want.

Finally, rule number three: Find out who you should complain to. You should, of course, try to resolve the problem directly with the company involved. For instance, by returning the faulty product to the store where you bought it. You should either take your complaint to the relevant senior manager or to customer service. This usually works. However, if it doesn't, you may want to consider taking it further by contacting the authorities. Or, you might want to give us a call, as Chris has done this evening. Hello, Chris.

Chris: Hi. Well, I'd like to complain about this restaurant - let's call it the Golden Noodle. I go in there and right away I'm annoyed. Nobody says hello, nobody offers to take my coat. Then we get put right by the door of the kitchen, people coming and going past our table all the time. When we finally get a chance to order, it turns out that they're out of practically everything on the specials menu.

Host: I'm surprised you didn't walk out.

Chris: I nearly did. I very nearly did. So the food eventually comes. It's overcooked, too salty, a disaster. When the check came, they'd already added the tip!

Host: Right. So what do you want to happen, Chris?

Chris: I want them to stop doing those things!

Host: You won't be eating there again, will you?

Chris: Well, of course I will. It's my favorite restaurant!
Unit 11 Self-study

Maria: Hi, Anna. What are you listening to?

Anna: Hi, Maria. It's a podcast about a new course they're having at school. I really like the sound of it.

Maria: Oh, really? What's it in?

Anna: Positive psychology.

Maria: How is it different from normal psychology?

Anna: Listen to the description.

Speaker: While conventional psychology has focused on fear, weakness and suffering, positive psychology emphasizes positive values like generosity and courage. So, basically, unlike traditional, mainstream psychologists, who try to get rid of anger and anxiety, positive psychologists try to help patients build skills that will help them lead a more positive life. Instead of trying to relieve depression, positive psychology tries to build positive emotions, like gratitude and optimism.

Maria: That sounds really interesting. I sometimes wish I'd majored in psychology. There's so much to learn about.

Anna: You're still interested in literature, though, aren't you?

Maria: Oh, yes. But sometimes I wish I were doing something more, I don't know, more socially important. Sometimes I feel as though I'm a bit selfish studying literature.

Anna: Oh, come on! You'll probably use your degree to do something really special. And anyway, positive psychologists say that what they do is focus on the things that make life worth living. And, after all, literature is one of those things that makes life more interesting.

Maria: That's one of the things that's so great about you - you make people feel good about themselves. Positive psychology sounds perfect for you. But I'm not sure you really need a course. What does the course cover?

Anna: The basic science - the research, the various measurement techniques, . . .

Unit 12 Self-study

Trainee: Welcome to the final session of our orientation program. In the general sessions we've discussed issues that will affect all of you, and in the country-specific sessions we have looked at topics like health, climate, language, and the ever popular topic - local cuisine.

Now, all these sessions are important if you are going to enjoy and benefit from your time as volunteers. And today's session is central to that goal. We're going to look at culture shock. Now, culture shock is the confusion or anxiety that results when you lose the familiar ways of doing things in everyday situations. Simple things, like not knowing when to shake hands, when and how to accept invitations, and when and how to tip. Although, on your monthly allowances, you won't be having to worry too much about tipping.

So, let's look at the first stage of culture shock, sometimes called the honeymoon stage. In this stage you're fascinated by the new and different experiences you're having. It may last for a few days or even a few weeks.

But once you have to seriously cope with the stress of being on your own, then the second stage begins: the frustration stage. There are language problems, housing problems, transportation problems, and shopping problems. The local people help you but they don't see why it's such a big deal for you - that's just how things are. So you think they're being insensitive or unsympathetic. They are a bit rude, actually. Cold. Not like people back home. Now here come the stereotypes.

Fortunately, we're going to help you prepare for this. And so, once you realize what's going on, you should be ready to move on to the third and final stage: the adjustment stage.

By this time, you will have begun to succeed in getting around, in doing things for yourself, and may even be able to joke about your difficulties. And after you adjust to the differences, you may even begin to enjoy them . . .
Unit 1 Self-study

Exercise 1

A
b. Type A personalities are more concerned about goals and deadlines.

B
1. A 3. B
2. B 4. A

Exercise 2

C
b. She wants to correct the student without embarrassing him.

Exercise 2

C
2. flexible 4. content 6. hostile
3. insecure 5. aggressive

Unit 2 Self-study

Exercise 1

A
b. They’re very old drawings on the ground.

B
The theories mentioned are:
b. to be alien landing strips
   c. to be a guide to the stars
e. to be used in religious ceremonies
   f. to be paths between religious sites

Exercise 2

C
b. He thinks it’s a crazy idea.

Exercise 2

C
1. A 3. A 5. N

Unit 3 Self-study

Exercise 1

A
c. travel agents

B
1. False 3. False 5. True
2. True 4. True 6. True

Exercise 2

C
a. He wants to politely disagree with the person.

Exercise 2

C
2. f 4. d 6. a
3. e 5. b
Unit 4 Self-study

Exercise 1

A
b. the stages of sleep

B
Stage 1: e Stage 3: b Stage 5: d
Stage 2: c Stage 4: a

C
b. amused

Exercise 2

A
1. d 2. c 3. b 4. a

B
1. history 3. demonstrate
historian demonstration
historic demonstrative
historical demonstrator
historically

2. photo
photograph
photographer
photographic photography

Unit 5 Self-study

Exercise 1

A
a. Different cultures have different communication rules.

B
1. speaking distance
2. speaking volume
3. interruptions

C
The professor was making a joke.

Exercise 2

1. e 3. h 5. g 7. d
2. f 4. b 6. a 8. c

Unit 6 Self-study

Exercise 1

A
c. an island

B
1. True 3. False 5. False
2. False 4. False

C
He’s interested in it.

Exercise 2

2. f 4. c 6. d 8. g
3. h 5. b 7. e 9. a
Unit 7 Self-study

Exercise 1

A
1. b. visit 50 capital cities in 50 days
2. a. Yes, they did.

B
1. by word of mouth
2. hundreds, if not thousands, of
3. out of their way
4. 116
5. 24,000

Exercise 2

A
1. il-
2. dis-
3. dis-
4. un-
5. dis-
6. im-
7. ir-
8. illiterate
9. dislike

B
1. ungrateful
2. impatient
3. illiterate
4. irregular
5. dislike

Unit 8 Self-study

Exercise 1

A
1. c. clever ideas and inventions

B
The inventions and discoveries the speakers discuss are:
1. polishing shoes with banana peels
2. cleaning a hat with corn meal
3. the electric guitar

Exercise 2

A
1. e
2. a
3. c
4. b
5. c
6. noun, verb
7. noun, verb
8. noun, verb

B
1. a
2. b
3. e
4. d
5. c

Unit 9 Self-study

Exercise 1

A
1. b. writing notes for a talk

B
1. village
2. 1918
3. lawyer
4. activist
5. 25
6. “apartness”
7. 1990
8. 1993
9. 1994
10. 1999

Exercise 2

A
1. N
2. N
3. N
4. N
5. N
6. A
7. N
8. A

B
2. activist
3. famous
4. equality
5. childhood
Unit 10 Self-study

Exercise 1
A
c. to help people make their complaints more effective
B
1. Be clear in your own mind about why you are dissatisfied.
2. Be clear in your own mind what you want to happen as a result of this complaint.
3. Find out who you should complain to.

Exercise 2
Somewhat angry: bothered, disgruntled, irritated
Very angry: enraged, furious, livid

Unit 11 Self-study

Exercise 1
A
1. False  2. True  3. False
B
The values and emotions mentioned are:
a. generosity  c. gratitude
b. courage  f. optimism

Exercise 2
1. anxiety  3. selfish  5. optimism
2. suffering  4. courage  6. gratitude

Unit 12 Self-study

Exercise 1
A
1. honeymoon
2. frustration
3. adjustment
B
1. False  3. False
2. True  4. True

Exercise 2
C
a. Cultural differences can cause people to misunderstand each other.
Unit 1

LESSON A

Exercise 1
1. speaking
2. to help
3. going
4. talking
5. getting ready
6. giving

Exercise 2
1. doing
2. going
3. seeing
4. to meet
5. being
6. getting
7. telling
8. playing

LESSON B

Exercise 1
1. about
2. of
3. with
4. to
5. about
6. with

Exercise 2
Possible answers
2. The trick to living in a two-income family is you have to schedule family time together.
3. The hard part about having a big house is there’s so much work to do.
4. The upside of living in a big house is no one has to share a room.
5. The only bad thing about having little brothers is I always have to baby-sit them.
6. One good thing about living with little sisters is they really look up to you.
7. One problem with being in an extended family is we had to get a bigger car.
8. The greatest thing about having a small house is the bills are a lot lower.

Unit 2

LESSON A

Exercise 1
1. b
2. d
3. c
4. a
5. f
6. e

Exercise 2
1. shouldn’t have
2. was supposed to
3. wasn’t supposed to
4. didn’t need to call
5. had to
6. should have
7. didn’t have to

LESSON B

Exercise 1
1. could have
2. must have
3. must not have
4. might not have
5. must have
6. couldn’t have
7. shouldn’t have
8. couldn’t have
Unit 3

LESSON A

Exercise 1
1. who / that, who / that
2. where
3. where
4. where, that
5. who / that, where
6. who / that, where

Exercise 2
2. e 3. a 4. f 5. d 6. b

Possible answers
2. Moscow, which has many artistic subway stations, is the largest city in Russia.
3. Nagano, where the 1998 Winter Olympics were held, is in the mountains of Japan.
4. Sydney, which is famous for its Opera House, also has a well-known bridge.
5. Venice, which is built on 118 small islands, is crossed by many canals.
6. Hawaii, which has warm weather all year, is a popular winter destination.

LESSON B

Exercise 1
1. He bought a little red brick house in the center of town.
2. They're renting a traditional square pink cottage beside the river.
3. He hated living in a remote little border town with its run-down wooden houses.
4. The town had many old cement buildings with dirty black steel roofs.

Exercise 2
1. nevertheless / however
2. Although
3. However / On the other hand
4. In spite of

Unit 4

LESSON A

Exercise 1
1. N 5. R
3. R 7. N

Exercise 2
1. I usually read the newspaper while having breakfast.
2. My sister won't drink orange juice after brushing her teeth.
3. She does a lot of housework before leaving for work in the morning.
4. Power nappers work better after sleeping for a short time during the day.
5. It's not a good idea to eat anything heavy before exercising.
6. If I listen to soft music while studying, I can concentrate better.
7. After being in an argument, I need to be by myself for an hour or two.
8. Before chilling out at night, I make sure everything is ready for the morning.

LESSON B

Exercise 1
1. c 2. a 3. e 4. b 5. d 6. f

Exercise 2
1. as long as 5. whether or not
2. Considering that 6. Now that
3. provided that 7. just in case
4. unless 8. Even if
Unit 5

LESSON A

Exercise 1

2. It’s inappropriate in most countries to arrive late for an appointment.
3. Getting to a party late is fairly typical for college students.
4. Not being punctual for a dinner party is considered rude.
5. It’s easy for Elyse to keep the conversation going.
6. It’s offensive in some places to show the bottom of your feet.
7. Bringing a small gift to a dinner party is good form.
8. It’s sometimes risky to talk about politics.
9. brag about their children is customary for parents.
10. It’s a nice idea to call to thank the hostess the day after a party.

Exercise 2

3. It’s encouraging for struggling students to receive good grades in school.
4. Min is always glad to help a friend in need.
5. Many tourists are surprised to learn about some American customs.
6. It’s inappropriate for students to interrupt a teacher.
7. New employees are often afraid to ask their bosses for help.
8. It’s customary for dinner guests to thank their hosts.
9. It’s important for businesspeople to be punctual for appointments.
10. Eun Mi is never shocked to see people eating on the subway.

Unit 6

LESSON A

Exercise 1

1. caught, sold
2. has won
3. have raised
4. passed, has fallen
5. have not called, have not demanded
6. have struck, began

Exercise 2

1. have lived / have been living
2. has decided
3. have worked / have been working
4. have taken / have been taking
5. have jumped
6. has already reached
7. has put up
8. has been
9. has studied / has been studying
10. has already begun

LESSON B

Exercise 1

Possible answers

1. Ryan said he was thinking of applying for a promotion at work.
   Emma wanted to know what kind of promotion it was.
   Ryan explained that his department needed a new manager.
   Emma encouraged Ryan to apply.
   Ryan said he was a little nervous because there was a big interview.
   Emma told Ryan he just had to practice. She said she could help him.
2. Karl asked if they had to sign up for their after-school club today.
   Mrs. Chu said he could sign up until noon tomorrow.
   Ava warned Karl not to wait too long. She said the good ones were filling up fast.
   Karl said he would do it after he ate his lunch.
Unit 7

LESSON A

Exercise 1
2. b 3. a 4. b

Exercise 2
1. have become 5. are being created
2. is being downloaded 6. have been trying
3. will be watched 7. will be broadcast
4. have been asking for 8. have been used

LESSON B

Exercise 1
2. Isn’t it awful how so much paper is wasted on fliers that nobody reads?
3. Wasn’t that infomercial we watched ridiculous?
4. Shouldn’t office towers have to turn out all their lights at night?
5. Didn’t there use to be pay phones on almost every corner downtown?
6. Hadn’t he been thinking of getting a new computer?
7. Shouldn’t kids spend less time playing video games?
8. Don’t some people get really addicted to computer games?

Exercise 2
2. have there 6. do they
3. isn’t there 7. hadn’t she
4. should you 8. wouldn’t it
5. is there

Unit 8

LESSON A

Exercise 1
2. e, h 3. c, g 4. a, f

Exercise 2
2. A person working as an accountant has to be good with numbers and very accurate.
3. A person working as a forest ranger has to be knowledgeable about plants and animals and physically fit.
4. A person working as a taxi driver must be a good driver and familiar with city streets.

Exercise 3
1. The photographer living upstairs has won many awards for his creativity.
2. Professional cooking, a tough business, requires both patience and skill.
3. Movie stars constantly hounded by the press deserve more privacy.
4. Tiger Woods, probably the world’s best golfer, is very disciplined.
5. The Summer Olympics, held every four years, are broadcast around the world.
6. Models considered too thin by health experts set a bad example for girls.

LESSON B

Exercise 1
1. c 5. d
2. f 6. b
3. a 7. e
4. h 8. g

Exercise 2
2. which encouraged
3. which depressed
4. which resulted in
5. which surprised
6. which suggested
Unit 9

LESSON A

Exercise 1
1. While 5. except for the fact that
2. with the exception of 6. whereas
3. In contrast to 7. except for
4. Unlike 8. Unlike

Exercise 2
1. whereas / while
2. whereas / while
3. Unlike / In contrast to
4. except for / with the exception of
5. whereas / while
6. Unlike / In contrast to
7. whereas / while
8. except / except that / except for the fact that

LESSON B

Exercise 1

Possible answers
2. Did / Didn’t you use to drink a lot of coffee?
3. Did / Didn’t Pete use to have a dog?
4. Did / Didn’t you use to play in the school band?
5. Did / Didn’t you use to ride your bike to school?
6. Did / Didn’t you use to have really long hair?

Exercise 2

Possible answers
2. Didn’t we use to have fun during the summer holidays?
3. Did / Didn’t you use to want to live in a foreign country?
4. Did / Didn’t Serena use to hang out at the mall every weekend?
5. Did / Didn’t your parents use to own a restaurant?
6. Did / Didn’t you use to volunteer at a hospital?
7. Did / Didn’t Alex use to spend a lot of time in the principal’s office?

Unit 10

LESSON A

Exercise 1

The relative pronoun is optional for 3, 4, 6, 8.

Exercise 2
1. that, who
2. who / that, x
3. that, who / that
4. x
5. who / that, who / that
6. that, who / that

LESSON B

Exercise 1

1. I don’t understand why the city can’t add more street lights.
2. Do you know if the city is going to improve the rush hour bus service?
3. Why prices are going up so fast is something that baffles me.
4. I have no idea how I can finish the work before the deadline.
5. Would you mind telling me if you’ve saved enough money for school?
6. Why there aren’t any bike paths in the city is beyond me.
7. My main problem is how I am going to pay the rent this month.
8. Do you have any idea when they are going to build a new hospital?
9. Don’t you wonder who decided to close the swimming pool in the park?
10. I have to find out if tuition is going up again next year.

Exercise 2

2. How can people mistreat animals?
3. How can I keep up with all this new technology?
4. Why doesn’t the government outlaw spam?
5. Who should be responsible for keeping our city clean?
6. What do I have to do to get my driver’s license?
7. When will the next meeting be?
8. Should I complain about my neighbor’s loud parties?
Unit 12

LESSON A

Exercise 1
1. When the end of the week arrives
2. Pretty soon
3. At 11:00
4. When she leaves for the club
5. On Tuesday
6. After I finish this
7. Even before the plane lands

Exercise 2
1. will have learned
2. will have been working
3. will have made
4. will have visited
5. will have been reading
6. will have been watching
7. will have been
8. will have been waiting / will have waited
9. will have finished
10. will have been traveling

LESSON B

Exercise 1
1. enjoyed, liked
2. had studied, wouldn’t have to
3. hadn’t spoken, wouldn’t have been
4. saw, had
5. went away, called
6. had spent, would have
7. hadn’t had, would go
8. had shown, would get
9. hadn’t lost, would fly / would be flying
10. hadn’t started, wouldn’t have been

Grammar Plus answer key  T-157
**Fresh ideas**

How can you tailor your classes to your students' needs, learning styles, and ages?

These fresh ideas provide innovative ways to teach a variety of exercises in the Student's Book. Techniques such as *Face up, face down; Instant messaging;* and *Catch!* make classes livelier, more interactive, and more varied. Depending on the exercise, these techniques can either supplement or replace the suggestions in the page-by-page teaching notes. Each of the 12 fresh ideas can be adapted to use with different exercises and with both levels of *Passages, Second Edition*. Handouts are not required.

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<th>Use with</th>
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<td>2. 1, 2, or 3?</td>
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<td>6. That reminds me of . .</td>
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<td>11. Collective texts</td>
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<tr>
<td>12. Can I add something here?</td>
<td>Speaking/Discussion sections</td>
</tr>
</tbody>
</table>
1  Bleep! Bleep!

Aims: Personalize new vocabulary, guess meaning from context, develop oral fluency
Preparation: None
Comment: Use with vocabulary sections
- Explain the task. S1 chooses one of the words or expressions in the vocabulary section and keeps it a secret. S1 then comes up with a sentence that must include that lexical item. But when saying it to the group, S1 has to say “bleep!” instead of the item. The other Ss try to guess what it is.
- Model the task with one of the vocabulary items.
- Ss take turns choosing items and saying their sentences.

2  1, 2, or 3?

Aims: Practice new grammatical structure, develop oral fluency and confidence using English, develop listening accuracy
Preparation: None
Comment: Use with grammar sections
- Explain the task. Ss work in groups of three. Have each group write three short (two-sentence) dialogues. In one and only one of the dialogues, they will include the grammar point being studied.
- Groups read or act out their three dialogues to the class. The other Ss write 1, 2, or 3, depending on which dialogue they recognize as having the structure being studied.
- Ask for a show of hands to check how many Ss identified the correct dialogue.

3  Face up, face down

Aims: Encourage quieter Ss to speak in whole group discussions, encourage more talkative Ss to wait for their turn
Preparation: None
Comment: Use with speaking/discussion sections
- Tell Ss to place their closed copies of Passages face up in front of them.
- When a S contributes to the discussion, he or she turns the book face down.
- The same S can only speak again when everyone else’s book is face down. Then everybody turns his or her book face up again for a second round of discussion.

4  What’s next?

Aims: Develop listening accuracy, develop language appropriacy awareness, expand vocabulary range
Preparation: None
Comment: Use with listening sections
- After Ss listen to the passage and do the listening task, play the recording again, pausing before eight to ten places where you think there is relevant vocabulary to be learned (words, phrasal verbs, phrases, idioms, etc).
- Ss work in pairs. After each pause, have Ss write down in general terms what they think will happen next in the recording.
- Have pairs share their guesses with the class.
- Continue the recording and let Ss compare their guesses to the original text.
- For guesses that do not match the recording, discuss whether the guesses would also be possible in that context.
5 That’s my point!

Aims: Develop reading accuracy, expand vocabulary range in discussions

Preparation: None

Comment: Use with reading sections

- After Ss read the passage but before they answer the discussion questions, have Ss work individually to go over the passage and underline any parts in the text they think could be useful information or arguments during the subsequent discussion.
- Have Ss walk around the class and show each other the parts of the reading passage they have chosen. They may underline additional parts if they like their classmates’ choices.
- Encourage Ss to use these points during the discussion.

6 That reminds me of . . .

Aims: Memorize new vocabulary by associating it to known people, practice the pronunciation of new vocabulary

Preparation: None

Comment: Use with vocabulary sections

- After new vocabulary has been introduced, ask S1 to choose one of the items, say it aloud (correct pronunciation if needed), and say who that item reminds him or her of. This could be a famous personality or someone in S1’s life (e.g., “my boss”).
- Write the item on the board next to the chosen person’s name. If the person is not famous write, for instance, *Pedro’s boss*.
- When all the items have been chosen, erase them from the board, leaving only the people’s names.
- Call out each name. Ss try to remember the vocabulary item associated with that person.

Variation: Ss may think of events instead of people.

7 Language hunters

Aims: Notice grammatical structures

Preparation: None

Comment: Use with grammar sections

- Explain the task. Have Ss collect samples of the grammar structure being studied.
- Ss work in groups of three. Set a time limit (5 to 10 minutes) for them to find samples of a given grammatical structure anywhere in their books (in grammar sections, reading passages, instructions, etc).
- When time is up, compare samples. The group with the most correct samples is the winner. Give that group a round of applause and perhaps a small prize.

8 Catch!

Aims: Allow physical movement, encourage careful listening, practice restatement of someone else’s ideas

Preparation: Make a ball of crumpled paper

Comment: Use with speaking/discussion sections

- Have all Ss stand up. Give S1 a crumpled up paper ball.
- S1 gives his or her opinion about the topic being discussed, then throws the paper ball to S2 and sits down.
- S2 restates what S1 has said, contributes his or her own opinion, throws the paper ball to one of the Ss standing up, and then sits down.
- The activity continues until all Ss are sitting down.
9 Hands up!
Aims: Notice specific points in listening passages, develop listening accuracy
Preparation: None
Comment: Use with listening sections
- Choose a recurring language point in the listening passage. This may be a grammatical structure or a speaking strategy such as agreeing, disagreeing, hesitating, or any other point that you find useful for your Ss.
- After Ss listen to the passage and do the listening task, tell them the specific point you are looking for and have them listen for it.
- Play the recording again. Have Ss raise their hands whenever they hear that point in the recording.
- When one or more Ss have spotted a point correctly, go back and play that segment again so that the whole class can notice it.
- Call Ss’ attention to any points that went unnoticed.

10 Instant messaging
Aims: Notice and use language in reading passages, practice fast conversational writing
Preparation: None
Comment: Use with reading sections
- After Ss read the passage and answer the discussion questions, tell them they are instant messaging a classmate about the topic dealt with in the reading passage.
- Ss work in pairs to write each other short messages about the topic, expressing their opinions and agreeing or disagreeing with each other. They should not speak, just write.
- You may teach Ss common Internet English abbreviations, such as B4 (before), BTW (by the way), FYI (for your information), IMO (in my opinion), IMHO (in my humble opinion), LOL (laughing out loud), OIC (Oh, I see) and OTOH (on the other hand).
- If there is time, have pairs swap their messages and read what others have written.

11 Collective texts
Aims: Develop writing skills, practice editing and rewriting a text
Preparation: None
Comment: Use with writing sections
- Have Ss read the sample text and follow the step(s) suggested in Passages, but stop before beginning the main writing task.
- Tell Ss the class is going to write a text collectively. Start the text yourself by writing an introductory sentence on the board. Have Ss take turns contributing to the text. Encourage Ss to copy the text into their notebooks as you go.
- Point out incorrect grammar or vocabulary, but let Ss try to correct the text themselves. Help them avoid repetition and produce a coherent text by suggesting the use of connectives, conjunctions, and appropriate synonyms.
- When the text is done, ask a S to read it aloud to the class.
Variation: Ask a S with clear handwriting to rewrite the text on the board. Make sure you get him or her a copy of the text.

12 Can I add something here?
Aims: Encourage polite turn-taking strategies, practice appropriate language for interrupting
Preparation: A pen or marker to be used as a microphone
Comment: Use with speaking/discussion sections
- Before doing the discussion activity, show Ss a pen or marker. Tell them it is a microphone, and explain that they can speak into the microphone only, otherwise they won’t be heard.
- The S holding the “microphone” will only give the floor to another S if the person interrupts politely, saying Excuse me, can I say something?, Excuse me, can I add something here?, Excuse me, can I ask a question?, or another informal but polite phrase for interrupting.
Variation: Ss will each have their own “microphone,” which they will surrender to you after they speak, to encourage more Ss to participate in the discussion.
### Photocopiables

Where can you find interesting, easy-to-use handouts for your classes?

Photocopiables provide innovative ways to teach and expand on lessons in the Student’s Book and include projects, supplemental readings, quizzes, and games. Depending on the task, these materials can either supplement or replace the suggestions in the page-by-page teaching notes.

There are 24 photocopiables, two per unit. Each unit has a speaking activity and either a supplemental reading or project. Each activity includes a photocopiable handout, which is provided at the end of this section.

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<tr>
<td>5</td>
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<td>7</td>
<td>7.1 Do you have tech know-how? 7.2 Cool tools</td>
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<tr>
<td>8</td>
<td>8.1 Four people, four jobs 8.2 Great inventions</td>
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<tr>
<td>11</td>
<td>11.1 In their shoes 11.2 Dear Life Advisor</td>
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</tr>
<tr>
<td>12</td>
<td>12.1 Extreme adventure 12.2 Solo travel vs. tours</td>
<td>p. T-197 p. T-198</td>
</tr>
</tbody>
</table>
1.1 How have you changed?

**Aim:** Practice asking and answering personal questions

**Preparation:** Make one copy of Photocopiable 1.1 for every S.

**Comment:** Use after discussion on page 4.

- Ss work in groups of four. Give each group a handout.
- Explain the task. Copy the chart in the handout on the board.
- Model the task with one S. Fill in his or her answers in the chart on the board.

**T:** How did you used to dress?
**S:** I used to wear T-shirts and jeans every day.

**T:** Do you still wear T-shirts and jeans every day?
**S:** No, I wear skirts now.

**T:** Would you like to change your clothing style?
**S:** Yes, I'd like to have more money to buy clothing.

- Have Ss interview their three group members and fill in a chart for each.
- When Ss have finished, have each group present their answers to the class.

1.2 Three sets of twins!

**Aim:** Develop reading skills such as understanding vocabulary in context and making inferences

**Preparation:** Make one copy of Photocopiable 1.2 for every S.

**Comment:** Use after or in place of reading on page 9.

**A Group work**

- Give each S a copy of the reading. Ask: *Do you know any twins? Do you know of more than one set of twins in one family?* Elicit answers. Then have Ss read the article.
- Ss work in groups to discuss the questions. Have groups share their answers with the class.

**B**

- Explain the task. Tell Ss to look back in the article to find the answers to the questions.
- Ss work individually to check true or false.

**Answers**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>False</td>
<td>2</td>
<td>False</td>
<td>3</td>
</tr>
</tbody>
</table>

**C Group work**

- Explain the task. Read the questions aloud. Ss work in small groups to answer the questions. Have groups share their answers with the class.
2.1 Small confessions

**Aim:** Practice answering information questions

**Preparation:** Make one copy of Photocopiable 2.1 for every four Ss. Bring one die and four markers for each group.

**Comment:** Use after discussion on page 11.

- Ss work in groups of four. Give each group a handout, a die, and four markers.
- Model the game with one group. Have Ss put their markers on “Start.” S1 rolls the die and moves his or her marker the number of squares indicated on the die. Then S1 answers the question on the square. Encourage other group members to ask follow-up questions. Play continues clockwise.
- Go around the class and give help as needed, noting any common errors, but not correcting Ss at this stage. Allow enough time for most Ss to complete the board.
- When Ss have finished, have an error correction session. Write common errors on the board and have Ss correct them.

2.2 The mysterious Mothman!

**Aim:** Create a poster about an unsolved mystery and give a group presentation

**Preparation:** You will need to supply poster paper, colored markers, scissors, and tape or glue. Make one copy of Photocopiable 2.2 for every S.

**Comment:** Use at the end of Unit 2, Lesson B.

**Think and Plan (10 minutes)**

- Ss work in groups of four. Give each group four handouts, poster paper, markers, and access to scissors and tape or glue.
- Have Ss read the project description, the example, and the information in the chart.
- Go over the questions in the chart. Ask groups to brainstorm ideas and decide on a topic for their unsolved mystery.
- Have groups complete the chart and discuss what they will need for the poster and presentation. Each group member chooses an area to research outside of class.

**Put together and Present (30 minutes)**

- At the next class, Ss bring in their research printed on cards and any photos or illustrations for the posters. Have groups share their research and assemble their posters. Then have groups practice giving their presentations. Set an appropriate time limit.
- Have groups show their posters to the class and give their presentations. Stop for questions after each presentation.
- Finally, ask the class to vote on which group had the best poster and presentation. Discuss other explanations for the mystery. If possible, display the posters around the classroom or school.
3.1 The next Olympic city

Aim: Practice using connectors to discuss potential Olympic sites

Preparation: Make one copy of Photocopiable 3.1 for every four Ss.

Comment: Use after discussion on page 24.

- Ss work in groups of four. Give each group a handout.
- Explain the task. Elicit how to use the debate expressions at the bottom of the handout. Write some of the expressions on the board.
- Tell Ss they are Olympic committee members who must decide on which city will host the 2012 Olympics. Model the task with one S.

T: Although Moscow has very cold winters, it has impressive public transportation.
S: Yes. On the other hand, the hotels are very expensive.

- Have groups discuss the pros and cons and then choose one city. Groups should make a list of reasons supporting their decision.
- Have each group participate in a debate using the expressions. The group that debates most effectively gets to choose the city that will host the Olympics.

3.2 World's first eco-city

Aim: Develop reading skills such as understanding vocabulary in context and making inferences

Preparation: Make one copy of Photocopiable 3.2 for every S.

Comment: Use after or in place of reading on page 25.

A
- Give each S a copy of the reading. Ask, *Do you know what an eco-city is?* Elicit answers. Then have Ss read the article.
- Ss work in groups to discuss the question. Have groups share their answers with the class.

<table>
<thead>
<tr>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. a clean city that maintains itself by renewing and even creating resources</td>
</tr>
</tbody>
</table>

B
- Explain the task. Tell Ss to look back in the article to find the answers.
- Ss work individually to match the items.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. e  2. c  3. d  4. f  5. b  6. a</td>
</tr>
</tbody>
</table>

C Group work
- Explain the task. Read the questions aloud. Ss work in small groups to answer the question. Have groups share their answers with the class.
4.1 Catch a wink

**Aim:** Practice discussing sleep habits and routines

**Preparation:** Make one copy of Photocopiable 4.1 for every two Ss. Cut as indicated.

**Comment:** Use after role play on page 30.

- Ss work in pairs. Give the top half of the handout to one S and the bottom half to the other S.
- Explain the task. Model the task with one S. Write his or her answers on the board.
- Tell Ss to work with their partners to ask and answer all the questions on their sheets. They should write their partner's answers in the blanks.
- Go around the class and give help as needed, noting any common errors, but not correcting Ss at this stage. Allow enough time for Ss to answer all the questions.
- When Ss have finished, have an error correction session. Write common errors on the board and have Ss correct them.

4.2 Are you fatigued?

**Aim:** Create a health-alert brochure and give a group presentation

**Preparation:** You will need to supply paper, colored pencils, scissors, and tape or glue. Make one copy of Photocopiable 4.2 for every S.

**Comment:** Use at the end of Unit 4, Lesson B.

**Think and Plan (10 minutes)**

- Ss work in groups of four. Give each group four handouts, paper, colored pencils, and access to scissors and tape or glue.
- Have Ss read the project description, the example, and the information in the chart.
- Go over the questions in the brochure. Then have groups brainstorm ideas and decide on a topic for their health-alert brochure.
- Have groups discuss what they will need for their brochure and presentation. Each group member chooses an area to research outside of class.

**Put together and Present (30 minutes)**

- At the next class, Ss bring in their research printed on paper or cards and any photos or illustrations for the brochures. Have groups share their research and assemble their brochures. Then have groups practice giving their presentations. Set an appropriate time limit.
- Have groups show their brochures to the class and give their presentations. Stop for questions after each presentation.
- Finally, ask the class to vote on the most helpful health-alert brochure and presentation. Discuss other things that can be done about the problems described. Collect the brochures and create a class file.
5.1 Cell phone helpline
Aim: Practice using reporting verbs
Preparation: Make one copy of Photocopiable 5.1 for every two Ss. Cut as indicated.
Comment: Use after vocabulary and speaking on page 42.
- Ss work in pairs. Divide the six conversation slips equally between each S. Tell Ss not to show the strips to their partner. Explain that Ss are going to report a conversation in which someone calls a helpline about a problem with his cell phone. Before starting the activity, brainstorm reporting verbs with the class (e.g., said, told, explained, stated, etc.).
- Explain the task. Ss reconstruct the conversation by reporting what was said in the correct order. Tell Ss to figure out which is the first part of the telephone conversation and report it to their partner, then the second part, and so on until they have reported the six sections of the conversation. Encourage Ss to use as many different reporting verbs as possible.
- Go around the class and give help as needed, noting any common errors, but not correcting Ss at this stage. Allow enough time for most Ss to complete the task.
- When Ss have finished, ask pairs to report their versions of the telephone conversation to the class.
- Have an error correction session. Write common errors on the board and have Ss correct them.

5.2 Cell phone etiquette
Aim: Develop reading skills such as understanding vocabulary in context and making inferences
Preparation: Make one copy of Photocopiable 5.2 for every S.
Comment: Use after or in place of reading on page 43.
A Pair work
- Give each S a copy of the reading. Explain the task.
- Ss work in pairs to discuss the statements and check those they agree with. Ask pairs to share their opinions with the class. Then ask Ss to read the article.
B
- Explain the task. Tell Ss to look back in the article to find the answers.
- Ss work individually to find the best places in the article for each sentence.

Answers
1. at the end of number 4 3. at the end of number 1
2. at the end of number 3 4. at the end of number 2

C Group work
- Explain the task. Read the question aloud. Ss work in small groups to think of two more cell phone rules. Have groups share their rules with the class.
6.1 Hot news!

**Aim:** Practice scanning for information

**Preparation:** Make one copy of Photocopiable 6.1 for every four Ss. Cut as indicated.

**Comment:** Use at the end of Unit 6, Lesson A.

- Ss work in groups of four. Give one set of the cut up news stories and one set of questions to each group. Explain that the questions are about the news stories. Tell Ss they will have five minutes to find the answers.
- Give Ss time to decide on their strategy for finding the answers (e.g., making different people responsible for different questions or covering different stories).
- Stop the activity after five minutes and check answers. The group with the most correct answers wins.

**Answers**

1. He had a heart attack in a medical emergency training center.
2. have nine lives
3. canine, puppy
4. not dying after being flushed down the toilet
5. His dogs needed to be rewarded.
6. She regretted forgetting to bring her cell phone because she got stuck in the phone booth.
7. paramedic
8. She spilled ink in Sam’s fishbowl.
9. seeing-eye dog
10. Rescuers managed to partially open the phone booth with a crow bar and then carefully pull her out.

- Ask Ss to comment on their strategies for finding the answers.

6.2 Urban legends

**Aim:** Write an urban legend and give a group presentation

**Preparation:** You will need to supply staplers and colored markers. Make one copy of Photocopiable 6.2 for every S.

**Comment:** Use at the end of Unit 6, Lesson B.

**Think and Plan (10 minutes)**

- Ss work in groups of four. Give each S a handout and access to a stapler and markers.
- Have Ss read the project description, definition, and the urban legend. After soliciting ideas, explain that the story is untrue. Cell phones emit only very low frequency radio waves that do not give off heat to cook anything.
- Have groups discuss what they will need for their urban legend and presentation. Each group member chooses an urban legend to research outside of class. Explain that they can use the search term urban legends on the Internet.

**Put together and Present (30 minutes)**

- At the next class, Ss bring in their legends written in their own words and any photos or illustrations. Have groups share their legends and practice telling their stories. Set an appropriate time limit.
- Have groups take turns telling their urban legends to the class. Ask Ss to discuss whether the stories are true.
- Finally, ask the class to decide whose legend was the most interesting and told the most effectively. If possible, staple Ss stories together to create a booklet.
7.1 Do you have tech know-how?

**Aim:** Review technology language and talk about aspects of technology.

**Preparation:** Make one copy of Photocopiable 7.1 for every S.

**Comment:** Use after discussion on page 60.

- Introduce the topic. Ask the class how much they know about technology. Give each S a handout.
- Explain the task. Ss work in pairs to complete the quiz.
- When Ss have finished the quiz, divide the class into small groups to compare answers. Hold a class feedback session.

### Answers

1. c 4. c 7. b 10. a
2. b 5. b 8. a 11. c
3. a 6. b 9. a 12. a

7.2 Cool tools

**Aim:** Develop reading skills such as understanding vocabulary in context and making inferences.

**Preparation:** Make one copy of Photocopiable 7.2 for every S.

**Comment:** Use after or in place of reading on page 61.

**A** Pair work

- Ss work in pairs. Give each S a copy of the reading. Ask Ss if they know what podcasts are. Ask Ss to think of ways podcasts can be used for educational purposes. Write Ss ideas on the board. Then have Ss read the article.

**B** Pair work

- Explain the task. Tell Ss to look back in the article to find the answers.
- Ss work in pairs to find who said which things and the corresponding quote in the article.

### Answers

1. Maurice Matiz: "There’s a close, personal relationship between the podcaster and the person who is listening."
2. George Otte: "Podcasts can offer students an experience where the professor can’t be there, but is there."
3. Dr. Letty Moss-Salentijn: "If they want to sit on the subway and listen to the lecture on their little iPod, I think that’s perfectly all right."
4. Jennifer Sparrow: "Students are so busy and overscheduled that it’s just not possible to tell them to meet you at the Met for a class."

**C** Group work

- Explain the task. Read the questions aloud.
- Ss work in small groups to brainstorm what their podcasts should be.
- When groups have finished, have them share their ideas with the class.
8.1 Four people, four jobs

**Aim:** Practice using descriptive vocabulary

**Preparation:** Make one copy of Photocopiable 8.1 for every four Ss. Cut as indicated.

**Comment:** Use after discussion on page 64.

- Ss work in groups of four. Give one cut-up card to each S and one copy of the job descriptions to each group.
- Explain the task. Ss use the information on their card to discuss and identify with their group who would be the best candidate for each of the jobs described on the handout.
- Stop the activity after ten minutes. Ask groups to discuss their decisions with the class.

**Note**

A graphic novel is a novel whose narrative is related through a combination of text and art, similar to a comic strip.

8.2 Great inventions

**Aim:** Create a poster about a great invention and give a group presentation

**Preparation:** You will need to supply poster paper, colored markers, scissors, and tape or glue. Make one copy of Photocopiable 8.2 for every S.

**Comment:** Use at the end of Unit 8, Lesson B.

**Think and Plan (10 minutes)**

- Ss work in groups of four. Give each group four handouts, poster paper, markers, and access to tape or glue.
- Have Ss read the project description, definition, and information about the flex-straw.
- Go over the questions. Then have groups brainstorm ideas and try to guess any information they’re not sure about. Ss then discuss what they need for the poster and presentation. Each group member chooses an area to research outside of class.

**Put together and Present (30 minutes)**

- At the next class, Ss bring in their research and any photos or illustrations for the posters. Have groups share their research and assemble their posters. Then have groups practice giving their presentations. Set an appropriate time limit.
- Have groups show their posters to the class and give their presentations. Stop for questions after each presentation.
- Finally, ask the class to vote on which group had the most interesting poster and presentation. Discuss what made it effective. If possible, display the posters around the classroom or school.
9.1 Mold breakers

Aim: Practice using new expressions from the unit.

Preparation: Make one copy of Photocopiable 9.1 for every four Ss. Bring one die and four markers for each group.

Comment: Use after vocabulary on page 72.

- Ss work in groups of four. Give each group a handout, a die, and four markers.
- Model the game with one group. Have Ss put their markers on “Start.” S1 rolls the die and moves his or her marker the number of squares indicated on the die. Then S1 answers the question on the square. Encourage other group members to ask follow-up questions. Play continues clockwise. Allow time for most Ss to complete the board.
- The first S to go all the way around the board and answer correctly wins.

9.2 Survey says!

Aim: Conduct a survey, make charts, and give a class presentation.

Preparation: You will need to supply poster paper, colored markers, scissors, and tape or glue. Make one copy of Photocopiable 9.2 for every S.

Comment: Use at the end of Unit 9, Lesson B.

Think and Plan (10 minutes)

- Ss work in groups of four. Give each group four handouts, poster paper, markers, and access to scissors and tape or glue.
- Have Ss read the project description and look at the graphs. Ask: Who was surveyed? What questions were asked? What do the results show?
- Have groups discuss possible survey topics and target groups, and then brainstorm questions. Circulate to make sure Ss have effective and appropriate questions. Make sure each group member has one good question to ask and has chosen a specific target group.
- Each S should conduct his or her part of the survey outside of class by asking at least ten people for their answer to the survey question.

Put together and Present (30 minutes)

- At the next class, Ss bring in a drawn graph showing the results of their part of the survey. Groups share their survey results and graphs and decide how to collate and display their graphs (e.g., as a poster or a booklet). Groups practice presenting the information. Have one group member introduce the survey topic and provide a flow between sections (e.g., Next, Mary will tell you about online shopping purchases). Set an appropriate time limit.
- Have groups take turns presenting their survey results and their graphs. Encourage Ss to ask and answer questions.
- Finally, ask the class to decide which survey results were the most interesting and presented the most effectively. If possible, display the graphs Ss made around the classroom or school.
10.1 How do you complain?

**Aim:** Learn what kind of complainer your partner is and practice describing with adjectives and nouns

**Preparation:** Make one copy of Photocopiable 10.1 for every two Ss. Cut as indicated.

**Comment:** Use at the end of Unit 10, Lesson A.

- Ss work in pairs. Give the top half of the handout to one S and bottom half to the other S.
- Ask Ss if they know what kind of complainers they are. Elicit ideas.
- Explain the task. Pairs survey each other to learn what kind of complainers they are by looking at the responses.
- Go around the class and give help as needed, noting any common errors, but not correcting Ss at this stage. Allow enough time for most Ss to complete surveying each other.
- When Ss have finished, have pairs form small groups and discuss.
- Finally, have an error correction session. Write common errors on the board and have Ss correct them.

10.2 Consumer watchdogs

**Aim:** Develop reading skills such as understanding vocabulary in context and making inferences

**Preparation:** Make one copy of Photocopiable 10.2 for every S.

**Comment:** Use after or in place of reading on page 87.

**A**

- Give each S a copy of the reading. Ask Ss if they ever make consumer complaints. Elicit answers. Explain the task. Then have Ss read the article.

**B Pair work**

- Explain the task. Tell Ss to look back in the article to find the answers that complete the chart.
- Ss work in pairs to complete the chart.

**Answers**

1. If you’re angry when you complain, people could become defensive and may not help you.
2. After two weeks, if nobody has answered your letter, send another letter by certified delivery.
3. If the goods you bought are defective, it’s important to stop using them.
4. Get the names of those who handle complaints so you can follow up if nothing is done.

**C Group work**

- Explain the task. Read the questions aloud. Ss work in small groups to brainstorm ideas. Have groups share their ideas with the class.
11.1 In their shoes

**Aim:** Practice talking about ethical dilemmas

**Preparation:** Make one copy of Photocopiable 11.1 for every S.

**Comment:** Use after discussion on page 90.

- Ss work in groups of four. Give each S a handout.
- Explain that each group is an ethics committee whose role is to analyze ethical dilemmas and to advise and educate people regarding difficult decisions.
- Give Ss 10 minutes to read each situation and answer all the questions. Then give groups another 10 minutes to discuss the appropriate action for each situation.
- Go around and check if Ss are using the consensus-building expressions from the unit.
- When Ss have finished, conduct a class feedback session.

11.2 Dear Life Advisor

**Aim:** Write letters of advice and debate opinions

**Preparation:** Make one copy of Photocopiable 11.2 for every S.

**Comment:** Use at the end of Unit 11, Lesson B.

**Think and Plan (10 minutes)**

- Ss work in small groups. Give each S a handout.
- Ss read the project description and the model letters.
- Go over the questions as a class and ask Ss for other possible responses. Point out that letters of advice usually begin by acknowledging the dilemma and conclude by offering advice. Have Ss find and underline the parts of the model letter that do these things.
- Have groups choose a dilemma and brainstorm possible responses. Have each S make notes outlining his or her own response to the dilemma.

**Put together and Present (30 minutes)**

- At the next class, Ss bring in their letters of response. Have the same groups share their letters and ask questions about the advice each member gave. Groups practice presenting their dilemma, responses, and answers to each other’s questions.
- Have groups present their dilemmas and responses to the class. Encourage questions from the class.
- Finally, ask the class to vote on the most interesting dilemma and the best responses. Discuss other possible solutions. If you wish, have each group create a booklet of their dilemma letter and replies and display these around the room.
12.1 Extreme adventure

**Aim:** Practice debating and making a group decision about going on an adventure

**Preparation:** Make one copy of Photocopiable 12.1 for every S.

**Comment:** Use after discussion on page 101.

- Ss work in groups of four. Give each S a handout.
- Explain that groups must choose only one place to visit by making arguments for and against each place. They can use the expressions and vocabulary from Unit 12. Go around the class and give help as needed, noting any common errors, but not correcting Ss at this stage. Set an appropriate time limit.
- When groups have come to a decision, have them present their decisions to the class and give reasons.
- Finally, have an error correction session. Write common errors on the board and have Ss correct them.

12.2 Solo travel vs. tours

**Aim:** Develop reading skills such as understanding vocabulary in context and making inferences

**Preparation:** Make one copy of Photocopiable 12.2 for every S.

**Comment:** Use after or in place of reading on page 103.

**A**

- Give each S a copy of the reading. Ask Ss if they usually travel solo or with a tour group. Explain the task. Ss work individually to check the statements and read the online discussion.

**Answers**

Traveling solo forces you to start conversations with local people.
You don’t have to try to coordinate everyone’s different travel preferences.

**B** Pair work

- Explain the task. Tell Ss to look back at the article to find the information.
- Ss work in pairs to answer the questions.

**Answers**

In favor of solo travel: ScorpioMR, SilkGypsy
In favor of tours: CandideM
Provides the pros and cons of both: Speedracer65, LSMoon, Mardee1000

**C** Group work

- Explain the task. Read the question aloud.
- Ss work in small groups to answer the question. Have groups share their answers with the class.
### How have you changed?  Photocopiable 1.1

<table>
<thead>
<tr>
<th>Name:</th>
<th>How he/she used to be</th>
<th>How he/she has changed</th>
<th>How he/she would like to change</th>
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<td>Clothing styles</td>
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<td>Musical tastes</td>
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<td>Pet peeves</td>
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</table>
A Group work  Do you know any twins? Do you know of more than one set of twins in one family? Discuss and share your ideas with the class.

Three Sets of Twins!

Grandmother Maureen Mann could not stop smiling after her daughter-in-law gave birth to the family’s third set of twins – a 343,000-to-1 chance.

Three of Mrs. Mann’s children have now had twins. Mrs. Mann, 59, said, “It’s absolutely brilliant. I was an only child so I’d always hoped for a big family. When my daughter-in-law told me it was twins again, I couldn’t believe it.” Mrs. Mann started seeing double when her son Daryl had twins with his wife in 2002. The following year her daughter Kirsty had twins with her husband. The trend ended when Mrs. Mann’s son Kevin and his wife Deanne had twins in 2006.

On average, there is one set of twins for every 70 pregnancies, and the Office of National Statistics shows that there are 10,381 sets of twins in the U.K. Sarah Cooper, founder of twins’ support group Twinsonline, said, “I have not heard of three sets of twins in a family before. It’s interesting the grandmother was an only child, because normally if something like this happens he or she was a twin too. Studies show a stronger chance of twins on the female side of the family. So if the daughter’s mother, grandmother, or great-grandmother was a twin, that increases the odds. On this occasion, it is two of the sons.”

Perhaps Mrs. Mann’s family would be better suited to Igbo-Ora, a town in Nigeria with the highest rate of twin births on the planet at 50 sets of twins born per 1,000 births. Scientists are at a loss to explain why.


B According to the article, are these statements true or false? Check (√) the correct answer.

1. There are two sets of twins per 70 births in the U.K.  True False
2. There’s a stronger chance of twins on the male side of the family.  True False
3. The U.K. has fewer than 10,000 sets of twins.  True False
4. A town in Nigeria has the highest rate of twin births on earth.  True False
5. There’s a 343,000-to-1 chance of three sets of twins in one family.  True False

C Group work  Discuss these questions. Then share your answers with the class.

1. What information in the article is most surprising to you?
2. What challenges might a family with more than one set of twins face?
START

Have you ever broken something and then lied about it? What?

What rules were you supposed to follow at school that you didn’t?

LOSE A TURN.

What’s the worst mess you’ve gotten yourself into?

What’s the most embarrassing thing that’s ever happened to you?

MOVE AHEAD 2 SPACES.

Describe a bad decision you’ve made.

Have you ever been caught lying to a boss or teacher? Explain.

RETURN TO START.

Have you ever received something you didn’t deserve? What?

Has a friend ever caught you talking behind his or her back? Explain.

MOVE BACK 2 SPACES.

Did you ever hurt someone’s feelings? Explain.

FINISH
Objective
Create a poster about an unsolved mystery and give a group presentation.

Think
Do you believe there are logical explanations for strange creatures, UFOs, and other mysteries? Do you think there is any truth behind the story below?

<table>
<thead>
<tr>
<th>What?</th>
<th>A two-meter tall humanlike creature with a moth's wings and red eyes. Half-man, half-bird.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where?</td>
<td>Seen by hundreds of people near rural areas around Point Pleasant and Charleston, West Virginia, USA.</td>
</tr>
<tr>
<td>Historical details?</td>
<td>First seen in 1966 standing on a bridge near an abandoned chemical factory just before it collapsed. Last seen in 2005.</td>
</tr>
<tr>
<td>Explanations?</td>
<td>Some think Mothman could be a government experiment, an alien, or a chemical mutation. Others suggest it could actually be a Sandhill crane – a human-sized bird with two red markings.</td>
</tr>
</tbody>
</table>

Plan
1. In groups, brainstorm unsolved mysteries you’ve heard about. Choose one of the mysteries and answer as many of these questions as you can.
   - What is the unsolved mystery?
   - What happened?
   - What are the historical details?
   - What are the explanations?
2. Assign each member of the group an area to research and present.
3. Decide what other information, photos, and support materials you will need to make an appealing poster and give a presentation.
4. Now use the Internet to do your research. Write the information on cards and print out photos.

Put together
1. Share your information, photos, and other materials with your group. Then put it together to create a poster.
2. Practice giving a group presentation in a systematic way. Each member should present the part he or she has researched.

Present
1. Show your poster to the class and give your presentation.
2. Which group has the best poster and presentation?
3. What other explanations might there be for the mystery?
The next Olympic city

**Istanbul**
- **Pros**
  1. Historical sightseeing
  2. Inexpensive hotels
  3. Delicious cuisine
  4. Adequate public transportation
- **Cons**
  1. Expensive nightlife
  2. Prone to earthquakes
  3. Crowded
  4. Excessive traffic

**Moscow**
- **Pros**
  1. Impressive public transportation
  2. Historical sightseeing
  3. Fine dining
  4. Excellent museums
- **Cons**
  1. Cold winters
  2. High crime rate
  3. Expensive hotels
  4. Air pollution

**Rio de Janeiro**
- **Pros**
  1. Friendly people
  2. Affordable
  3. Lovely neighborhoods
  4. Exciting nightlife
- **Cons**
  1. Extremely hot summers
  2. High crime rate
  3. Taxis don’t have meters
  4. Aggressive merchants

**Shanghai**
- **Pros**
  1. Financial capital
  2. Diverse entertainment
  3. Fascinating architecture
  4. Amazing shopping
- **Cons**
  1. Muggy summers
  2. Densely populated
  3. Few English speakers
  4. Lack of public facilities

**Useful expressions**

- although
- even though
- however
- in spite of
- nevertheless
- on the other hand

"Although Shanghai is very crowded, it offers diverse entertainment."
"Nevertheless, there’s a lack of public facilities and very few English speakers."
A What is an eco-city? Read the article and check (✓) the correct answer.
  □ a. a city with a booming and growing economy
  □ b. a clean city that maintains itself by renewing and even creating resources
  □ c. a megalopolis, or a city with a very large population

China Builds World’s First Eco-city

Imagine a city meeting all of its energy needs from renewable resources, getting much of its food fresh from nearby farms and its water from rainfall. Imagine lots of open space and no landfills. Dongtan, located on an island across from Shanghai, is being called the world’s first “eco-city.”

Since 1978, millions of people have moved to China’s cities from the countryside. Facing an environmental crisis because of polluted air and water, China now has 90 cities with over one million residents, many of them unknown to the outside world. China also has several megacities and megalopolises - neighboring cities that are starting to flow into each other.

Yet unlike China’s other cities, Dongtan will rely on simple technology and techniques. Dongtan’s energy use will be cut by two-thirds by choosing special building materials and designing streets and homes for the best use of sun and shade. Dongtan’s housing will consist of low-cost apartments built by using sustainable materials, such as wood from replenished sources.

The eco-city is also producing its own bioelectricity – energy made from waste – and creating enough wind power for a half million people. By 2020, Dongtan will have 80,000 residents, but a larger area has been set aside for continuous development until 2050 – a sign of just how far ahead the authorities are thinking.

“We want to demonstrate to the world how growth can still happen without creating pollution or using too many resources,” said Dong Shanfeng, who is overseeing the project.


B Match the items with the natural resources they produce for eco-cities.

1. farms ___ a. bioelectricity
2. rainfall ___ b. natural cooling
3. replanted trees ___ c. water
4. sunlight ___ d. wood for building
5. shade ___ e. food
6. waste ___ f. natural heating

C Group work Discuss these questions. Then share your answers with the class.
1. What problems do megacities and megalopolises face where you’re from?
2. Would you enjoy living in an eco-city? Why or why not?
3. Imagine you are interviewing Dong Shanfeng. What questions would you like to ask?
**Ask**

1. When you have trouble sleeping, what do you do?
2. Are you a heavy sleeper or a light sleeper?
3. How do you usually chill out after you've had a rough day?
4. What’s your bedtime routine?
5. Are you a morning person or a night person?
6. What things do you always put off?
7. What's the funniest thing that ever happened to you in a dream?
8. What’s been hard for you to do since you were a youngster?
9. What time of day are you the most alert?
10. What was your scariest nightmare?

**Ask**

1. Whenever you’re feeling stressed out, how do you calm down?
2. What routines help you concentrate on your work?
3. What part of the day do you feel most tired?
4. Do you have any recurring dreams?
5. Do you think sleeping late is a waste of time?
6. When you’re doing something difficult, how do you clear your head?
7. What do you do as soon as you get home from school or work?
8. What routines do you find the most frustrating?
9. What do you think your strangest dream meant?
10. What thoughts keep you up at night?
Are you fatigued? 

Objective
Create a health-alert brochure and present the information to others

Think
Where can you find a health-alert brochure like this? What kind of information does it include?

Are you fatigued?

What is it?
Fatigue is a feeling of extreme tiredness caused by not getting enough sleep.

How common is it?
Millions suffer from chronic fatigue. It is especially common among night-shift workers.

Dangers
Fatigue affects concentration, decision making, and job performance. It leads to accidents and chronic health problems.

Warning signs
• Difficulty waking up without an alarm clock.
• Difficulty staying awake during meetings, while driving, or when watching TV.
• Eyes going in and out of focus.
• Constant yawning.
• Falling asleep in less than 7 minutes after going to bed.

What to do
• Increase sleep by one hour per night.
• Allow 15 minutes after waking to become fully alert.
• Take naps whenever you feel tired.
• Eat high-protein foods and drink plenty of fluids as soon as you feel fatigued.
• See your doctor if chronic fatigue lasts for more than two weeks.

Plan

1. In groups, choose one of the following topics or a related topic of your own. Then brainstorm ideas about the kinds of information you will need to create a health-alert brochure.
   • chronic snoring
   • the dangers of stress
   • insomnia
   • nightmares
   • sleep apnea
   • sleepwalking

2. Answer as many of the questions as you can. Then assign each member of the group an area to research and present.
   • What is the disorder?
   • How common is it?

3. Use the Internet or other sources to do your research. Print the information on a piece of paper. If you want to include photos or illustrations, they should be small enough to fit on a brochure.

Put together

1. Share your information, photos, and other materials with your group.

2. Arrange your information and illustrations to create an attractive and well-organized brochure.

Present

1. Take turns presenting your brochure to the class. Ask and answer questions.

2. Which group has the most helpful health-alert brochure?

3. What other things can you do about the sleep problems described?
Customer service: Mokia helpline. What seems to be the problem?
Caller: My cell phone won’t turn on.
Customer service: OK. What model phone is it?

Caller: It’s a DVM Razor. No matter what I do, it won’t start.
Customer service: Did you hold down the power button for three seconds?
Caller: Yes, that’s the first thing I tried.
Customer service: I think I know what the problem is. We’ll get your phone started in no time.

Caller: Great news. Thanks.
Customer service: Could you pop out the battery?
Caller: OK, I’m taking it out now.
Customer service: Excellent. After you take it out, I need you to...

Customer service: I’m afraid I can’t get it out.
Caller: Hmm. Try using a screwdriver.
Customer service: OK. I got it out. Now what do I do?

Customer service: Please look for the metal receptors on the back of the battery.
Caller: I see them.
Customer service: Great. Now gently wipe them with your shirtsleeve.
Caller: OK. Done.

Customer service: Now, put back the battery and try starting the phone again.
Caller: OK. One second. Hey, it’s starting! Thanks!
Customer service: Not a problem. Is there anything else I can help you with today?
Caller: No, that’s it. Thanks for your help! Bye.
A Pair work Check (✓) the sentences you agree with. Then read the article and compare your ideas to the author's.

☐ Making calls on your cell phone when you’re with friends is impolite.
☐ If you need to take a call at lunch, put your cell phone on the table.
☐ If you receive a call around friends, hold your finger up to ask them to wait.
☐ Turning your cell phone off when you’re out with friends is courteous.
☐ During a meeting, you should only take emergency calls.
☐ Checking caller ID is a good way to decide if you should answer.

Don't Let Cell Phones Disturb Face-to-Face Communication

What would we do without cell phones? It's hard to imagine a world without them, but even though cell phones keep us connected, they can also disturb face-to-face interaction. Here's a list of cell phone dos and don’ts to help you avoid being rude when you’re out with others or in a meeting.

1. DON'T lay your phone on the table. As you sit down, the person across from you smacks her cell phone down onto the table. Getting cell phone calls when you’re with friends is offensive, and won’t make your companion feel very important.

2. DO take emergency calls. If you know that an incoming call is an emergency, answer it. That’s what cell phones are for. Otherwise, there is nobody calling that can’t wait for you to call back.

3. DON'T insult those absent. Some people answer their phones during a meeting and try to make up for their rudeness by rolling their eyes or giving you the “just a minute” index finger. They also bob their heads back and forth to the rhythm of their boring conversation. It’s uncomfortable to watch while you sit there feeling sorry for whoever’s on the other end of the phone.

4. DO wait for the right time. The best time to check missed calls is when you or your colleague is away from the table. If you must return a call immediately, don’t do it at the table. It’s impolite.

5. DON'T debate. It’s exasperating to see someone get a call, check caller ID to see who’s calling, and then take a few seconds to decide whether to answer. Are they going to answer the call or return to your conversation? You actually end up watching your friend decide whether there’s someone else she’d rather talk to than you.

6. DO turn it off. A great way to avoid incoming calls or the temptation to make outgoing calls is to turn off your phone.

The bottom line is that cell phones have become a primary form of communication, but they can cause problems if you’re inconsiderate toward your companions. Use your cell phone at the right time for the right reason, and when you’re with others, talk to them, not to someone on the phone.


B Find the best place in the list of dos and don’ts for these sentences. Write the correct number.

1. If you must leave the table to take a call, politely ask to be excused for a moment. ____
2. This kind of behavior insults both the caller and the person you’re with. ____
3. That’s like saying, “I might get a call that’s more important than talking to you.” ____
4. No one has ever asked, “Why didn’t you take my call during your meeting?” ____

C Group work What additional rules would you like to make for cell phone users? Think of two more rules and share them with the class.
Jon Lyden, a seeing-eye dog trainer in Oklahoma City, has recently created a special pizza for his dogs. It is made from special beef jerky and a wheat-free crust that’s crunchy and dog-friendly. “My animals have been training really hard these days. Being a seeing-eye dog is a tough, thankless job. So I thought my dogs needed a special treat,” he said. Lyden has found a local dog food company to manufacture the treat, called “Puppy Pizza.” Needless to say, this great new food has become Oklahoma City’s number one canine treat.

On Sunday, firefighters rescued Mona Zakin, a 55-year-old woman who spent several hours locked inside a phone booth after she tried to make a phone call. With much difficulty, rescuers managed to partially open the phone booth door with a crowbar and then carefully pull her out. Afterward, hospital officials told the local newspaper that the woman was in surprisingly good condition despite having been locked in a booth for eight hours on a hot, sunny day. Apparently, the woman was angry with herself for forgetting her cell phone at home.

Neither a bottle of ink nor a toilet flush could kill little Holly Carter’s goldfish, Sam. The morning after Holly’s sister Delia accidentally spilled a bottle of ink into Sam’s fishbowl and Holly’s mother flushed the little fish, thinking he was dead, Holly woke up to a happy surprise. “When my little girl lifted the toilet seat, there was Sam still swimming around,” said Dana Carter, Holly’s mother. “Who would have thought that fish, like cats, have nine lives?”

When 41-year-old Chuck Glenn collapsed Monday morning during his paramedic class, his classmates jumped right into action conducting CPR. The excitement started around 9 a.m. Friday, when Glenn felt chest pains in a room full of paramedics prepared to begin a training session at a medical emergency training center. He insisted it was just heartburn, but his classmates followed him, worried that he was having a heart attack. Glenn protested but suddenly collapsed and stopped breathing. His classmates rushed to his rescue. Glenn is now recovering from his heart attack in Valley Hospital. Classmate Susan Turner exclaimed, “Chuck’s just lucky it happened here.”

1. Why was Chuck so lucky?
2. Find an expression that means always survives.
3. What’s another word for dog?
4. What do you think nine lives refer to?
5. Why did Mr. Lyden invent a special pizza for his dogs?
6. What did Mona regret? Why?
7. Find a word that means medical rescuer.
8. What did Holly’s sister do by mistake?
9. Find another term for dogs that help the blind.
10. How did Mona eventually get out of the phone booth?
Urban legends

Objective
Create a group booklet of urban legends and exchange stories

Think
Read the definition of urban legends and the story “Cell Phone Cooking.” Does the story have most of the features of an urban legend? Do you think the story is true?

What are urban legends?

*Urban legends* are stories that spread rapidly by word of mouth or over the Internet. If you hear or read a story that has most of these features, it is probably an urban legend. Urban legends:

- sound like they could be true even though most of them are not.
- are always told as if they are true.
- are usually told as if they happened to a friend of a friend.
- contain facts or details that seem too far-fetched to be true.
- change as they are retold, so there are often many variations of the same story.

Cell Phone Cooking

When my sister’s friend was in college, one of her professors showed the class an experiment. He took a raw egg and placed it between two cell phones. Then he used one cell phone to call the other one. The egg slowly became hot and was completely cooked after about 30 minutes. As the professor peeled the now hard-boiled egg and ate it, he explained that cell phones give off the same kind of energy as microwave ovens. This is why people should never talk for a long time on a cell phone. If microwave energy from a cell phone can cook an egg, imagine what it can do to your brain! I’d heard this story before and didn’t believe it, but my sister’s friend tried the experiment herself, and apparently it really works.

Source: “How to Cook an Egg with Your Cell Phone,” www.about.com

Plan

1. In groups, brainstorm stories that you think are urban legends. Make notes about the stories you discuss. Answer as many questions as you can.
   - What is the urban legend about?
   - What are the details?
   - What is the source?

2. Now, use the Internet to find more urban legends. Choose one that is interesting and easy to tell.

3. Write the urban legend you chose using your own words. Print your story and illustrate the page with a photo or a drawing.

Put together

1. Share your urban legend with your group and practice telling your story.

2. Staple the pages together to make an urban legends booklet.

Present

1. Take turns telling your urban legends to the class. Ask and answer questions.

2. Discuss whether or not you think the stories are true.

3. What other urban legends have you heard?
Circle the best answers to the questions.

1. How are opinions being shared on the Internet?
   a. through spyware
   b. by freeware
   c. through blogs

2. How do some computers crash?
   a. They catch a cold.
   b. They get a virus.
   c. They have an attack.

3. What do teenagers with lots of electronics suffer from?
   a. gadget addiction
   b. spam
   c. online chatting

4. What has caused some department stores to lose business?
   a. instant messaging
   b. carpal tunnel syndrome
   c. online shopping

5. What is an alternative to radio?
   a. e-mail
   b. podcasts
   c. webcams

6. What does spending too much time on computers cause?
   a. infomercial addiction
   b. eye strain
   c. blog fever

7. What can people do instead of attending college classes?
   a. write digital textbooks
   b. take online courses
   c. download teachers

8. What is caused by repetitive usage of a mouse?
   a. carpal tunnel syndrome
   b. banner ads
   c. TV crawls

9. As you watch TV, there is a crawl at the bottom of the screen. What is this an example of?
   a. information overload
   b. a banner ad
   c. a news virus

10. How is wireless technology useful?
    a. People can work anywhere.
    b. Computers cannot communicate through cables.
    c. We can use cell phones underwater.

11. What’s the downside of buying new gadgets?
    a. They have cool new features.
    b. The batteries last longer.
    c. They are quickly replaced by new technology.

12. What are some educational websites providing?
    a. freeware
    b. spyware
    c. petware
Cool Tools: Podcasting 101

College professors across New York City are asking students to turn on their iPods, tune in to Internet “podcasts,” and take notes. It's common knowledge that professors have uploaded recorded lectures and PowerPoint presentations online for years. Only recently, though, have they begun exploring the uses of Apple’s ubiquitous tiny media player as a teaching tool.

"Some students like to manage their time in different ways," said Dr. Letty Moss-Salentijn, a dean at Columbia University’s College of Dental Medicine, whose podcast lecture last week is believed to have been a university first.

"If they want to sit on the subway and listen to the lecture on their little iPod, I think that's perfectly all right," she said, recalling that when she announced she was recording her lecture for podcast, her first-year students’ faces lit up.

The term podcast is a hybrid of broadcast and iPod that means a digital recording available on the Internet for download to a personal audio player. For example, National Public Radio offers podcasts online, along with thousands of other providers. Some American universities, including Duke and Purdue, offer hundreds of podcast courses. Advocates say they allow professors who are teaching a tech-savvy generation to combat student boredom by freeing them to review material at their own pace.

In some cases, the tactic backfires. A podcasting professor at the University of California at Berkeley recently complained that only about 20 of his 200 students regularly showed up for class. To prevent that, some instructors use podcasts to supplement their classroom lectures. Jennifer Sparrow, an English professor at Medgar Evers College, is creating a museum-tour podcast to complement her teaching of Homer’s Odyssey. "Students are so busy and overscheduled that it’s just not possible to tell them to meet you at the Met [a New York art museum] for a class," Sparrow said.

George Otte, director of instructional technology at City University of New York, said that good podcasts should “guide and shape” a study topic. “Podcasts can offer students an experience where the professor can’t be there, but is there,” Otte said.

Maurice Matiz, director of Columbia University’s Center for New Media Teaching and Learning, said podcasting teachers should imagine that they’re instructing one student. “There is a close, personal relationship between the podcaster and the person who is listening,” Matiz said. She added, “People tune out everything else with an iPod.”


Pair work Who said these things? Match each statement to a corresponding quote from the article.

1. When making a podcast, teachers should speak as if talking to one student.
2. An effective podcast should guide and shape a study topic.
3. It’s fine if students want to listen to a lecture while commuting to school.
4. Students are busy and have too many things to do.

Group work Imagine your class is making a podcast. What should it be about?
What information should you include in the podcast? Share your ideas with the class.
Jitsu Honda
Education  BFA in Fine Arts
           MFA in Performance Arts
Interests  Playing the piano, cooking, and making home movies
Skills     Japanese, Web design, and teaching
Qualities  • Willing to work hard
           • Able to make decisions
           • Curious, disciplined, and good with languages

Caner Serbes
Education  BA in English
Interests  Photography, astronomy, and graphic novels
Skills     Turkish, French, karate, and film editing
Qualities  • Perceptive, patient, and curious
           • Open to new ideas and willing to listen
           • Someone with excellent vision

Tanya Freeman
Education  BA in Philosophy
           MA in English Literature
Interests  Acting, interior design, and film history
Skills     Chinese, French, video production, and needlepoint
Qualities  • Resourceful and innovative
           • Willing to put her work ahead of personal relationships

Dolores Mousso
Education  BA in Political Science
Interests  Learning languages, watching reality TV programs
Skills     Spanish, Portuguese, film production, and carpentry
Qualities  • Willing to work long hours
           • Able to speak to large audiences
           • Loves politics; currently interning for the U.S. Senate

Museum event planner
Currently looking for someone who enjoys working with people and who is willing to work hard.
Other qualifications:
• Fluent in two or more languages
• Bachelor's degree
• Curious about culture
• A love of art

Art editor
Currently seeking a person with a background in art and English for children's book publisher.
Other qualifications:
• Knowledgeable in art and design
• Innovative and original
• Bachelor's degree
• Able to take direction

Junior art director
Seeking an extremely motivated and disciplined person. Background in advertising is not necessary.
Other qualifications:
• A sense of design
• Research skills
• Ability to work hard
• Patience

TV production assistant
Looking for someone decisive with a strong interest in film and TV.
Other qualifications:
• Innovative
• Open to new ideas
• Used to people from different cultures
• Resourceful
• Willing to work long hours
Great inventions

Objective
Create a poster about an invention and present the information to others

Think
What information would you expect to find on a poster about an invention? Would you like to know anything else about the flex-straw and its development?

The Flex-Straw
What’s the invention? The flex-straw is a drinking straw made from paper or plastic that bends in the middle, making it easy to drink a beverage from any position.

Who’s the inventor? Joseph Friedman (1900–1982) was an independent American inventor who held various full-time jobs while developing ideas in his spare time. His eight other inventions include a lighted pencil and a portable movie screen.

How did the inventor get the idea? Friedman was watching his two-year-old daughter struggle to drink a milkshake when the idea hit him. He inserted a screw into a straight paper straw and wrapped string around it. When he removed the screw, the straw easily bent over the edge of the glass, allowing his daughter to enjoy her shake.

How and where is the invention used? Flex-straws were first sold to hospitals before being marketed for home use. Soon they became popular around the world, and today more than 500 million are sold annually.

Source: The Smithsonian’s Lemelson Center

Plan
1. In groups, choose one of the following inventions or another one you know about. Then brainstorm ideas about the kinds of information you’ll need to create your poster.
   - Post-it note
   - Frisbee
   - disposable diaper
   - Popsicle
   - airplane
   - blue jeans
   - microwave oven
   - telephone

2. Answer as many of the questions as you can. Then choose an area to research to find the information you’ll need.
   - What’s the invention?
   - Who’s the inventor?
   - How did the inventor get the idea?
   - How and where is the invention used?

3. Use the Internet or other sources to do your research. Print the information on a piece of paper. Include photos and illustrations.

Put together
1. Share your information, photos, and other materials with your group. Then put it together to create an attractive and well-organized poster.

2. Practice giving a group presentation with each member presenting the part he or she has researched.

Present
1. Take turns presenting your poster to the class. Ask and answer questions.

2. Which group has the most interesting poster?

3. What other things do you know about the inventions presented?
Start

Do you tend to stick to your routines?

What kind of problem solver are you?

What mainstream music are you into?

Who's the most nonconformist friend you have?

Were you rebellious as a high school student?

What foods can't you stand?

In what ways do you consider yourself unconventional?

Move up 3 spaces.

What clothes did you use to wear to help you fit in?

As a child, who did you have to stand up to?

Move back 3 spaces.

How are you your own person?

Return to start.

Finish
Survey says!

Objective

Conduct a survey, create graphs to show results, and present the information to others.

Think

Look at these survey results. Who was surveyed? What questions were asked? What conclusions can be made? Would you like to know anything else about the data?

Plan

1. In groups, discuss possible survey topics. Choose one, decide on a group of people you’d like to survey, and brainstorm questions.
2. Answer the questions. Make sure each group member has at least one good survey question to ask. Decide who will ask which questions.
3. Now conduct your part of the survey by having at least ten people answer your question(s). Create a graph to display your results.

Put together

1. Share your graph with your group. Discuss your results and what conclusions can be made from the data your group collected.

Present

1. Present your graphs and results to the class. Ask and answer questions.
2. Which group’s survey results are the most interesting?
3. What other survey questions would be interesting to learn about?
### How do you complain?  Photocopi able 10.1

<table>
<thead>
<tr>
<th>What would you do if...</th>
<th>Partner's response (notes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a car almost hit you while you were riding your bike?</td>
<td></td>
</tr>
<tr>
<td>your neighbor started walking his dog on your lawn?</td>
<td></td>
</tr>
<tr>
<td>the food you ordered at a restaurant was terrible?</td>
<td></td>
</tr>
<tr>
<td>two people were talking loudly behind you during a movie?</td>
<td></td>
</tr>
<tr>
<td>a friend borrowed your MP3 player and lost it?</td>
<td></td>
</tr>
</tbody>
</table>

Your partner is...  
(circle one)  
a silent sufferer  a calm, collected type  an activist  a whiner

<table>
<thead>
<tr>
<th>What would you do if...</th>
<th>Partner's response (notes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>your roommate ate all the food you paid for?</td>
<td></td>
</tr>
<tr>
<td>a taxi driver tried to overcharge you by taking you the long way or refusing to turn on the meter?</td>
<td></td>
</tr>
<tr>
<td>your colleague kept making a funny noise that got on your nerves?</td>
<td></td>
</tr>
<tr>
<td>a sibling wasn’t giving you enough privacy?</td>
<td></td>
</tr>
<tr>
<td>your boss was treating a co-worker better than you for no apparent reason?</td>
<td></td>
</tr>
</tbody>
</table>

Your partner is...  
(circle one)  
a silent sufferer  a calm, collected type  an activist  a whiner
A How do you make a complaint? Check (√) the sentences you agree with.
Then read the article and compare your ideas to the author’s.

☐ I stay calm.
☐ I am aggressive to the person I’m complaining to.
☐ I complain in person.
☐ I get the name of the person who deals with complaints.
☐ I make a note of all the facts.

**BBC Watchdog Guide: How to make a complaint**

Complaining is not a science, but a skill and an art. Like most skills, the more you practice them, the better they become. Like most arts, the trick is to recognize when it’s best to use them. Complaining involves a little psychology, strategy, an awareness of tactics, and understanding the resistances you are likely to meet. If that sounds tough, be warned, it is! Experience has taught us that some approaches to complaining work better than others.

You may feel angry, but if you show it when you complain, you will put people’s backs up. The trick is to convert your feelings into determination and control your anger. The best complainers keep their cool, are assertive without being aggressive, and don’t lose their sense of humor. They realize that the person they are complaining to is just doing his or her job, sometimes badly, but it is not a matter of life or death.

If your complaint is that the goods you bought are defective, immediately stop using them. You may think this is obvious, but you would be surprised how many people carry on, and by doing so, put at risk the resolution available to them.

If your complaint is not straightforward, make a note of all the facts. For example, if there are several defects, write them down as they occur.

Next, decide how you want to complain: by letter, by e-mail, by phone, or in person. Get the name of the person at the shop, business, or organization who deals with complaints, and find out who the person reports to so you can follow up if nothing is done. Don’t worry about asking who these people are. If they wonder why you’re asking, you only need to tell them you’re making a complaint — don’t give them any details.

When you make your complaint, give the company a deadline and make a note of each response. If your first letter or phone call isn’t answered within two weeks, send another letter — this time by certified delivery. Tell them that you will be taking legal action if they do not respond, and keep a copy of all your correspondence. You may need it!

*Source: “How to Complain,” www.bbc.co.uk*

B Pair work Complete the sentences with information from the article.

1. ___________________________ people could become defensive and may not help you.

2. After two weeks, if nobody has answered your letter, ___________________________.

3. ___________________________ it’s important to stop using them.

4. Get the names of those who handle complaints so you can ___________________________.

C Group work Discuss your experiences making a consumer complaint. How effective were you? Do you think you would have had better results if you’d read this article first? Share your answers with the class.
Secrets or lies?
One day, while Peter was driving home, he accidentally hit a child on a bicycle. He stopped and got out of the car. Luckily, the child seemed fine. He offered him a ride home, but the child declined. Later that night, the evening news showed a picture of the child and said his broken arm was a result of a hit and run.

1. Would you have let the child go home?
2. If you were Peter, would you have contacted the police?
3. If you were Peter, would you be able to keep it a secret?
4. If you were Peter, would you be afraid to tell the truth?

You or them?
Kayo only had a few minutes to get to an important job interview. On the way, an elderly woman asked her to help her cross the street. The old woman walked very slowly. When they got to the other side, she asked her to help her cross one more street. Kayo was going to be late for her interview.

1. If you were Kayo, would you have continued to help the woman?
2. Would you have been willing to be late to your job interview?
3. What would you tell this woman if you decided not to help her?
4. What’s more important, helping someone or helping yourself?

Stay or go?
On the coldest day of the year, a homeless person came in for breakfast at the café where Dana worked. In spite of his dirty clothes and messy hair, the man was polite and minded his own business. Concerned that the man would bother the other customers, the café owner asked Dana to tell him to leave.

1. If you were Dana, would you be able to tell the man to leave?
2. Do you think the café owner’s request was reasonable?
3. If you were in Dana’s position, what would do?
4. If you had to tell the man to leave, what would you say?

Family or job?
A speeding school bus hit another car, flipped over, and caught fire. When the firefighter arrived at the scene, he rushed to save the children trapped inside. Just as he was approaching the bus with his rescue gear, he heard a familiar voice coming from the wrecked car. It was his nine-year-old daughter whispering, “Daddy, please help me.”

1. If you were the firefighter, who would you rescue first?
2. Would you be willing to let your daughter die to save more people?
3. What’s more important, your family or your job?
4. Would you have the courage to go inside a burning bus to save people?
Dear Life Advisor

Objective

Write letters of advice and debate your ideas in front of the class

Think

Where can you find letters of advice? Read the letter and response below. Do you agree with the response?

**Dear Life Advisor,**

While eating lunch the other day, I found a piece of metal in my main dish. I pushed the dish aside and called the waiter over to complain. He apologized, explained I wouldn’t be charged for my meal, and began to take the dish away. That’s when my co-worker stopped him and said, “Just wrap that up and I’ll take it home.” I was shocked. I didn’t say anything, but my opinion of my co-worker changed. Later I wish I’d spoken to him about his odd behavior, but do you think it’s me who’s too particular? —“Shocked” in Chicago

**Dear Shocked,**

If you’d asked if I’d complain about metal in my meal, I’d tell you exactly what I’d do. I’d complain. It’s not being “particular” to refuse food with metal in it. Complaining about it was the right thing to do, but then so was keeping quiet about your co-worker’s behavior. You really have no idea about what he was planning to do. Perhaps he was going to give it to a pet, or maybe he didn’t have enough money left to afford dinner. It would have been rude to speak up about his behavior without knowing more about his situation.

Plan

1. Choose one of these dilemmas or write a letter of your own. Brainstorm responses to the problem. Make sure each group member has a different response.

**Dear Life Advisor,**

When my boss greeted me today, I noticed he had a big piece of lettuce on one of his teeth. I didn’t say anything, but later wondered if I should have. Was I right to keep quiet? —“Grossed Out” in New York

**Dear Life Advisor,**

My cousin dropped out of college last year, and now all she does is stay home playing on-line games. She seems happy, but I’m worried about her. Do you think I should say something? —“Want to Help” in São Paulo

**Dear Life Advisor,**

After a friend canceled our dinner plans because of a cold, I made some soup to take to her. I was walking up her street to deliver it when I saw her getting into someone’s car. I didn’t confront her, but do you think I should have? —“Disappointed” in Taipei

2. Now make notes to outline your own letter of response by answering as many of these questions as you can.
   - What’s the dilemma?
   - Were the letter writer’s actions acceptable?
   - What advice do you have?

3. Use the notes you made to write your own letter of response.

Put together

1. Share your letters in your group and discuss your responses.

2. Practice presenting your dilemma and responses without reading from your letters.

Present

1. Take turns presenting your dilemma and responses as a panel in front of the class. After each person has presented, question each other and debate the problem.

2. Which group’s dilemma is the most interesting?

3. What other possible solutions are there for these dilemmas?
Machu Picchu, Peru
Take a trip to exotic Machu Picchu. Enjoy beautiful mountain views, fresh air, a great climbing workout, and a fascinating tour of the Inca ruins. Here you will get a true appreciation of what the Inca culture accomplished in its short history. Just be careful climbing because there will be no ambulance coming to get you if something happens. Also, be mindful of buying gifts at expensive souvenir shops and exchanging money with people on the street. Occasionally, tourists get very sick from the high altitude.

Canopy tour, Costa Rica
There is nothing more exciting than taking a canopy tour through the rainforests of Montezuma, Costa Rica. Put on a helmet, strap yourself into a safety harness that attaches to a pulley and a system of cables, then glide from treetop to treetop. You are going to see monkeys, exotic birds, and a view of the Costa Rican coastline that only reveals itself to eagle eyes. As fun as it is, occasionally tourists bang their heads against tree branches, get stuck 200 feet up in the air and become dizzy, nauseous, and frightened.

Mumbai, India
A trip to Mumbai, India is highly recommended. Despite its high crime rate, strong air pollution, and limited water supply, it is one of the most fascinating places on the planet. Mumbai has a rich history of artistic expression. You can visit the Ferozeshah Mehta Gardens, also known as the Hanging Gardens, which offers spectacular views over the Arabian Sea. In addition, if you enjoy exquisite food, you will discover some of the best traditional Indian cuisine in the world.

Penguins in Antarctica
There is nothing more exciting than taking a trip to the frozen continent, Antarctica. There you will see icebergs the size of skyscrapers, giant whales, cute little penguins, and huge crab-eating sea lions. If you don’t like cramped quarters and extreme cold and suffer from seasickness, maybe this trip isn’t right for you. But needless to say, this is one of the last places on earth left untouched by humans. Go see it before it’s too late!
A Check (✓) the statements you think were made by people who enjoy traveling solo (alone). Then read the online discussion to check your answers.

☐ Single rooms cost more than sharing a double room.
☐ Traveling solo forces you to start conversations with local people.
☐ It’s less stressful to let tour guides take care of arranging things.
☐ Some people really need to share their experiences with other people.
☐ You don’t have to try to coordinate everyone’s different travel preferences.

### TRAVELERS’ DEBATE: SOLO TRAVEL VS. TOURS

<table>
<thead>
<tr>
<th>New traveler</th>
<th>I’m planning a trip to Europe soon. Do you think I should take a tour or go solo?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mardee1000</td>
<td>I backpacked around Italy and Greece for a month and never had any problems. Traveling solo forces you to start conversations with locals and meet people you wouldn’t have met otherwise. I carried a journal to write in when I ate alone in restaurants, but half the time I wound up talking to someone at the next table. Traveling solo gives you total freedom to go anywhere and do anything you want, whenever you want. Still, there are a few drawbacks. It’s more expensive – single rooms cost more than sharing a double room – and at times it can be a little lonely.</td>
</tr>
<tr>
<td>CandiceM</td>
<td>My mother and I recently took a tour of France and were impressed by the variety of ages in our group. Approximately half were seniors, but the others ranged from 20 to 50. I enjoyed the tour because it was less stressful to let the tour guides take care of the hotels, transportation, breakfasts, and dinners, so I could just relax and enjoy the sights.</td>
</tr>
<tr>
<td>ScorpioMR</td>
<td>I’d like to make a plug for traveling solo. Taking trains on my own is where I had the best conversations and how I met the most interesting people.</td>
</tr>
<tr>
<td>Speedracer65</td>
<td>I think traveling alone is great, but I also know it’s not for everyone. Some people really need to be able to share their experiences with other people in order to enjoy them more.</td>
</tr>
<tr>
<td>LSMoon</td>
<td>It depends on how independent you are. If you are a “group” person, you probably won’t be happy traveling alone. If you are not a group person, you will probably find solo travel a wonderful experience.</td>
</tr>
<tr>
<td>SilkGypsy</td>
<td>When you travel alone, you are more open to adventure. Get good guidebooks and maps and explore. It is more exciting than sticking with a group, and you don’t have to coordinate everyone’s different travel preferences. Trust your judgment, smile, be friendly, and let the magic happen.</td>
</tr>
</tbody>
</table>

### B Pair work Who is completely in favor of solo travel and who is completely in favor of taking a tour? Who provides the pros and cons of both?

### C Group work Would you rather be free when traveling or let tour guides take care of everything? Discuss your ideas.
Unit 1

Vocabulary

Adjectives

Personality traits
calm and cool
friendly and outgoing
honest and sincere
kind and generous
laid-back and relaxed
neat and tidy
shy and reserved
strong and independent
wild and crazy

Nouns

Compound family terms
brother-in-law
daughter-in-law
father-in-law
mother-in-law
sister-in-law
son-in-law
grand-aunt
granddaughter
grandfather
grandmother
grand-nephew
grand-niece
grandson
grand-uncle
great-aunt
great-granddaughter
great-grandfather
great-grandmother
great-grandson
great-nephew
great-niece
great-uncle

Additional vocabulary

adopt
chaos
close-knit
insurance
mortgage
orphans
roller rink

Useful expressions

Describing the same traits
I am too.
I do too.
I don’t either.
I’m the same way.
Neither do I.
So am I.
So do I.

Describing different traits
I’d say I’m more . . .
I’m not like that.
Really? I don’t.
That’s not true for me.

Describing how you’d like to change
I’d like to be more . . .
I’m interested in . . .

Describing how you’ve changed
I think I’ve become more . . .
I used to . . . , but now I . . .
Unit 2

Language summary

Vocabulary

Verbs

Recognizing problems
aggravate a problem
avoid a problem
cause a problem
deal with a problem
identify a problem
ignore a problem
run into a problem
solve a problem

Verbs of belief
assume
be certain
be positive
be sure
bet
doubt
figure
guess
have a hunch
know for a fact
suppose
suspect

Additional vocabulary
amnesia
blind date
coma
courtship
groom

Useful expressions

Disagreeing
I don’t know.
I’m not so sure.
Well, maybe, but . . .
I know what you mean, but . . .
Vocabulary

Nouns

Features of cities
climate
cost of living
crime rate
cuisine
green spaces
hotels
job market
landmarks
neighborhoods
nightlife
shopping
transportation system

Nouns/Adjectives

Types of towns
border town
coastal town
college town
industrial town
mountain town
port town
resort town
rural town
suburban town
tourist town

Additional vocabulary
chic
cut a deal
inhabitant
low key
quaint
rivalry
savvy
spectacular
world-class

Useful expressions

Agreeing with an opinion
I think so too.
I think you’re right.
I’m with you.
That’s true.

Disagreeing with an opinion
I know what you mean, but . . .
I’m not sure I agree.
Maybe, but don’t you think . . . ?
Really?
Vocabulary

Verbs

Phrasal verbs
burn out
calm down
chill out
drop off
perk up
race off
sleep over
turn in

Additional vocabulary
breakthrough
caffeine
gene
implication
on the one hand
on the other hand
pharmaceutical
satellite

Expressions about sleep
be fast asleep
be sound asleep
be wide awake
drift off
feel drowsy
have a sleepless night
nod off
sleep like a log
take a power nap
toss and turn

Useful expressions

Giving advice
Have you ever thought of (going) . . . ?
It might not be a bad idea to . . .
The way I see it, you ought to . . .
You might want to . . .

Interpreting meaning
I think that means . . .
It might symbolize . . .
It sounds like . . .
The balloon probably stands for . . .
Unit 5

Vocabulary

Nouns
a compliment
an insult
bad form

Adjectives
appropriate
inappropriate
normal
offensive
polite
rude
strange
typical
unusual

Expressions for reporting speech

Statements
He claimed that . . .
He explained that . . .
He promised to . . .
He told me that . . .

Commands or advice
He advised me to . . .
He asked me to . . .
He encouraged me to . . .
He told me to . . .
He warned me not to . . .

Questions
He asked me . . .
He wanted to know . . .
He wondered . . .

Additional vocabulary
amplify
exasperating
infuriating
pompous
rear view mirror
trademark
trivial

Useful expressions

Conversation openers
Can you believe this weather? It’s (awful)!
Do you know many people here?
How’s it going?
That’s a great (jacket).

Conversation closers
I should get going. I’ll call you later.
It was great to meet you.
See you later.
Sorry, I’ve got to run. Talk to you soon.
Unit 6

Language summary

Vocabulary

Nouns

News events
epidemic
famine
hijacking
kidnapping
natural disaster
political crisis
rebellion
recession
robbery
scandal

Phrases used to tell a story

Beginning a story
I'll never forget the time . . .
I've got to tell you about . . .
It all started when . . .
That reminds me of when . . .

Continuing a story
So later on . . .
The next thing we knew . . .
To make a long story short . . .
What happened was . . .

Going back in a story
I forgot to mention that . . .
Meanwhile . . .
The other thing is . . .
The thing you have to know is . . .

Ending a story
And in the end . . .
So finally . . .

Additional vocabulary
burnt to a crisp
defiant
get away with something
sunburn
Vocabulary

Nouns

Internet terms
blog
chat room
computer virus
download
freeware
hot spot
instant messaging
podcast
spyware
webcam

Forms of communication
banner ads
billboards
bus wraps
crawls
fliers
infomercials
neon signs
pop-up ads
spam
telemarketers
text-messaging
voice mail

Expressions for connecting ideas

Adding information
additionally
furthermore

Comparing or contrasting
likewise
nevertheless
on the other hand
similarly

Giving an example
for example
for instance

Showing results
as a result
therefore

Emphasizing
indeed
in fact

Additional vocabulary
broke
donor
hate mail
sob story
subscription

Useful expressions

Expressing opinions
If you ask me, . . .
The way I see it, . . .

Disagreeing
That may be true, but . . .
I see your point, but . . .

Giving reasons
That's why . . .
The reason for that is . . .
Vocabulary

Nouns

Qualities of creative people
- curiosity
- decisiveness
- determination
- discipline
- innovation
- knowledge
- motivation
- originality
- passion
- patience
- perceptiveness
- resourcefulness

Adjectives

Qualities of creative people
- curious
- decisive
- determined
- disciplined
- innovative
- knowledgeable
- motivated
- original
- passionate
- patient
- perceptive
- resourceful

Verbs

Collocations for problem solving
- analyze a problem
- analyze a situation
- analyze information
- explore alternatives
- explore possibilities
- find a mistake
- find a problem
- find a solution
- find alternatives
- find information
- make a mistake
- organize information
- solve a problem

Additional vocabulary
- get-together
- in tune
- karaoke
- obscurity
- patent
- take something in stride
Unit 9

Vocabulary

Adjectives
amenable
conservative
nonconformist
rebellious
unconventional

Verbs
accept
conform (to)
confront
rebel (against)
stand up (to/for)

Phrases
be your own person
challenge the status quo
fit in
follow the crowd
make waves

Idioms
Expressions with keep and stay
keep connected
keep in touch
keep one’s grades up
keep out of trouble
keep things in perspective
keep up
stay awake
stay connected
stay in touch
stay out of trouble

Additional vocabulary
accountable
competent
counsel
decipher
dilemma
quandary
resolution
scenario
sounding board
Unit 10

Vocabulary

Verbs

Expressions of annoyance
- drive someone crazy
- drive someone mad
- drive someone up the wall
- get on someone's nerves
- get someone down
- get someone's goat
- get under someone's skin
- make someone mad
- make someone sick
- make someone's blood boil

Adjectives
- annoyed
- baffled
- confused
- demoralized
- depressed
- discouraged
- enraged
- frustrated
- humiliated
- infuriated
- insulted
- irritated
- mystified
- saddened
- stunned

Additional vocabulary
- bodice
- cut one's losses
- defective
- deposit
- measure up
- refund
- replacement

Useful expressions

Complaining to strangers
- Excuse me, but . . .
- I'm sorry, but . . .

Complaining to friends/neighbors
- I hate to mention this, but . . .
- I'm sorry to bring this up, but . . .

Agreeing and showing sympathy
- I know (exactly) what you mean.
- Yeah, I hate that too.
- You can say that again.

Sympathizing
- Oh, you're kidding.
- That's ridiculous.
- What a pain.
## Vocabulary

### Adjectives
- compassionate
- discreet
- generous
- honest
- indifferent
- kind
- resilient
- respectful
- selfish
- sensitive
- tender
- tolerant

### Nouns
- compassion
- discretion
- generosity
- honesty
- indifference
- kindness
- resilience
- respectfulness
- selfishness
- sensitivity
- tenderness
tolerance

### Additional vocabulary
- convulsion
- heroic
- high-profile
- onlooker
- spectacular

### Describing ethics and attitudes
- acceptable / unacceptable
- agreeable / disagreeable
- approving / disapproving
- ethical / unethical
- fair / unfair
- honest / dishonest
- legal / illegal
- logical / illogical
- rational / irrational
- responsible / irresponsible
- scrupulous / unscrupulous
- trustworthy / untrustworthy
### Vocabulary

**Verbs**
- adjust to
- be excited about
- be scared of
- be familiar with
- become aware of
- get accustomed to
- look forward to
- participate in
- take advantage of

**Adjectives**

*Compound adjectives*
- culturally aware
- culturally sensitive
- nonconforming
- openhearted
- open-minded
- self-assured
- self-aware
- self-motivated
- self-reliant
- self-starter

**Additional vocabulary**
- captivate
- contemporary
- dynamic
- enhance
- fast-moving
- monument
- plunge
- sanitized
Written quizzes

The following 12 quizzes may be used to assess students' mastery of the material presented in Passages, Second Edition, Level 1. These quizzes will inform the teacher about what material needs to be reviewed and give students a sense of accomplishment. Give quizzes after each unit.

Preparation

- Photocopy the quiz – one for each S in the class.
- Schedule about 20–30 minutes of a class period for the quizzes.
- Locate and set the recorded Part A for the quiz listening section on the Audio CD in the back of this Teacher's Edition.
- Tell Ss that they are going to have a quiz and suggest that they prepare by reviewing the units, review units, and language summaries. Ss should pay particular attention to the grammar points and vocabulary exercises. Tell Ss that the quiz will also contain a short listening section and a short reading passage.

How to give a quiz

- Point out that the purpose of the quiz is not for Ss to compete for the highest score; rather, the quiz will inform Ss (and the teacher) about how well they learned the material and what material, if any, may need extra review and practice.
- On the day of the quiz, hand out one photocopy to each S.
- Encourage Ss to take five minutes to look through the quiz without answering any of the items. Make sure they understand the instructions.
- Tell Ss that they are not allowed to use their Student's Books or dictionaries during the quiz.
- Tell Ss that about five minutes of the quiz time will be used for the listening section (Part A). This is the first section; however, it is up to the teacher to decide whether to give the listening section at the beginning or end of the quiz.
- To help Ss use their time efficiently and to finish on time, write the total time on the board before beginning the quiz and revise the time on the board every five minutes to signal how much time is left.

- When giving the listening section of the quiz, direct the class to Part A and go over the instructions. Advise Ss just to listen the first time they hear the recording, and then to listen and mark their answers during the second playing. Then play the recording straight through twice, without stopping or pausing.

How to score a quiz

- Either collect the quiz and use the answer key to score it, or go over the answers with the class while allowing each S to correct his or her own. Alternatively, tell Ss to exchange quizzes with a partner and correct each other's answers as the teacher elicits or reads the answers aloud.
- Each quiz has a total score of 50 points. (Some items are 1 point each while others are 2 points each.) If a letter grade system is useful to the teacher and the Ss, this scoring system can be used:
  - 45–50 = A or Excellent
  - 39–44 = B or Very good
  - 33–38 = C or Good
  - 32 or below = Needs improvement
Unit 1 Quiz
Name: ____________________________________________
Date: ___________________________ Score: ________

A  Listen to a conversation between two students. Then check (✓) true or false.

1. Ellen wanted to go to the party. True False □ □
2. Ellen’s friend met a shy girl at the party. □ □
3. Carla knows a lot of people that Ellen’s friend knows. □ □
4. Carla works in an office. □ □
5. Ellen will join her friend and Carla for lunch. □ □

A  / 10 points (2 points each)

B  Circle the words that best complete each sentence.

1. Maria avoids getting / to get involved in other people’s problems.
2. David insists on make / making a big deal out of his birthday every year.
3. I don’t care for clubs, but I enjoy to go / going to the late movie on Saturdays.
4. Jena hates to listen / listens to the radio because of the commercials.
5. Kevin has a job, but he still likes volunteering / volunteer in his free time.
6. I don’t like loud music, but I don’t mind seeing / to see a live band occasionally.

B  / 12 points (2 points each)

C  Combine the sentences.

Example: I have a large family. The great thing is I have many cousins my own age.
The great thing about having a large family is I have many cousins my own age.

1. I have a full-time job. The hard part is I don’t have enough time for my family.

2. I’m the youngest child. One cool thing is I get to wear all my sister’s clothes.

3. I live with my older brother. One of the benefits is I get to use his car.

4. I work the night shift. The nice thing is I have the whole day to spend with my children.

5. I share a room with my cousin. One disadvantage is he’s very messy.

C  / 10 points (2 points each)
D Read the sentences. Choose the best words from the box to describe each person.

friendly and outgoing  neat and tidy
strong and independent wild and crazy

1. Judy loves going to clubs and staying out late.
   Judy is ___________________________

2. Tom always introduces himself to new students and invites them for coffee.
   Tom is ___________________________

3. Mia puts her books and clothes away every night before bed.
   Mia is ___________________________

4. Ellis is never afraid to make decisions without asking others what they think.
   Ellis is ___________________________

E Read about Sam’s family members. Choose the word that best completes each sentence.

Joe is Sam’s father. Frank is Sam’s uncle. Maura is Sam’s grandmother. Henry is Sam’s son.

1. Frank is Henry’s ____________. a. grand-nephew
2. Sam is Maura’s ____________. b. great-uncle
3. Henry is Frank’s ____________. c. great-grandmother
4. Maura is Henry’s ____________. d. grandson

F Read Jessica’s blog. Then circle the words that best complete each sentence.

Happy Thanksgiving! I hope everyone had a good holiday. I didn’t post yesterday because we had a huge dinner at my great-aunt Susie’s house. My extended family was all there: my cousins, aunts and uncles, and nieces and nephews. The great thing about Thanksgiving is that everyone cooks. Each person brings a dish. My favorite dish this year was my brother-in-law Andy’s apple-cranberry pie.

I made baked broccoli with chestnuts. I’m not afraid of trying new recipes, but it was a mistake. I noticed that people weren’t eating it, and when I tasted it, I knew why. It was awful! My wild and crazy great-uncle Pete loudly announced that whoever ate the most baked broccoli would win a prize – a bottle of stomach medicine. The cool thing about Thanksgiving is you get to know your family better. And if you make a bad recipe choice, everyone’s there to laugh along with you.

1. Thanksgiving dinner was at Jessica’s great-uncle Pete’s / great-aunt Susie’s house.
2. Susie / Everyone did the cooking.
4. Jessica liked / didn’t like the new recipe she tried.
5. The broccoli made everyone sick / laugh.

Total: ______ out of 50
A 🎧 Listen to a conversation between two students. Then check (✓) the correct answers.

1. Ming had plans to meet Betty __________.
   - a. after class
   - b. at the class

2. Ana __________.
   - a. thinks Betty got sick
   - b. doesn’t think Betty got sick

3. Ana thinks Professor Atkins __________.
   - a. knew Betty missed the exam
   - b. didn’t know Betty missed the exam

4. Professor Atkins usually __________.
   - a. allows makeup tests
   - b. doesn’t allow makeup tests

B Read the sentences. Check (✓) the answer that best describes what each sentence means.

1. Mary was supposed to pick David up.
   - a. Mary picked David up.
   - b. Mary didn’t pick David up.

2. I know you don’t like pickles, but you didn’t need to spit them out.
   - a. You spit out the pickles.
   - b. You didn’t spit out the pickles.

3. Jasmine should have called when she got home.
   - a. Jasmine called.
   - b. Jasmine didn’t call.

4. Matt had to be at work early this morning.
   - a. Matt went to work early.
   - b. Matt went to work later in the day.

C Circle the words that best complete each sentence.

1. Ying was late. She must have / should have been stuck in traffic.

2. Jack didn’t call me back. He shouldn’t have / might have been busy.

3. I didn’t do well on the exam. I might have / shouldn’t have gone out the night before.

4. That loud noise should have / could have been a tree falling.

5. Instead of chatting online, I shouldn’t have / should have been cleaning my apartment.

6. That intersection is dangerous. Drivers must be / might have been more careful.
D Choose the words from the box that best complete each sentence.

aggravates  causes  deals with  identifies  ignores  runs into

1. Kara ____________ her problems. She thinks that other people will do something about them.
2. Bo-wei isn’t sure what’s wrong with his bike. When he _______________ the problem, he’ll fix it.
3. Mia’s life always runs smoothly. It seems like she never _______________ unexpected problems.
4. Marco is a great boss. I like the way he _______________ problems that come up.
5. Don’t ask Kim to come with us. She _______________ problems wherever she goes.
6. You shouldn’t scratch an insect bite. It only _______________ the problem.

E Circle the words that best complete each sentence.

1. I just saw Sara at the café, so I know for a fact / doubt she’s in town.
2. Joe’s plane landed two hours ago, so I’m certain / not sure why he hasn’t gotten home yet.
3. It sounded noisy when Vera called, so I suspect / am positive she’s out shopping.
4. Junko said she checked her e-mail, so I assume / doubt she has Internet access.
5. I am not positive / figure I’ll see Emma today since she’s in my English class.
6. Jerry loves football. I doubt / have a hunch he’ll be at the game today.

F Read the e-mail message. Then check (✓) true or false.

Akemi,

I’m really sorry no one picked you up for the class party Friday night. Mindy told me last week she was going to pick you up, but I suspect she forgot since she had two exams on Friday afternoon.

When I saw Mindy at the party, I figured you had another ride or weren’t coming. I must have forgotten to turn my cell phone on because I didn’t see that you had called until I got home. Mario told me today that you called him last night too, but he couldn’t hear you, and then I guess his battery died.

Anyway, I should have called you to make sure you had a ride. Instead, I just assumed that someone else was dealing with the problem. I hope you’re not too upset. Maybe we can all go out for coffee tomorrow after class. Let me know, OK?

Helen

1. Akemi was at the party. [ ] True  [ ] False
2. Mindy went to the party after her exams. [ ] True  [ ] False
3. Helen’s cell phone battery died. [ ] True  [ ] False
4. Mario turned off his cell phone before the party. [ ] True  [ ] False
5. Helen didn’t call to make sure Akemi had a ride. [ ] True  [ ] False

Total: _____ out of 50
A Listen to a conversation between two tourists. Then check (✓) true or false.

1. Tomás arrived in Chile yesterday. True False
2. Kathy is going to travel in Chile for a month. True False
3. No one visits Patagonia in January and February. True False
4. Tomás goes to Torres del Paine National Park every three years. True False

B Combine the sentences using defining or non-defining relative clauses.

Example: Bulgaria is a small country. Bulgaria is cheap to travel in by bus.

Bulgaria is a small country that is cheap to travel in by bus.

1. Florence is easy to navigate on foot. Florence is a small city.

2. My hometown is a popular tourist destination. My hometown gets crowded in summer.

3. Istanbul has great shopping. Istanbul is the home of the Grand Bazaar.

4. The biggest flea market in Paris is the Saint-Ouen market. There are more than 2,000 shops.

C Put the words in order to complete the sentences.

1. I enjoy vacationing in _________________________. (coastal / lovely / towns)
2. Most ___________________________ intimidate me. (big / with skyscrapers / cities)
3. I’d like to retire in a _________________________. (village / quaint / mountain)
4. I’ve always loved _________________________. (college / towns / little)
5. My studio is in an _________________________. (industrial / with lots of warehouses / area)
6. When I travel, I try to avoid visiting _________________________. (places / tourist / expensive)
D Complete the sentences with words from the box.

<table>
<thead>
<tr>
<th>cost of living</th>
<th>nightlife</th>
<th>shopping</th>
</tr>
</thead>
<tbody>
<tr>
<td>green spaces</td>
<td>climate</td>
<td>transportation system</td>
</tr>
</tbody>
</table>

1. My city has great __________________ - you can buy anything you want.
2. The __________________ is fun. There are lots of clubs and shows.
3. All year round, there is a comfortable __________________.
4. If you have a dog, you need to live in a city that has lots of __________________.
5. It's too expensive for me to live in a place that has a high __________________.
6. It's easier to get around in a city that has an efficient __________________.

E Choose the term from the box that best describes each sentence.

<table>
<thead>
<tr>
<th>border town</th>
<th>industrial town</th>
<th>port town</th>
</tr>
</thead>
<tbody>
<tr>
<td>coastal town</td>
<td>mountain town</td>
<td>rural town</td>
</tr>
</tbody>
</table>

1. You can ski in the winter and hike in the summer. __________________
2. There is a harbor and a lot of warehouses. __________________
3. There is another state or country nearby. __________________
4. There are many farms and fields in the area. __________________
5. You can swim in the ocean. __________________
6. There are a lot of factories. __________________

F Read the travel brochure. Then check (✔) true or false for each statement.

Welcome to Chiang Mai, Thailand’s second largest city. Here you can explore ancient temples, colorful markets, and historic architecture. Chiang Mai has the charm of an old mountain town with all the conveniences of a modern cultural center. There is great nightlife, and hotels for every budget.

Chiang Mai, which is located on the Ping River and near the mountains, is also a wonderful place for an outdoor adventure. You can trek through the mountains, where you will see breathtaking scenery and interact with local hill tribe people. Or you can go on a tour of the area’s Mae Klang waterfalls not far outside the city.

The cool season of December to February is when many people choose to visit Chiang Mai. February is when the famous flower festival is held and the whole city is lined with flower boxes. It is not to be missed!

There is something for everyone in Chiang Mai. Plan your trip today!

1. Chiang Mai has cheap and expensive places to stay. ☐ True ☐ False
2. Chiang Mai is a small town. ☐ True ☐ False
3. The area around Chiang Mai is ugly and industrial. ☐ True ☐ False
4. The Mae Klang waterfalls are far from the city. ☐ True ☐ False
5. The flower festival is held during the cool season. ☐ True ☐ False

Total: ___ out of 50
Unit 4 Quiz

A Listen to a conversation between two students. Then check (✓) the phrase that best completes each sentence.

1. The woman goes to bed
   □ a. early
   □ b. after the 11 o'clock news
   □ c. immediately after dinner

2. The woman drinks _______ after dinner.
   □ a. tea
   □ b. coffee
   □ c. milk

3. The woman normally exercises
   □ a. during the 11 o'clock news
   □ b. early in the day
   □ c. at 5 o'clock

4. The man says you shouldn’t exercise
   □ a. for three hours
   □ b. early in the morning
   □ c. right before you go to bed

B Circle the words that best complete each sentence.

1. As soon as / Since my alarm goes off, I get in the shower.
2. Since / After taking a shower, I make coffee.
3. While / Until eating breakfast, I watch the news on TV.
4. Ever since / Right before leaving for work, I take the dog for a walk.
5. After / Whenever I’m late, I take a taxi instead of the train to work.
6. From the moment / Until I arrive at work, I sit in front of my computer all day.

C Choose the phrasal verbs that best complete each sentence.

<table>
<thead>
<tr>
<th>burn out</th>
<th>drop off</th>
<th>sleep over</th>
</tr>
</thead>
<tbody>
<tr>
<td>calm down</td>
<td>perk up</td>
<td>turn in</td>
</tr>
</tbody>
</table>

1. Meditating before I _______ at night helps me to fall asleep more easily.
2. After all the excitement of the fire alarm, it was hard for me to _______ .
3. I find that going to the gym during my lunch hour helps me to _______ at work.
4. As Grandma lives so far away, she’ll _______ at our house tonight and go home tomorrow.
5. Be careful when driving late at night. You might _______ and get into an accident.
6. It’s hard not to _______ when you’re working late every night.
D Match the sentence halves to form complete sentences.
1. I can fall asleep easily most nights unless _____
2. I sleep soundly all night, as long as _____
3. I feel pretty good today, considering that _____
4. I keep a glass of water by my bed in case _____
5. I always go to bed at 10 P.M., even if _____
   a. I don't have to get up early the next day.
   b. I get thirsty at night.
   c. I only got four hours of sleep last night.
   d. I start thinking about problems at work.
   e. it's dark in my room.

E Circle the expression that best completes each sentence.
1. In the winter, I love to drift off/toss and turn in my big armchair by the fireplace.
2. I have an important appointment today, so I’d better feel drowsy/take a power nap after lunch.
3. I didn’t hear you come in. I must have been sound asleep/wide awake.
4. The opera is so long I’m afraid I’ll nod off/be wide awake during the performance.
5. I feel great! After that long hike, I’m going to have a sleepless night/sleep like a log tonight.

F Read the article. Then check (√) true or false.

Are you a night owl or a morning lark?

Humans are programmed to sleep at night and be awake during the day. But some people have a preference for early morning or late evening hours. Experts believe that these people have “body clocks” that are on different schedules from the rest of us.

A person’s body clock, or circadian rhythm, controls sleeping and waking patterns by regulating hormones and body temperature. For a normal person, the level of melatonin – a calming hormone – rises just before sleep and falls just after waking. The level of cortisol – a stress hormone – rises just before waking. Body temperature falls during the night, reaching its low point in the middle of the night.

These variations in hormone levels and body temperature occur earlier for morning larks and later for night owls. People who are morning larks function best during early morning, and night owls perform best at night. Obviously, this can be a problem if a morning lark has to work the night shift or a night owl has to be at work by 8 A.M.

Light and exercise are the two most effective factors for resetting the body clock. Morning larks can use blackout shades on their windows to limit exposure to morning light, while night owls can exercise in the morning and dim the lights at night for an hour before bed. Taking a warm bath before bed also helps night owls, as the drop in body temperature prepares the body for sleep.

1. A person’s body clock regulates hormones and body temperature.
2. A normal person’s body temperature rises in the middle of the night.
3. Night owls usually wake up early.
4. Morning larks should be exposed to light early in the morning.
5. Night owls can take a warm bath to help them sleep.

True          False
☐           ☐
☐           ☐
☐           ☐
☐           ☐
☐           ☐

Total: ______ out of 50
A Listen to a call-in radio show. Then check (✓) the phrase that best completes each sentence.

1. Jonathan is going to ________.
   □ a. a casual party
   □ b. a formal dinner
   □ c. a business meeting

2. It’s a bad idea for Jonathan to talk about ________.
   □ a. the weather
   □ b. his personal life
   □ c. traveling abroad

3. The movie Jonathan mentions is ________.
   □ a. not appropriate to talk about
   □ b. playing at the local theater
   □ c. going to be made into a book

4. Eliza advises Jonathan to ________.
   □ a. read a book
   □ b. ask personal questions
   □ c. talk less and listen more

B Rewrite the sentences using infinitive or gerund phrases.

   Example: When greeting friends in Brazil, it’s normal to kiss them twice on each cheek.
   When you greet friends in Brazil, kissing them twice on each cheek is normal.

1. Arriving on time to a dinner party isn’t a good idea in Argentina.

2. In Japan, it’s rude to leave food on your plate.

3. Asking strangers personal questions is considered impolite in England.

4. In France, it’s a good idea to bring chocolates to a dinner party.

5. In the U.S., wearing a hat during a meal is considered rude.

C Circle the words that best complete each sentence.

1. When someone gives you a gift, it’s polite / rude to say “thank you.”

2. It’s bad form / polite to talk about your personal problems at work.

3. Asking a woman her age can be a compliment / rude in many cultures.

4. It’s polite / bad form to brag about your accomplishments.

5. Calling a colleague late at night is inappropriate / appropriate.

6. In the U.S., it’s offensive / typical to shake hands when you meet someone new.
D Read the quotations. Circle the phrase that best completes each sentence.
1. “Don’t touch the oven, it’s hot!” She warned me not to / told me to touch the oven.
2. “Did he ask her to come?” Kim asked me to / wanted to know if he asked her to come.
3. “You shouldn’t eat that.” Sam advised me not to / encouraged me to eat that.
4. “Interrupting is rude.” He asked if / explained that interrupting is rude.
5. “This product works!” The ad warned us that / claimed that the product works.
6. “You should start a blog.” Laura encouraged me to / told me not to start a blog.

E Read the quotations. Complete the sentences in reported speech.
Example: “I’m riding with Julia.”
1. “Nancy has never been skiing.” He told me he was riding with Julia. He said ____________________.
2. “Is anyone ready to leave?” She asked ____________________.
3. “Rob and Diane are having a baby!” Martin told me ____________________.
4. “We’ll buy the theater tickets.” They said ____________________.
5. “Pam lost a lot of weight.” My mother told me ____________________.
6. “Don’t see that movie!” Rowan told us ____________________.

F Read the e-mail message. Then check (✓) the phrase that best completes each sentence.

Kate,
Rick just told me that Benny got fired! Earlier today, I overheard Benny talking to Lisa. He said he was going to tell his boss that he wasn’t going to work on the Pickens Project anymore. Lisa warned him not to talk to the boss, but I guess he did anyway!

Then later I heard Benny telling Fred the same thing. Fred encouraged Benny to think about it first. He warned Benny not to make the decision today, because the boss was in a bad mood.

What do you think? Hey, do you want to have lunch today? Meet me by the elevators at noon.

Jackie

1. Benny _______ .
   □ a. is the boss
   □ b. got fired

2. Lisa warned Benny _______ .
   □ a. not to talk to the boss
   □ b. not to make a decision today

3. Fred told Benny _______ .
   □ a. to take over the project
   □ b. that the boss was in a bad mood

4. Jackie asked Kate _______ .
   □ a. to take over the project
   □ b. to go to lunch with her
A Listen to a news report about a robbery. Then check (√) true or false.

1. The robbery took place early in the evening.  
☐ True  ☐ False  
2. Two thousand dollars were stolen from the restaurant.  
☐ True  ☐ False  
3. A security video shows two men running from the scene.  
☐ True  ☐ False  
4. The robbers drove away in a black truck.  
☐ True  ☐ False

B Circle the verb that best completes each sentence.

1. People have talked / have been talking about the recent rise in crime in our area.
2. Lately, I have been participating / have participated in a neighborhood crime-watch program.
3. Over the past few months, we have been calling / have called the police six times.
4. Thieves have broken into / have been breaking into the corner store twice this week.
5. Tai has been thinking / has thought about moving due to high crime in her area.
6. Luckily, my family has not been having / has not had any trouble so far.

C Complete the paragraph with the verbs in parentheses. Use the present perfect or the past tense.

This morning, Jenny (1) ____________________ (borrow) my computer to do research for her paper. Now she tells me that she (2) ____________________ (leave) my laptop at the Internet café. I hope that nobody (3) ____________________ (steal) it. Just now I (4) ____________________ (call) the café. According to the cashier, no one (5) ____________________ (turn in) a laptop yet, but she said she would ask the manager and call me back. I will never lend anything to Jenny again!

D Choose the words from the box that best complete each sentence.

<table>
<thead>
<tr>
<th>epidemic</th>
<th>famine</th>
<th>hijacking</th>
<th>natural disaster</th>
<th>rebellion</th>
<th>scandal</th>
</tr>
</thead>
</table>

1. Doctors are concerned about a new polio ____________________ that began in 2005.
2. The mayor quit during a recent ____________________ involving the city’s funds.
3. The government declared the hurricane this country’s worst ____________________
4. We raised money to donate food to countries affected by the ____________________
5. The national airline takes security precautions to prevent ____________________
6. Many people were killed in battles during last year’s military ____________________
E  Complete the sentences with the verbs in parentheses. Use the past perfect or simple past tense.
1. As soon as I got to class, my teacher ________ a pop quiz. (give)
2. I got a dog last year. Up until then, I ________ any pets. (never have)
3. Sam and Sue got married on Sunday. The next day, they ________ on a trip. (go)
4. My Chinese class went out for dim sum. Before that, I ________ it before. (never taste)
5. Lara bought a car this summer. Until that time, she ________ how to drive. (not know)
6. The moment George canceled all his credit cards, he ________ his wallet. (find)

F  Read the sequence of events. Complete the sentences with the phrases from the box.

<table>
<thead>
<tr>
<th>and in the end</th>
<th>I'll never forget the time</th>
<th>meanwhile</th>
<th>the next thing I knew</th>
</tr>
</thead>
<tbody>
<tr>
<td>I forgot to mention that</td>
<td>it all started when</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. ________ last year in college when my friends decided to play a joke on me.
2. ________ there was a loud knock at the door and I went to open it.
3. ________, my friend Sue had hidden inside a big box outside my door.
4. I started opening it, and ________, she jumped out and scared me, so I screamed.
5. Oh, ________ it was midnight, and there was no one around!
6. My friends were outside filming the whole thing. ________, they all came out laughing.

G  Read the e-mail. Then check (√) true or false.

Dear Anita,

I've got to tell you about what happened to me the other night. At the dorm, we have these fire drills from time to time. So what happened was, I was exhausted from studying for a test, and I was fast asleep in my bed, and in the middle of the night, we had a fire drill. Even though the alarm was loud, my roommate Ling had to wake me up.

So we went downstairs and out of the building to wait for the drill to be over. Everyone else in the dorm was outside too. I was so tired, and I really wasn't paying attention. The next thing I knew, everyone was laughing hysterically. I didn't know what they were laughing about.

To make a long story short, I had gone downstairs wearing my pajamas with little pink cats all over them. And the other thing was, I was carrying my teddy bear! I was so embarrassed!

Write soon and tell me what you're up to.

Love your big (embarrassed) sister,
Maria

1. Maria’s dorm had a fire.  True  False
2. Ling had to wake Maria up for the fire drill.  True  False
3. Maria was wearing pajamas with bears on them.  True  False
4. Maria was embarrassed because she was carrying a teddy bear.  True  False

Total: __ out of 50
A  Listen to a news report. Then check (√) the correct answers.

1. The woman says that more people □ a. are using webcams □ b. are sending e-mails □ c. are setting up websites
   __________ to communicate online.
2. More people are able to buy webcams because □ a. they show fuzzy pictures □ b. they are more affordable □ c. the software has been improved
   __________.
3. Older webcams had problems such as □ a. broken pictures □ b. large screens □ c. unclear audio
   __________.
4. Today’s webcams feature □ a. clear sound and pictures □ b. faraway sound □ c. fuzzy faces
   __________.

B  Choose the term that best completes each sentence.

1. On her way to work, Julie listens to a daily ____ on her MP3 player.
   a. spyware
   b. chat room
   c. hot spot
   d. instant messaging
   e. podcast
   f. virus
   g. webcam
   h. blog

2. Nick surfs the Internet at the corner café, which is a local ____.
3. I think companies that use ____ are invading our privacy.
4. Cindy uses a ____ to see and communicate with her parents.
5. I spend too much time updating my ____ and not enough time studying.
6. John’s English class uses a ____ to hold online discussions on weekends.
7. A lot of people prefer ____ because it’s faster than e-mail.
8. Susan’s computer was attacked by a ____.

C  Complete the sentences with the passive of the verbs in parentheses.

1. In the future, more online courses ________________ by people with busy schedules. (take)
2. I can’t shut down my computer until all of my files ________________ . (download)
3. These days, chat rooms ________________ by universities to host student discussions. (use)
4. Sam ________________ his dream job at an Internet gaming company. (offer)
5. When I buy a new laptop, my old one ________________ . (recycle)
6. Since blogging software became available, millions of blogs ________________ . (create)
D Complete the sentences with words from the box.

<table>
<thead>
<tr>
<th>billboards</th>
<th>fliers</th>
<th>infomercials</th>
<th>neon signs</th>
</tr>
</thead>
<tbody>
<tr>
<td>pop-up ads</td>
<td>spam</td>
<td>telemarketers</td>
<td>voice mail</td>
</tr>
</tbody>
</table>

1. I get so much ____ _______ ______ that it takes 15 minutes just to delete it all!
2. People who throw __________________ on the ground should be fined for littering.
3. The only shows on TV late at night are __________________ .
4. __________________ on the Internet are so annoying! I had to install software to get rid of them.
5. When we travel by car, we see many __________________ along the road.
6. Why is it that __________________ always call during dinner?
7. I have thick curtains because the ________________ outside are too bright.
8. If I don’t answer the phone, just leave a message on my ________________ .

E Change the statements into tag questions or negative questions, as indicated.

1. It would be great if someone figured out how to eliminate spam. (tag question)
   __________________

2. Those crawls on the TV news are so annoying! (negative question)
   __________________

3. It seems like kids spend way too much time playing computer games. (tag question)
   __________________

F Read Brett’s blog entry. Then check (✓) true or false.

I am so fed up with the MP3 players with the tiny headphones you can't see. I'm sick of trying to talk to someone and getting a blank stare... Wouldn't it be great if those things were banned at work and school?

And I hate those wireless headsets for cell phones, don't you? I mean, when you're walking on the street, and a stranger speaks as he passes you, don't you say, "What?" only to realize he was talking on the phone? Then he looks at you like you're crazy!

And I can't stand watching people text-messaging. Don't they know that it would take three seconds to say what they're typing? It's crazy, isn't it?

1. Brett hates talking to people using MP3 players.  
   True  False

2. Brett thinks that people who use wireless headsets look like they are talking to themselves.  
   True  False

   True  False

4. Brett enjoys text-messaging his friends.  
   True  False

Total: _______ out of 50
Unit 8 Quiz

Name: ________________________________
Date: ________________________________ Score: ______

A 🎧 Listen to a student talk with her career counselor. Then check (✓) true or false.

1. Jenny is disciplined and motivated to work. True False
2. Jenny majored in history and politics. True False
3. Jenny has never written for a newspaper before. True False
4. Jenny thinks archeology is exciting. True False
5. Her counselor wants her to try news reporting. True False

B Circle the word that best completes each sentence.

1. People who work for themselves must be discipline / disciplined.
2. It takes original / originality to be a designer.
3. I admire Tom. He is passionate / passion about what he does.
4. A technology company must be innovative / innovation to survive.
5. Decisive / Decisiveness is a must if you want to be a manager.
6. Teaching requires a lot of patient / patience.

C Rewrite the sentences using reduced relative clauses.

1. A person who is willing to work with sick people could be a good nurse.
   
2. Someone who is looking for paid vacation shouldn't be a small business owner.
   
3. Anyone who has a good voice is invited to audition for the choir.
   
4. People who need a lot of structure should work in an office.
   
5. Someone who is interested in art history might love to work in a museum.
   
D Circle the word that best completes each sentence.

1. Choosing a career path involves exploring / making all the possibilities.
2. Jeri's job requires her to make / analyze information and report on it.
3. Everything was a mess until the managers finally made / solved the problem.
4. In accounting, it can be expensive to make / organize even the smallest mistake.
5. Sometimes it's easier to find / solve solutions to problems on your own.
6. A graphic artist generally makes / organizes information visually.
E Match the correct sentence halves.

1. I just bought a new laptop, ____
   a. which the car company was able to open remotely.
2. Joe locked the keys in his fancy new car, ____
   b. which is why I use plastic cups.
3. My cell phone has an alarm clock, ____
   c. which means that I can’t afford to go on vacation this year.
4. The lock on my bike is old, ____
   d. which is why I need to replace it before it breaks.
5. All of my coffee mugs are broken, ____
   e. which is great because I can use it to wake me up when I travel.

F Read the article. Then check (√) the correct answers.

Crafts aren’t just for grandmothers anymore. Whereas knitting and sewing used to be the work of family women, young people everywhere are taking up crafts as a way to express themselves creatively and to take a stand against mass consumerism. Nowadays, you’ll see fashionably dressed young men and women gathering at cafés to sip coffee and knit together. In other words, crafts have become cool.

The popular website craftster.org is a great resource for those who love to make things, and people from all over the world post photos of their crafts, often with step-by-step instructions for others. There are also thousands of blogs that feature photographs of handmade items, blogs by the people who make them, and tips and resources for crafters.

These craft blogs were started by mostly young women, but also some men who wanted to share creative ideas with a wider audience. They cover every conceivable type of craft, from hand-sewn clothing, to papermaking and bookbinding, to amigurumi (Japanese knit dolls), to lamp making. Many of the blogs have a large readership, and on any given day, some blogs attract hundreds of comments from readers.

Our grandmothers and great-grandmothers never would have dreamed that their old-fashioned skills would be showcased by fashionable young people . . . on the Internet!

1. Making crafts has become popular among ________.
   □ a. working grandmothers
   □ b. people who work in fashion
   □ c. fashionable young people

2. On craftster.org people can ________.
   □ a. take photos of other people’s work
   □ b. learn how to make crafts
   □ c. buy books

3. ________ are becoming popular for sharing creative ideas with others.
   □ a. Chat rooms
   □ b. Internet cafés
   □ c. Craft blogs

4. ________ like making crafts.
   □ a. Only women
   □ b. Only men
   □ c. Both men and women

Total:
____ out of 50
A  Listen to a conversation between exchange students. Then check (√) the correct answers.

1. Akiko isn’t used to eating ________.
   □ a. pasta
   □ b. vegetables
   □ c. cheese

2. Akiko eats ________ for breakfast.
   □ a. eggs and rice with fish
   □ b. cereal and milk
   □ c. teriyaki

3. A typical Australian breakfast consists of ________.
   □ a. sandwiches
   □ b. ostrich
   □ c. cereal and milk

4. A typical Australian dinner is similar to a typical ________ dinner.
   □ a. American
   □ b. Korean
   □ c. British

B  Combine the sentences using the words in parentheses.

Example: People in France study British English, Japanese people generally study American English. (unlike)

Unlike people in France, Japanese people generally study American English.

1. Some people love online shopping. Some people have never shopped online. (while)

2. Teenagers like chatting online. My brother prefers books to the Internet. (unlike)

3. Sue’s parents are traditional. They want her to have a career. (except for the fact that)

4. Most American funerals are somber. Funerals in New Orleans have dancing and music. (in contrast to)

5. In the U.S., a baby turns one year old after its first year. In some Asian cultures, a baby is one year old on the day it is born. (while)

6. All teenagers are different. Most teens like fashion and music. (except that)

C  Circle the expression that best completes each sentence.

1. Delia used to ________ society’s norms, but now she is rebellious.
   □ confront / conform to

2. John hates to ________ the status quo. He likes following the crowd.
   □ accept / challenge
3. When Jennifer was young, she was nonconformist / amenable, but now she is conservative.
4. It's easy for some people to conform to / stand up for themselves.
5. Many teens prefer to fit in / be nonconformist than to be their own person.
6. Kyle is generally considered to be rebellious / amenable. She rarely makes waves.

D  Complete the paragraph with used to and would. Sometimes more than one answer is possible.

When I was a kid, I loved to be outside. I (1) __________ live in a house that was next to a big field. My parents (2) __________ have a barn there, and my friends and I (3) __________ play there every day. I (4) __________ chase butterflies when it was sunny and make mud pies after it rained. Now I live in the city. I dream about when I (5) __________ be young. Then, I (6) __________ spend all my time outdoors! I (7) __________ stay outside all day. I miss the times I (8) __________ be so free!

E  Write keep or stay to complete each sentence.

1. If you want to __________ your grades up, you have to study hard.
2. It’s hard to __________ awake when you’re studying late at night.
3. In order to __________ up with your assignments, it’s best to write them down.
4. Even during a crisis, it’s important to __________ things in perspective.
5. Working full time makes it difficult to __________ up with schoolwork.
6. Many students drink coffee in order to __________ awake during early classes.

F  Read the e-mail. Then check (✓) true or false.

Dear Ted,

I hope you are well. My exams start next week, so I haven’t had time to keep in touch. The last time you wrote, you said you had started doing shows at the comedy club. That's great! I remember how you always used to make us laugh until we cried. I'm glad you're finally able to show off your talents.

School is OK. Some of my classes are great, and some are awful. My astronomy class should be interesting, but the professor somehow found a way to make it boring. But I love my literature class! My professor is passionate about the books we read, and she really knows how to keep us interested.

I'd better get back to studying, but please write again soon. Tell everyone hello from me, and I'll try to be better about staying in touch.

Your friend,
Gordy

1. Ted is a talented comedian.  True  False
2. Gordy enjoys his astronomy class.  False  False
3. Gordy doesn’t enjoy his literature class.  False  False
4. Gordy doesn’t like his literature professor.  False  False
5. Gordy doesn’t plan to stay in touch with friends from home.  False  False

Total: __ out of 50
A. Listen to a conversation between two students. Then check (✓) the correct answers.

1. Karl is upset because ________.
   - ☐ a. his applications are due
   - ☐ b. his train was delayed
   - ☐ c. he was late getting to school

2. Karl missed a ________.
   - ☐ a. graduate school interview
   - ☐ b. meeting with his advisor
   - ☐ c. midterm test

3. Karl is having trouble with ________.
   - ☐ a. graduate school classes
   - ☐ b. an essay for his applications
   - ☐ c. personal problems

4. The woman suggests that Karl ________.
   - ☐ a. knock on his advisor’s door
   - ☐ b. delay his appointment
   - ☐ c. switch appointments with someone

B. Write the correct form of drive, get, or make to complete each sentence. Sometimes more than one answer is possible.

1. People who interrupt me when I’m talking really ________ me up the wall.
2. It ________ me sick when stores and restaurants throw away good food.
3. My brother is always teasing me. He really ________ my goat.
4. Irresponsible people really ________ my blood boil.
5. People who throw trash on the ground ________ me mad.
6. My sister always gossips! She really ________ under my skin.

C. Choose the word that best completes each sentence. Where a relative pronoun is not needed, choose (−).

My school break is this week, so I’m on vacation in Miami. But it has been an annoying trip! The first thing (1) that / − bugged me was the people on the bus (2) who / when played loud music during the whole ride. Then it took forever to check in at my hotel. One thing (3) who / − I hate is (4) when / − people cut in line. And it has been raining since I got here! Something (5) that / who is really depressing is (6) − / when you pay a lot of money for a vacation and the weather doesn’t cooperate.

D. Circle the word that best completes each sentence.

1. I don’t know why organic produce is so expensive. I’m mystified / demoralized.
2. John was baffled / discouraged when his shoes disappeared. No one else has size-14 feet!
3. My grandmother became depressed / annoyed when her cat died.
4. Joy knew she wouldn’t get the job, but she was discouraged / stunned anyway.
5. Marcos was irritated / humiliated by the people talking loudly in the movie theater.
6. Lauren felt totally insulted / irritated when her car broke down again.
7. Every time I hear news about homelessness in our city, I’m insulted / saddened.
8. What happened to Jun? I’m mystified / enraged as to why he never showed up.
E  Rewrite the sentences using the words in parentheses.
    1. Why don’t more people care about good manners? (I’d like to know …)
    2. How can people afford to buy homes in this city? (… is beyond me.)
    3. Why don’t more upscale restaurants serve vegetarian dishes? (What I don’t get is …)
    4. Will people ever stop fighting with each other? (I wonder …)
    5. Who should I ask for information about this product? (I’d like to know …)
    6. Why don’t more people do something about the environment? (… is a mystery to me.)
    7. Will I graduate on time? (My big concern is …)
    8. How can some people be so cruel to animals? (… is something I can’t understand.)

F  Read the letter of complaint. Then check (√) true or false.

Dear Madam,

Last week, I was shopping in your store with a friend and your salesperson, Roberta, refused to help us. I don’t understand why she was so rude to us. I was insulted, but I was also baffled. There were other customers in the store, and she was nice and helpful to them, but she ignored us. When she finally spoke to us, she seemed irritated. My friend wanted to buy a dress, but after waiting for 30 minutes to be helped, we left. Why your salesperson chose to be rude to us and not to others is a mystery to me. I love your store, but my concern is whether I’ll be treated disrespectfully if I shop there again.

Sincerely,
Jane Morris

1. Jane went shopping by herself.  True  False  
2. Roberta was rude to everyone in the store.  True  False  
3. Roberta wanted to buy a dress.  True  False  
4. Jane usually likes the store.  True  False  

Total:  ___ out of 50
A  Listen to a conversation between two friends. Then check (✓) true or false.

1. Sue found some money where she works.  True  False
2. Sue tried to contact people who were at the restaurant on the night she found the money.  True  False
3. The woman thinks Sue should tell her manager.  True  False
4. At first, Mark thinks Sue should keep the money.  True  False

B  Choose the term that best completes each sentence.

1. Doing something that is against the law is _____.
   a. responsible
   b. unfair
   c. irrational
   d. illegal
2. Someone who is always in a bad mood is _____.
   a. responsible
   b. unfair
   c. irrational
   d. illegal
3. Punishing one person and not another for the same crime is _____.
   a. responsible
   b. unfair
   c. irrational
   d. illegal
4. Being _____ is telling someone how you really feel.
   a. responsible
   b. unfair
   c. irrational
   d. illegal
5. Being on time to work and doing a good job is _____ behavior.
   a. responsible
   b. unfair
   c. irrational
   d. illegal
6. Making decisions when you’re overly emotional can be _____.
   a. responsible
   b. unfair
   c. irrational
   d. illegal
7. Some parents are _____ of their children’s career choices.
   a. responsible
   b. unfair
   c. irrational
   d. illegal
8. Being friends with someone so you can borrow a car is _____.
   a. responsible
   b. unfair
   c. irrational
   d. illegal

C  Circle the words that best complete each sentence.

1. I wouldn’t return someone’s wallet unless / only if it had a large amount of cash in it.
2. I would buy a new gadget even if / only if it really served a purpose that I need.
3. I wouldn’t give money to a charity only if / unless I had a favorite cause.
4. Even if / Unless the job paid a lot of money, I still wouldn’t take it. I’d hate it.
5. I would use a fake student ID to get a discount even if / only if I was really broke.
6. I wouldn’t report a classmate unless / only if he or she had cheated on a test.

D  Complete each sentence with words from the box.

<table>
<thead>
<tr>
<th>discretion</th>
<th>generosity</th>
<th>honesty</th>
<th>indifferent</th>
<th>respect</th>
<th>sensitive</th>
</tr>
</thead>
</table>

1. Suki paid for everyone’s dinner tonight. She is always so ____________.
2. Vi always tells the truth. Her ____________ is her strongest quality.
3. To get a promotion, work hard and show ____________ for your boss.
4. Chris never helps others. I can’t believe he can be so ____________.
5. Paul’s ____________ is amazing. He donates all his profits to charity.
6. Be careful of offending Rosie. She is quite ____________.
7. Dr. Su works a lot, but she always looks great. She has remarkable

8. A lawyer uses ________________ and does not discuss clients with others.

9. Many companies are ________________ to the environment. They only
care about making profits.

10. Social workers must be ________________ of everyone, even abusive people.

E  Complete the sentences with the correct form of the verbs in parentheses.

1. I wish I ________________ so much at the party. Now I’m embarrassed. (not talk)
2. If I had looked where I was going, I ________________ over that tree root. (not trip)
3. If only my professor ________________ less homework on Fridays! (assign)
4. I wish I ________________ more time with my little sister growing up. (spend)
5. If I ________________ harder, I could have been a professional musician. (practice)

F  Read the interview. Then check (✓) true or false.

Vain magazine spoke with Sara Campbell, from the All-Star women’s basketball team. Here’s what
she had to say.

Vain Magazine: Sara, you’ve been a controversial figure this season. Can you talk about that?

Sara Campbell: Sure. You know, I’m brutally honest, and I say what I feel. Some of my team
members have a hard time with that. They don’t want to hear that they’re not performing as well as
they could, or that they’re not working hard enough.

VM: Do you think that some of your words have torn your team apart, rather than helped it?

SC: Maybe. If I had been more compassionate, perhaps people wouldn’t have been offended. I should
have been more sensitive. But I can’t lie! I think we can recover from this and become a better team.

VM: What about your personal life?

SC: Well, I don’t really like to talk about myself. I’m pretty discreet, and I don’t want to be in the
spotlight. It’s hard being me!

VM: What do you mean?

SC: I mean, I’m a tall woman with a loud voice. People are scared of me. It’s hard to get close
to people.

VM: What would you like to say to our readers about that?

SC: I’m actually pretty tender. You just have to get past my tough exterior.

VM: Thanks for talking with us, Sara.

SC: It was my pleasure.

1. Sara keeps her feelings to herself.   True    False
2. Sara wishes she had been more sensitive.   False    True
3. Sara likes to talk about her personal life.   False    True
4. People are afraid of Sara.   False    True
A Listen to a conversation between a student and his advisor. Then check (✓) the correct answers.

1. Before arriving, Cal studied Mandarin
   □ a. for four years
   □ b. from a language CD
   □ c. with a local family

2. Cal feels discouraged to ask
   □ a. his professor to repeat herself
   □ b. his classmates to eat meat
   □ c. his classmates to speak Mandarin

3. Cal's advisor encouraged him to
   □ a. study harder
   □ b. speak with a different accent
   □ c. be patient

4. Cal is worried about
   □ a. eating bad meat
   □ b. offending his classmates and professor
   □ c. getting a balance of nutrition

B Complete the sentences with the verbs in parentheses. Use the future perfect or future perfect continuous tense.

1. By next month, Marcie __________ her master's degree. (complete)
2. By January, Paula __________ Japanese for four years. (study)
3. Tyler __________ by the time we see him next month. (graduate)
4. Soon we __________ for three hours. Don't you think we should take a break? (study)
5. When Jenny comes to visit, she __________ her new car across the country. (drive)
6. By next year, I __________ the violin for half my life. (play)

C Complete the sentences with prepositions from the box.

about  in  of  of  with  to

1. Judy is really looking forward __________ her study-abroad program.
2. When Darcy travels, she likes to be familiar __________ the public transportation.
3. Barry is excited __________ living with a host family abroad.
4. One thing Kim is scared __________ is not speaking the language well.
5. Jeremy is participating __________ the new cultural class.
6. Linda's parents are aware __________ her interest in travel.
D Complete the sentences with words from the box. Sometimes more than one answer is possible.

<table>
<thead>
<tr>
<th>assured</th>
<th>judgmental</th>
<th>minded</th>
<th>reliant</th>
</tr>
</thead>
<tbody>
<tr>
<td>conforming</td>
<td>starter</td>
<td>motivated</td>
<td>sensitive</td>
</tr>
</tbody>
</table>

1. When you study abroad, you have to be a self-___________________.
2. If you’re not open-___________________, you can miss some interesting things.
3. Just remember to be non-___________________about other people's customs.
4. In order not to offend people, you must be culturally ___________________.
5. It's easier to make new friends if you are self-___________________ and not too shy.
6. Living by yourself in another country is easier if you are self-___________________.
7. Non-____________________ people usually draw more attention to themselves.
8. To learn a language on your own, you must be self-____________________.

E Complete the sentences with the correct form of the words in parentheses.

1. If I _______________ (know) about the online fare sale, I _______________ (not have) so little money left over for a sightseeing tour.
2. If Mrs. Kim _______________ (check) her bags, she _______________ (not stand) in line at security right now!
3. If Joel _______________ (understand) which platform he was supposed to be on, he _______________ (travel) toward Miami now instead of Montreal.
4. If Mary _______________ (remember) her phrasebook, she _______________ (not look) for someone who speaks English now.
5. If Henry _______________ (not forget) to bring the picnic basket, we _______________ (eat) our lunch next to this beautiful waterfall right now.
6. If Akiko _______________ (not ask) for directions, we _______________ (wander) the streets looking for the restaurant now.

F Read Jenny’s travel diary. Then check (√) true or false.

I finally made it to Istanbul! The bus here was crowded, and there weren't enough seats, so some people had to stand up all night! If I had arrived any later, I would have been standing up too. As it was, I was sitting next to a man who snored all night. I finally got to sleep around 4 A.M. And it was so hot on the bus that it felt like a sauna.

But, an hour later, we stopped for breakfast, and all they had at the rest stop was sweet pastries. The last thing I wanted was sugar that was going to keep me awake even longer. So I just ate some crackers and tried to go back to sleep. Not a chance! The upside is, I got to see the Hagia Sofia at sunrise as our bus arrived. What a beautiful sight!

1. Jenny had to stand up on the bus to Istanbul. □ True □ False
2. The man next to Jenny had trouble sleeping. □ True □ False
3. It was hot on the bus. □ True □ False
4. Jenny ate pastries for breakfast. □ True □ False
5. Jenny arrived in Istanbul at sunrise. □ True □ False

Total: __ out of 50
Unit 1 Quiz

Robin: Hey Ellen, were you at that huge party last weekend?
Ellen: You mean the one that took up the whole city block?
Robin: Yeah. I can't believe how many people were there.
Ellen: I know. I didn't want to go, but my friend Susan dragged me along.
Robin: I didn't see you there. I had a great time. And we met a really cool girl there! My sister and I went to the natural history museum with her on Wednesday.
Ellen: What's she like?
Robin: Well, her name's Carla, and I thought she was pretty shy and reserved at first.
Ellen: But she's uot?
Robin: Nope. Once I started talking to her, I realized she wasn't shy at all, just calm and cool.
Ellen: I guess it's hard to get to know someone when there are 500 people all around you . . .
Robin: No kidding. But Carla and I discovered we have a lot of friends in common.
Ellen: What does she do?
Robin: She works at home. She runs a business out of her living room.
Ellen: Doug what?
Robin: She teaches middle school and high school kids how to save for college.
Ellen: Carla sounds like a strong and independent woman.
Robin: Yeah, she definitely is.
Ellen: Cool.
Robin: Hey, we're going for lunch tomorrow afternoon, do you want to come?
Ellen: Sure, I'd love to meet her.
Robin: Meet us at that Thai restaurant, you know the one . . .

Unit 2 Quiz

Ming: Ana, what did you think of the English final?
Ana: I don't know, Ming. I thought it was pretty hard.
Ming: Yeah, I thought so too. But I feel pretty good about it.
Ana: Hey, do you know what happened to Betty? She didn't show up for the exam.
Ming: I don't know, but we were supposed to meet right after class to talk about our final project. Do you think she's sick?
Ana: Hmm . . . I just talked to her last night and she seemed okay. I doubt she got sick so quickly.
Ming: Well, I should have said something to Professor Atkins. I wonder if she noticed that Betty wasn't there.
Ana: Probably not. There are 55 people in our class.
Ming: But Betty never misses class. Do you think Professor Atkins will let her take a makeup exam?
Ana: Yeah, she let me take a makeup quiz when I was sick. I suspect she'll do the same for Betty.
Ming: I hope so. Let's call Betty now and see if she's okay.
**Unit 3 Quiz**

**Kathy:** Hi, I'm Kathy. I'm from Toronto. Where are you from?

**Tomás:** Buenos Aires. Nice to meet you, Kathy. I'm Tomás.

**Kathy:** Nice to meet you, too. How long have you been traveling in Chile?

**Tomás:** About three weeks now. What about you?

**Kathy:** I just arrived yesterday. I'm staying for a month.

**Tomás:** Good, then you'll get to see a lot of the country.

**Kathy:** Yeah, I'm planning to travel from Santiago down to Patagonia.

**Tomás:** Oh, Patagonia is great. And it's the perfect time of year to hike there.

**Kathy:** It's not too cold?

**Tomás:** Not at all. Patagonia has a milder climate than people think. And it's summertime now. January and February are the months when most people visit.

**Kathy:** So there are a lot of tourists down there right now?

**Tomás:** Not really. Patagonia is far from everything. Only serious hikers make it down there.

**Kathy:** I've heard the best park for hiking is Torres del Paine.

**Tomás:** Yeah, it's fantastic. And it has the best scenery in Chile.

**Kathy:** When were you there?

**Tomás:** I was there last week, but I go every year. Next summer, I'm actually going to volunteer in the park.

**Kathy:** Seriously? Oh, wow! That's so cool!

**Tomás:** Yeah, I can't wait.

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**Unit 4 Quiz**

**Tonya:** I don't get it, Chris. I'm really tired, but I'm still not sleeping well these days.

**Chris:** Have you been getting enough sleep?

**Tonya:** Well, I usually watch the eleven o'clock news before I turn in, so I guess I'm getting to bed pretty late.

**Chris:** And what about caffeine? Have you been drinking coffee or tea after five o'clock?

**Tonya:** Hmm, I usually drink tea after dinner.

**Chris:** Maybe it's keeping you up at night.

**Tonya:** I don't know. I feel drowsy when I go to bed, but I just can't fall asleep. And I know I'm tired, because I exercise for an hour while I'm watching the news.

**Chris:** Oh, that's it! You should exercise earlier. When you exercise at night, it perks you up. I've read that you should finish exercising at least three hours before bed.

**Tonya:** Hmm, I've never heard of that before. I guess it makes sense. So I should exercise in the morning and just relax after dinner?

**Chris:** Yeah, just chill out in the evenings. Then you'll sleep like a log.
Eliza: Welcome to Ask Eliza, the radio show about manners. Our first caller is Jonathan. Hello, Jonathan. What's your question today?

Jonathan: Well, I just got a new job and I'm going to a big company dinner next weekend. All the officers and managers will be there. I'm pretty nervous!

Eliza: Let me guess. You've never been to a formal dinner before.

Jonathan: That's right.

Eliza: And you're wondering what's appropriate and what's considered bad form.

Jonathan: Exactly. I just don't know what to say.

Eliza: Well, talking about your personal life isn't a good idea. And asking your co-workers and managers personal questions can be considered inappropriate.

Jonathan: So what do people talk about?

Eliza: At these kinds of events, it's typical to talk about less personal topics such as travel, weather, and entertainment. Have you seen any good movies lately?

Jonathan: Yeah! I just rented Kung Fu Motorcycle Killers. What a great flick!

Eliza: Uh, maybe that's not such a good one to talk about. What are you reading these days?

Jonathan: Hmm. Oh! I'm reading a biography of Lance Armstrong! It's really interesting.

Eliza: That's better. You can talk a little about that. But be sure to ask questions too. It's always best to listen more than you talk, especially when you're new.

Jonathan: OK. I feel a little more prepared now. Thanks, Eliza!

Eliza: No problem, Jonathan! And remember. Have a good time!

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News announcer: And now for our local news. There was a robbery on Friday at Kate's Kitchen, a local restaurant on Beech Street. Kate Miller, the owner and manager of Kate's Kitchen, was counting money late at night after the restaurant closed. According to Miller, two women knocked on the window and asked to use the phone. When Miller opened the door, the women pushed her to the floor and took the money, about 2000 dollars in cash.

Luckily, Miller wasn't injured, and is currently working with local police to recover the money. A security video from a nearby apartment building shows two women matching Miller's description running past the door of the building. Police think this video shows the two robbers as they fled the scene. Police also received a tip from two neighbors who were out walking their dogs at the time of the robbery. They saw two women driving away in a blue car. If anyone has any information about the robbery, please call police precinct 245.
**Unit 7 Quiz**

**News announcer:** Our technology report this evening is on making the world a smaller place. Linda?

**Linda:** Thanks, Ted. These days, with children in foreign schools, college students studying in different cities or even abroad, and families spread all over the world, people are looking for better ways to communicate with their loved ones. Many people already use webcams for videoconferencing with family, friends, and business associates, but today they are much more affordable. More of these video cameras have been bought this year than ever before. And the technology to use them is improving every day.

It used to be that using a webcam meant fuzzy faces, small pictures, and bad audio. Now, pictures are crisp, and the sound is clear. Students in faraway places can talk to their family and friends, and see and hear their loved ones as though they were in the same room. As more and more people use this technology, the world gets smaller and smaller. Back to you, Ted.

**News announcer:** Thanks, Linda. This has been our technology report...

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**Unit 8 Quiz**

**Counselor:** Hi, Jenny, please sit down. What can I do for you today?

**Jenny:** Well, I’m graduating soon, and I just can’t seem to choose a career path to follow. I’m interested in so many things!

**Counselor:** That’s a good thing. It means you have more choices. Now, I know that you’re a person who is disciplined and motivated. Am I right?

**Jenny:** Yes, I like to work, and I’m good at budgeting my time.

**Counselor:** And, let’s see... you studied history and politics. Good. What about extracurricular activities?

**Jenny:** Well, I wrote some articles for the college newspaper. And last summer, I volunteered at an archaeological site. That was fascinating!

**Counselor:** What did you do, exactly?

**Jenny:** I helped to tag the items that were found and enter them into a computer database. There was a lot of information to organize.

**Counselor:** So you are someone who is organized. Great. And you have a lot of patience.

**Jenny:** Yes, I would say so! An archaeological dig is not very exciting. It’s interesting, but there’s a lot of waiting and watching.

**Counselor:** Well, Jenny, have you considered being a newspaper reporter? You seem to enjoy writing, and your background matches up very well.

**Jenny:** I did enjoy writing for the student paper. But do you think I have the right qualities?

**Counselor:** Reporters need to be disciplined and motivated, like you. And your background in history and politics means you’re informed about the world around you.

**Jenny:** Hmm, it seems like a good idea.

**Counselor:** I think you’d make an excellent reporter. And I have the names of a few local reporters for you to contact. You could talk to a few of them and maybe spend a day with one of them... you know, see what it’s like.

**Jenny:** That sounds great! I’d love to do that.

**Counselor:** Here you go, and good luck! Keep me posted on your progress, OK?

**Jenny:** OK, thanks!
Unit 9 Quiz

Akiko: Hi, Jack!
Jack: Hello there, Akiko! How are you?
Akiko: Not bad, how about you?
Jack: Excellent. I’m really enjoying living with my American host family.
Akiko: Yeah, me too, except that sometimes it’s hard to follow their customs.
Jack: What do you mean?
Akiko: Well, the food mainly. My host family eats cereal and milk for breakfast and cheese sandwiches for lunch. And for dinner, they usually eat some kind of pasta with cheese sauce.
Jack: Yeah, and . . . ? Is that weird?
Akiko: Well, I’m just not used to eating so much milk and cheese! That’s a lot of dairy!
Jack: What does your family normally eat?
Akiko: Japanese food, mainly. For breakfast, we eat eggs and rice with grilled fish. For lunch and dinner, we eat sushi or teriyaki on rice. Sometimes my mother makes seafood and vegetables with noodles or prepares a tofu dish. We don’t eat cheese or drink milk very often.
Jack: I guess I never thought about how much dairy people eat here.
Akiko: Is it different in Australia?
Jack: Well, Australians do eat a lot of dairy. But maybe not as much as Americans.
Akiko: What is traditional Australian food like?
Jack: Hmm, well breakfast is pretty much the same – milk and cereal. Or muesli. But traditional Aussie food is a bit more like British food. Lots of meat pies and fish and chips. And we also eat meat, like kangaroo steak.
Akiko: Kangaroo steak? What’s that like?
Jack: Delicious! You should try it! But hey, I love Japanese food too!
Akiko: I miss it so much . . .
Jack: Hey, let’s go find a Japanese restaurant and have some sushi.
Akiko: Good idea!

Unit 10 Quiz

Maya: Hi, Karl. Hey, you seem annoyed. What’s up?
Karl: Oh, I’m just mad because it took me an hour and a half to get to school today.
Maya: Why?
Karl: All the construction on the subway lines. My regular train was delayed, so I had to take a different train, then it was the wrong one, and . . . it’s just so frustrating!
Maya: Yeah, I hate that!
Karl: I know they have to work on the subway lines. That’s not the problem. The thing that bothers me is they don’t tell you in advance. They just change the schedule and you’re stuck. I mean, what if I had missed a test?
Maya: But you didn’t.
Karl: No, but I missed my appointment with my advisor, though. Now I have to wait two weeks to see her, and my graduate school applications are due soon!
Maya: Bummer.
Karl: Yeah, I need her help with my personal essays. One of them is driving me crazy.
Maya: Just ask someone to switch appointments with you.
Karl: That’s a good idea. The list is posted outside her door.
**Unit 11 Quiz**

_Jeri_: Hey Mark, did you hear about Sue?

_Mark_: What about her?

_Jeri_: She found a thousand dollars.

_Mark_: Really? Where?

_Jeri_: She found it while cleaning up last weekend at the restaurant where she works.

_Mark_: Wow! Did she find out who the money belongs to?

_Jeri_: She told me she found it under a table, and lots of different people were sitting at that table all night.

_Mark_: So she has no idea whose money it is.

_Jeri_: Nope. She's going to wait until someone calls the restaurant and asks about the money. She didn't even tell the manager.

_Mark_: Why not?

_Jeri_: She wants to keep the money if no one calls about it.

_Mark_: Hmm . . .

_Jeri_: But I think she should tell her manager. They might be able to find the people by looking at the receipts.

_Mark_: Yeah, but, on the other hand, if no one calls about the money, then why shouldn't she keep it?

_Jeri_: Well, the money isn't hers. I think she should at least try to find out who it belongs to. Maybe the person just forgot the name of the restaurant or something.

_Mark_: Yeah, I guess you're right. If I lost money in a restaurant, I would hope someone would try to find me.

_Jeri_: Exactly!

**Unit 12 Quiz**

_Advisor_: Hi, Cal, please sit down. What can I help you with today?

_Cal_: I'm just having some problems adjusting, and I need some advice.

_Advisor_: OK, what are you having trouble with?

_Cal_: Well, I can't seem to understand my professor's accent. I've been studying Mandarin for four years, and it's discouraging to have to ask her to repeat herself all the time!

_Advisor_: That's understandable. But you've only been here a few weeks. Be patient. By next month, your Mandarin comprehension will have improved.

_Cal_: I guess so. I didn't realize there were so many different types of accents! My classmates are hard to understand too!

_Advisor_: Well, you can't expect everyone to sound like a Mandarin language CD! Where you're from, people have different accents, don't they?

_Cal_: You're right, of course. I just worry about doing poorly in class.

_Advisor_: I'm sure your professor understands that it takes time to adjust to a new language.

_Cal_: I hope so. There's something else too.

_Advisor_: What's that?

_Cal_: Well, you see, I'm vegetarian, and when I went out with my professor and classmates for lunch, they kept offering me meat. I felt rude refusing it.

_Advisor_: Hmm. I can speak to your professor about it, if you'd like.

_Cal_: Could you?

_Advisor_: Of course. I know you want to be culturally sensitive.

_Cal_: Thanks a lot. I feel a lot better now.
Quiz answer key

Unit 1 Quiz

A  1. False
2. False
3. True
4. False
5. True

B  1. getting
2. making
3. going
4. to listen
5. volunteering
6. seeing

C  1. The hard part about having a full-time job is (that) I don’t have enough time for my family.
2. One cool thing about being the youngest child is (that) I get to wear all my sister’s clothes.
3. One of the benefits of living with my older brother is (that) I get to use his car.
4. The nice thing about working the night shift is (that) I have the whole day to spend with my children.
5. One disadvantage of sharing a room with my cousin is (that) he’s very messy.

D  1. wild and crazy.
2. friendly and outgoing.
3. neat and tidy.
4. strong and independent.

E  1. b  2. d  3. a  4. c

F  1. great-aunt Susie’s
2. Everyone
3. apple-cranberry pie
4. didn’t like
5. laugh

Unit 2 Quiz

A  1. a  2. b  3. b  4. a

B  1. b  2. a  3. b  4. a

C  1. must have been
2. might have
3. shouldn’t have
4. could have
5. should have
6. must be

D  1. ignores
2. identifies
3. runs into
4. deals with
5. causes
6. aggravates

E  1. know for a fact
2. not sure
3. suspect
4. assume
5. figure
6. have a hunch

F  1. False
2. True
3. False
4. False
5. True
Unit 3 Quiz


B Possible answers include:

1. Florence is a small city that is easy to navigate on foot. / Florence, which is a small city, is easy to navigate on foot. / Florence, which is easy to navigate on foot, is a small city.

2. My hometown, which is a popular tourist destination, gets crowded in summer. / My hometown, which gets crowded in summer, is a popular tourist destination. / My hometown is a popular tourist destination that gets crowded in summer.

3. Istanbul, which has great shopping, is the home of the Grand Bazaar. / Istanbul, which is the home of the Grand Bazaar, has great shopping.

4. The biggest flea market in Paris is the Saint-Ouen market, which has more than 2,000 shops. / The biggest flea market in Paris, which has more than 2,000 shops, is the Saint-Ouen market.

C 1. lovely coastal towns
2. big cities with skyscrapers
3. quaint mountain village
4. little college towns
5. industrial area with lots of warehouses
6. expensive tourist places

D 1. shopping
2. nightlife
3. climate
4. green spaces
5. cost of living
6. system

E 1. mountain town
2. port town
3. border town
4. rural town
5. coastal town
6. industrial town

Unit 5 Quiz

A 1. b 2. b 3. a 4. c

B Answers may vary. Possible answers include:
2. It's not a good idea to arrive on time to a dinner party in Argentina.
3. In Japan, leaving food on your plate is rude.
4. In England, it's considered impolite to ask strangers personal questions.
5. In France, bringing chocolates to a dinner party is a good idea.
6. In the U.S., it is considered rude to wear a hat during a meal.

C 1. polite
2. bad form
3. rude
4. bad form
5. inappropriate
6. typical

D 1. warned me not to
2. wanted to know if
3. advised me not to
4. explained that
5. claimed that
6. encouraged me to

E 1. (that) Nancy had never been skiing.
2. if anyone was ready to leave.
3. (that) Rob and Diane were having a baby.
4. (that) they would buy the theater tickets.
5. (that) Pam lost a lot of weight.
6. not to see that movie.

F 1. b 2. a 3. b 4. b

Unit 6 Quiz

A 1. False
2. True
3. False
4. True

B 1. have been talking
2. have been participating
3. have called
4. have broken into
5. has been thinking
6. has not had

C 1. borrowed
2. has left
3. has stolen
4. called
5. has turned in

D 1. epidemic
2. scandal
3. natural disaster
4. famine
5. hijacking
6. rebellion

E 1. gave
2. had never had
3. went
4. had never tasted
5. had not known
6. found

F 1. I'll never forget the time
2. It all started when
3. Meanwhile
4. the next thing I knew
5. I forgot to mention that
6. And in the end

G 1. False
2. True
3. False
4. True
Unit 7 Quiz

A 1. a 2. b 3. c 4. a

B 1. e 5. h
2. c 6. b
3. a 7. d
4. g 8. f

C 1. will be taken / are going to be taken
2. have been downloaded
3. are being used
4. has been offered
5. will be recycled / is going to be recycled
6. have been created

D 1. spam
2. fliers
3. infomercials
4. Pop-up ads
5. billboards
6. telemarketers
7. neon signs
8. voice mail

E 1. It would be great if someone figured out how to eliminate spam, wouldn’t it?
2. Aren’t those crawls on the TV news so annoying?
3. It seems like kids spend way too much time playing computer games, doesn’t it?

F 1. True
2. True
3. False
4. False

Unit 8 Quiz

A 1. True
2. True
3. False
4. False
5. True

B 1. disciplined
2. originality
3. passionate
4. innovative
5. Decisiveness
6. patience

C 1. A person willing to work with sick people could be a good nurse.
2. Someone looking for paid vacation shouldn’t be a small business owner.
3. Anyone with a good voice is invited to audition for the choir.
4. People needing a lot of structure should work in an office.
5. Someone interested in art history might love to work in a museum.

D 1. exploring
2. analyze
3. solved
4. make
5. find
6. organizes

E 1. c 2. a 3. e 4. d 5. b

F 1. c 2. b 3. c 4. c
Unit 9 Quiz
A 1. c  2. a  3. c  4. c
B 1. While some people love online shopping, some people have never shopped online.
2. Teenagers like chatting online, unlike my brother who prefers books to the Internet.
3. Sue’s parents are traditional, except for the fact that they want her to have a career.
4. In contrast to most American funerals which are somber, funerals in New Orleans have dancing and music.
5. In the U.S., a baby turns one year old after its first year, while in some Asian cultures, a baby is already one year old on the day it is born.
6. All teenagers are different, except that most teens like fashion and music.
C 1. conform to
2. challenge
3. nonconformist
4. stand up for
5. fit in
6. amenable
D 1. used to
2. used to
3. would / used to
4. would / used to
5. used to
6. used to / would
7. used to / would
8. used to
E 1. keep
2. stay
3. keep
4. keep
5. keep
6. stay
F 1. True
2. False
3. False
4. False
5. False

Unit 10 Quiz
A 1. c  2. b  3. b  4. c
B 1. drive
2. makes
3. gets
4. make
5. make / drive
6. gets
C 1. that
2. who
3. –
4. when
5. that
6. when
D 1. mystified
2. baffled
3. depressed
4. discouraged
5. irritated
6. irritated
7. saddened
8. mystified
E 1. I'd like to know why more people don't care about good manners.
2. How people can afford to buy homes in this city is beyond me.
3. What I don't get is why more upscale restaurants don't serve vegetarian dishes.
4. I wonder if people will ever stop fighting with each other.
5. I'd like to know who I should ask for information about this product.
6. Why more people don't do something about the environment is a mystery to me.
7. My big concern is if / whether I will graduate on time.
8. How some people can be so cruel to animals is something I can't understand.
F 1. False
2. False
3. False
4. True
Unit 11 Quiz

A 1. True
   2. False
   3. True
   4. True

B 1. d 5. a
   2. f 6. c
   3. h 7. e
   4. g 8. h

C 1. unless
   2. only if
   3. unless
   4. Even if
   5. only if
   6. unless

D 1. generous
   2. honesty
   3. respect
   4. selfish
   5. generosity
   6. sensitive
   7. resilience
   8. discretion
   9. indifferent
   10. tolerant

E 1. hadn’t talked
   2. wouldn’t have tripped
   3. had assigned
   4. had spent
   5. had practiced

F 1. False
   2. True
   3. False
   4. True

Unit 12 Quiz

A 1. a 2. a 3. c 4. b

B 1. will have completed
   2. will have been studying
   3. will have graduated
   4. will have been studying
   5. will have driven
   6. will have been playing

C 1. to
   2. with
   3. about
   4. of
   5. in
   6. of

D 1. starter
   2. minded
   3. judgmental
   4. sensitive
   5. assured
   6. reliant
   7. conforming
   8. motivated

E 1. had known, would not have
   2. had checked, would not be standing
   3. had understood, would be traveling
   4. had remembered, would not be looking
   5. had not forgotten, would be eating
   6. had not asked, would be wandering

F 1. False
   2. False
   3. True
   4. False
   5. True
The questions found in the oral quizzes (pages T-250 to T-253) may be used to assess students’ mastery of the material presented in *Passages, Second Edition*, Level 1. Each set of questions (Option A and Option B) covers material from one unit.

**When to give an oral quiz**
- Oral quizzes may be given before or after Ss take the written quiz.
- Ask Ss the appropriate questions after the class has completed one unit of the book.
- Alternatively, ask questions after Ss have completed three or more units.

**Preparation**
- Photocopy the oral quiz scoring sheet – one for each S in the class.
- Depending on how many Ss need to be quizzed and the time needed to assess each one, schedule 20–30 minutes for each S to take the quiz.
- Become familiar with the aspects of speaking that the quiz measures (i.e., comprehension, fluency, grammar, vocabulary, and pronunciation).
- Tell Ss that they are going to have an oral quiz. Explain that the goal is to answer questions and talk about topics in the unit.
- Review vocabulary and prepare a list of words to include in the oral quiz.

**How to score an oral quiz**
- Assign each S a number from 0 to 5 for each of the five areas. Reserve 0 for Ss who fail to take the quiz. Using this system, a maximum score of 25 points is possible by adding scores in each area.
- As Ss are assessed based on what is taught in a particular unit, they could get the maximum score on the oral quiz. This suggests that a S has mastered the content, structures, and vocabulary specific to that unit. Although some aspects of language (e.g., pronunciation) are not unit-specific, the scores should be based on the kind of speech and communication modeled in the unit.
- If a letter grade system is useful to the teacher and the Ss, this scoring system can be used:
  - 23–25 = A or Excellent
  - 20–22 = B or Very good
  - 17–19 = C or Good
  - 16 or below = Needs improvement
- In addition to a numeric score, it’s very important to provide Ss with written comments, including positive feedback. Praise Ss on their strengths and suggest areas for improvement.

**How to give an oral quiz**
- Point out that the purpose of the quiz is not for Ss to compete for the highest score; rather, the quiz will inform Ss (and the teacher) about how well they learned the material and what material, if any, may need extra review and practice.
- Tell Ss that they are not allowed to use their Student’s Books or dictionaries during the quiz.
- When selecting from the options, don’t feel it’s necessary to ask all of the questions provided. You may also include questions and follow-up prompts of your own.
## Oral quiz scoring sheet

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very good</th>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Fluency</td>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Grammar</td>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Vocabulary</td>
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<tr>
<td>Pronunciation</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**General comments:**

**Suggestions for improvement:**

**Comprehension** = ability to understand questions and respond appropriately  
**Fluency** = ability to speak quickly, naturally, and without many pauses  
**Grammar** = ability to use correct grammar and sentence structures  
**Vocabulary** = ability to understand and use vocabulary words and phrases  
**Pronunciation** = ability to use correct stress, rhythm, and intonation patterns
Unit 1 Oral quiz

Option A: Deliver a talk
Describe a friend or family member you admire.
- What characteristics does this person have that make you admire him or her?
- What positive influence has this person had on you?

Option B: Personal choice
Some people think that raising children in a big, extended family is important. Others think that a small, nuclear family is best. Which kind of family do you think is best for raising a child? Why?

Unit 2 Oral quiz

Option A: Personal preference
Describe a decision you made in the past that had negative consequences. Explain how you dealt with those consequences and what you think you should have done differently. Include details and examples to support your explanation.

Option B: Personal choice
Some people believe that they should solve all of their problems by themselves. Others believe that it’s better to ask others for help. How do you prefer to deal with problems? Why?

Unit 3 Oral quiz

Option A: Personal preference
Describe a feature of your city that you consider interesting and explain why. Include details and examples to support your opinion.

Option B: Question bank
Talk about your ideal city.
- What important features does your ideal city have?
- What type of climate does your ideal city have?
- Is your ideal city small or large? Why?
- Do you prefer to live in a modern city or an old, historic one? Why?
- What’s the best way to get around in your ideal city?
**Unit 4 Oral quiz**

**Option A: Personal choice**
Some students prefer to sleep only when they are tired and study at any time of the day or night. Others prefer to follow a schedule, studying during the day and sleeping at night. Which type of student do you think is more productive? Why?

**Option B: Deliver a talk**
Talk about your ideal schedule.
- When is the best time of day to concentrate hard on something?
- When is the best time for you to go to bed and why?
- What happens when you don’t get enough sleep?
- When is the best time of day to relax?

**Unit 5 Oral quiz**

**Option A: Personal choice**
Some people prefer to tell friends and colleagues about their personal life. Other people prefer to keep details about their personal life to themselves. Which kind of person do you prefer to have as a friend? Why?

**Option B: Question bank**
Sharing secrets
- Do you think it’s OK to talk about other people’s secrets?
- Are there situations in which it is never OK to tell a secret? What are some examples?
- Are there situations in which it’s necessary to share someone’s secret? What is an example?
- Have you ever shared someone’s secret with another person? Why or why not?
- What is the best way to be sure that your secrets won’t be shared with others?

**Unit 6 Oral quiz**

**Option A: Personal preference**
Name the news medium that you prefer to use to find out about current events. Explain why you prefer this news medium more than others. Include details and examples to support your explanation.

**Option B: Personal choice**
Some people prefer to read about current events in the newspaper. Others prefer to read about current events on the Internet. Which kind of news medium do you think is more trustworthy? Why?
Unit 7 Oral quiz

Option A: Question bank

Internet shopping
- How has the Internet changed the way people make consumer choices?
- Do people benefit from shopping on the Internet? Why or why not?
- Do you think Internet advertising is a good thing? Why or why not?

Option B: Personal choice

Some people believe that children should learn to use a computer as early as possible. Others believe that computers interfere with children’s natural ability to learn about the world around them. Which do you think is true? Why?

Unit 8 Oral quiz

Option A: Personal choice

Some people think that only people with talent can be successful in a creative profession. Others think that people who work hard can be successful in a creative field, whether or not they have talent. Which do you believe? Why?

Option B: Personal preference

Describe several traits of creative people that you consider most important. Include details and examples to support your explanation.

Unit 9 Oral quiz

Option A: Deliver a talk

Describe someone you know who doesn’t follow the crowd.
- What are some of the challenges this person faces?
- Would it be easier for this person if he or she conformed to society’s norms?
- What advantages does this person have by challenging the status quo?
- Has this person influenced you? How?

Option B: Personal preference

Describe a big change you’ve made in your life and explain how you dealt with it and how it affected you. Include details and examples to support your explanation.
Unit 10 Oral quiz

Option A: Personal choice

Some people think it’s best to complain about everything that goes wrong so that the problem can be fixed. Others think it’s better to stay quiet and make the best out of a situation. Which do you think is the best way to deal with a problem? Why?

Option B: Question bank

Complaints
- What do people learn from hearing complaints about themselves?
- Is it more important to know about a complaint or to feel that everything is OK? Why?
- What are some ways to complain without giving offense?
- What’s the best way to approach a friend with a complaint about him or her?

Unit 11 Oral quiz

Option A: Deliver a talk

Describe a moral dilemma you have faced in the past.
- What was the dilemma and what did you decide to do?
- What did you learn from having the dilemma?
- How did the experience make you stronger?
- How would you be different if the bad experience hadn’t happened?

Option B: Personal preference

Describe the most important human character trait and explain why it is important. Include details and examples to support your explanation.

Unit 12 Oral quiz

Option A: Question bank

Traveling and learning
- What do people learn from traveling?
- What is the best way for tourists to travel if they want to learn about the culture of the place they’re visiting?
- What are the important characteristics of a good tourist? Why do you think so?

Option B: Personal choice

Some people prefer to travel in large tour groups. Other people prefer to travel alone. Which type of tourism do you think is better for learning about a place and its people? Why?
1 Friends and family

LESSON A, Ex. 5  [p. 4, CD 1 Track 2]

1. Marcos
Well, I guess the biggest change in my life over the last five years is that I got married. You know, I used to be into going out with friends every weekend - and staying out late. We were pretty wild and crazy back then. Now, I'm more of a family man. I don't mind staying at home, watching TV - that kind of thing. I'm even learning to cook! It's not so bad. I guess you could say that I started to grow up. I wasn't so interested in going out all the time. I was ready to settle down and have a family.

I have to be honest. My heart wasn't really in the right place before. I mean, before, I didn't mind being, well, a little irresponsible at times, even selfish. I was always out having fun with my friends, but I never wanted to hear about their problems. I just didn't care. But with my wife and little boy, it's different. I'm trying to become more, you know, more kind and generous. I want to be there to help them out, no matter how small the problem.

2. Heather
I have to say, five years ago I was a completely different person. I never said much in a crowd, and I always tried to avoid making small talk with people I didn't know very well. But really, I was just incredibly shy and reserved. Anyway, then I went away to college, and I had this roommate, Nora. She had a great sense of humor and laughed at all my jokes. That really gave me a lot of confidence.

Nora and I joined a small study group at school. When we finish studying, a bunch of us go out for coffee. Conversation is easy because we all have a lot of the same interests. Now my new friends think of me as the “funny one” in the group. Can you believe it? So, I'd say I'm much more friendly and outgoing now. I don't worry about speaking up and giving my opinion anymore. In fact, I'm thinking about joining a few more clubs so I can meet even more new people and do more things.

LESSON B, Ex. 2  [p. 6, CD 1 Track 4]

Paul: So, Andrea, I heard you're staying with your in-laws for the holidays.

Andrea: Well, yeah, I guess I've got no choice. My flight leaves tomorrow afternoon. How about you, Paul?

Paul: Actually, I still live with my parents, so I don't have to go anywhere. You know, you don't sound very excited about your trip.

Andrea: I guess I'm just a little nervous. The whole time I was growing up, it was just me and my mom and dad. It was quiet around the house - very quiet. But my husband's family is huge. I mean, there's so many people!

Paul: Wow! How many?

Andrea: Well, he grew up in an extended family. So there's his parents and his grandparents. And his little sister, and his two younger brothers - no wait, three little brothers. All under one roof! So that's what, nine total?

Paul: Wow. What do they all do?

Andrea: Oh, let me think. My sister-in-law, she's the youngest, maybe twenty or twenty-one. She's a law student here in Chicago. And the oldest brother-in-law is a musician in New York. The other brothers are a lawyer and what, maybe a teacher, I think. We haven't been married long, so I don't know them that well, you know. But they all seem very nice and friendly. So, how about you? How big is your family?

Paul: Well, when I was a kid, our family was a lot like your in-laws! It was me, my parents, my older sister and brother - and my grandparents too. But both my grandparents passed away a while ago, unfortunately, so it's just the five of us now.

Andrea: Are your sister and brother coming in for the holidays?

Paul: Yeah, they're coming with their families. My sister and her husband live near Boston. They have two little girls. Then my brother and his wife and their three kids will come over as well. My brother's a doctor here in Chicago. It'll be great! We love getting together.

Andrea: So that's . . . How many people is that?

Paul: Uh, 12, I think.

Andrea: Wow, that's even more than my in-laws.

Paul: Yeah. The hard part about it is my mom has to cook so much food. Of course, the great thing about having a big family is that there are a lot of people to help her.

Ex. 6  [p. 8, CD 1 Track 6]

Sue: Hey, Victor, you're back in town. So, how did it go?

Victor: Oh, it was great! I wasn't sure I was going to enjoy it, but it turned out to be a lot of fun.

Sue: Was your grandma surprised?

Victor: Completeiy! She knew we'd do something special for her 80th birthday, but she never expected that the whole family would turn up for a reunion.

Sue: How many people were there?

Victor: Lots – I'd say about 80 or so. Folks showed up from all over the place. We had people from Texas, Chicago, Florida, California, and even Mexico. I got to see people I hadn't seen for years, like Lu Ann, my uncle's cousin. Actually, I don't think I've seen her since I was a little kid. Oh, and my brother Rudy was there with his wife and their new baby - Grandma's first great-granddaughter.

Sue: That sounds like fun. So was there anyone there you didn't recognize?

Victor: Yeah, but that was OK because as soon as we got there, we each got a name tag showing how we were related to Grandma. Like mine said: “Victor – Anita's grandson, Hector's son.”
Sue: That's a cool idea. So you could immediately see how you were related to someone.

Victor: Yeah, most people have changed a lot over the years, plus my mother-in-law came along because she hadn't seen any of these people since our wedding, so the name tags worked out really well.

Sue: So, were there other people like your mother-in-law? I mean, she's not really a relative.

Victor: Oh, sure. There were quite a few people who weren't directly descended from Grandma, like people's in-laws, neighbors, friends of the family. . . . But their name tags said who they were and what the connection was.

Sue: Sounds like it must have been a lot of fun. I bet your grandma was happy.


2 Mistakes and mysteries

LESSON A, Ex. 2 [p. 10, CD 1 Track 8]

Have I ever made any bad decisions? Me? Oh yeah, all the time. I made a terrible decision just the other day. My next-door neighbor knocked on my door and said she was going to visit her sister in Canada for a week, so could I feed her cat while she was away? I didn’t know her very well, but she said the person who usually takes care of her cat couldn’t do it this time. And without even thinking about it, I said I’d help her.

Now, for me, this was just a terrible decision. I mean, for one thing, I’m allergic to cats. I mean really allergic. And also, I knew I was going to be really busy at work – I mean really busy – and there was no way I’d have time to take care of it properly. And on top of that, I’m a really absent-minded person in general. I forget stuff all the time. That’s why I don’t have a cat of my own. I don’t have any pets. I don’t even have a plant!

But my neighbor just made me feel like I had to help, I guess. So I agreed to do it. And the problems started right away. I was supposed to start feeding the cat on Thursday morning, but I just forgot to do it. I should have marked my calendar so I wouldn’t forget. But I didn’t. I mean, I told myself to mark that calendar, but I just never did. The next thing I knew it was Thursday afternoon, and I was in the middle of a meeting at work, and suddenly I remembered! So I had to leave work early to go home and feed the cat.

Then, the next day, I knew I needed to leave work on time to catch the train home and feed the cat. But my boss said I had to stay late to finish this report. So I missed that train, and the next one didn’t come for an hour. When I finally got home, the cat was OK, luckily. But he was pretty hungry, and he was mad at me, I guess, because he scratched me.

Then it was the weekend. I brought the cat over to my own apartment. I thought it would be easier to remember it that way. But I really shouldn’t have done that because of my allergies. I remembered to feed the cat, but I was sneezing all weekend!

Ex. 6 [p. 12, CD 1 Track 10]

1. Ray
The problem that I had, well, it was a real learning experience. You see, I went to the doctor for my yearly checkup. I think it was last spring. And, anyway, the doctor said I’d gained some weight and – and this was a surprise to me – but he said my health wasn’t really too good. He told me I needed to start exercising and eating better. So, I got one of those low-fat cookbooks. And I started jogging around my neighborhood. And you know, at first I felt great! But then one day I was jogging, and I guess I was pushing myself too hard, and I fell and twisted my ankle. So, after that, I didn’t do any exercise for a few days. And I started to feel really lazy and unhealthy, so – and here’s where I made my mistake – I started jogging again, even though my ankle was still a little sore. I really shouldn’t have done that. I should have gone to the doctor about it and followed his advice. Well, surprise surprise, after a few days of that I was running and I felt this awful pain. It was just terrible. It hurt so much. I could barely walk home. So I went to the doctor after that – finally. He told me that I shouldn’t have started running again so soon. That just aggravated the problem. Now I can’t go jogging for a couple of months.

2. Felipe
The problem was our next-door neighbor, Eddie. It got so bad that I just wanted to move out and sell my house, but then I figured no one would buy it. You see, my neighbor’s hobby is fixing up old cars that he can sell later. That’s fine, I guess, but he always runs into some problem while he’s fixing them up, and then he just quits. So the cars just sit there in the front yard. Right now he’s got three out there, and they’re horrible to look at. For a long time, I didn’t say anything, but I kept getting madder and madder. Then last Saturday morning about seven o’clock, Eddie was out there working on a car and making so much noise it woke us up. Well, I had to do something. So I stomped out there in my pajamas and started yelling. Of course, Eddie started yelling back. It got pretty bad. I guess I shouldn’t have done that. So later that day when I was a little calmer, I went out and suggested he build a fence so I wouldn’t have to look at that mess. He thought it was a good idea, surprisingly, but he also thought I should pay half the cost. We haven’t solved the problem yet, but at least we’re dealing with it. We’re talking about it like adults.

3. Jennifer
One time, my best friend Keiko and I were supposed to work on a big school project together. It started off OK. We figured out what needed to be done, and then we divided the work between us. The problem was, I didn’t do the work I was supposed to do. Keiko kept calling me, and I kept making excuses – you know, just ignoring the whole problem. The day before we had to hand it in, I had to tell her that I hadn’t done my share. She worked all day and all night and finished the project by herself. The teacher loved it and told the class what a great team Keiko and I were. I didn’t say anything, and neither did Keiko. I avoided her in class that week, and when she called me, I didn’t answer or call her back. See, I really hated confrontation. I couldn’t deal with problems like that. I thought it was better to just pretend there was nothing wrong. I thought Keiko might be mad for a couple of days.
and then forget about it. That was five years ago. Now, when I see Keiko, she just says hello and keeps walking. I guess I should have apologized right away. Then I might have avoided the whole problem. Or better yet, I should have just done my share of the work.

LESSON B, Ex. 5  [p. 16, CD 1 Track 12]

David: Good evening listeners, and welcome to Still Unsolved Mysteries. Tonight we’re going to talk about the strange case of Betty and Barney Hill. They were convinced that one night in 1961, they were abducted by aliens. Could this really have happened? Martha Stevens is here to talk about it. Martha, what’s the story?

Martha: Hi, David. Well, one night, while the Hills were driving home from a vacation in Montreal, they saw a bright point of light in the sky. Barney assumed it must be a plane or maybe a satellite, but Betty thought it could be a UFO. There were no other cars on the road, so Barney drove slowly so they could watch it. The object seemed to be flying beside them. Barney began to agree that it couldn’t be a plane, so he stopped the car. And Betty said she saw about ten creatures looking at them through windows in the object.

David: And then what happened?

Martha: As they drove quickly away, they suddenly felt tired, and their bodies felt strange. Their next memory was driving on the highway again. They arrived at their home early the next morning. They said things were still strange.

David: How were they strange?

Martha: Well, they couldn’t remember the drive home clearly. Betty found pink powder and stains on her dress. She had no idea where they might have come from.

David: Did they contact anyone?

Martha: Betty wrote a letter to the Air Force about their strange experience and about the terrible dreams she was having. The Air Force said Betty must have been having the dreams because she thought she saw a UFO. They said she couldn’t have seen aliens. Betty and Barney were interviewed and hypnotized many times by doctors. They told stories about having medical tests on the spaceship.

David: What did the doctors think?

Martha: They doubted the story. They said dreams like this can be triggered by science fiction TV shows. Barney’s description of the creatures matched creatures from a TV show. Doctors figured the Hills must have seen the show. Betty said Barney couldn’t have seen the show because he worked in the evenings when it was on TV.

David: Hmm. I suspect the doctors were right. That must be the real explanation.

Martha: Well, maybe. There’s one more thing. Doctors asked the Hills what time they left Montreal, and what time they got home. The trip should have taken four hours. The Hills were amazed to realize it had taken them seven hours. What happened to the missing three hours?

David: Good question, Martha. I guess that’s why it’s still an unsolved mystery!

3 Exploring new cities

LESSON A, Ex. 2  [p. 18, CD 1 Track 14]

Andy: Well, this is Andy Wong, and we’re just about at the end of another episode of Where in the World . . . ? But before we sign off, I’d like to tell you a little about tomorrow’s program. Tomorrow we’ll have a very interesting report on two very exciting cities that I’m sure you won’t want to miss. Our reporters in the field, Diana and Matt, are standing by to fill us in on the details. Diana! Can you hear me?

Diana: Yes, Andy, loud and clear!

Andy: Well, where are you?

Diana: You know I can’t tell you that, Andy! You’ll have to watch tomorrow’s program to get the answer.

Andy: Oh, right, . . . that’s right. Well, tell us about the place anyway.

Diana: OK. This city is a very exciting place to visit. First of all, it is one of the ten largest metropolitan areas in the world. It is a very cosmopolitan city with a strong identity of its own. And the local food is delicious! I am really enjoying the restaurants that serve barbecued beef, which is grilled right at your table. But I must warn you, much of the food is extremely spicy, so come prepared. Do you like spicy food, Andy?

Andy: I sure do!

Diana: Well, you should come on over, then! Andy, this city is very old. And it’s divided by the beautiful Han River. The city has a striking combination of modern and ancient architecture. With its efficient subway system, it’s very easy to get around and see the sights. But be sure and use public transportation because the traffic is terrible!

Andy: Great, Diana. Thanks so much for . . .

Diana: Oh, wait, Andy! One more thing I forgot to mention! The shopping. The street vendors here sell everything from shoes to electronics to furniture—all at discounted prices! Ooops, have I said too much?

Andy: No, no, not at all. Sounds like you’re having a fantastic time. We’re looking forward to hearing your full report tomorrow, and finding out just where in the world you are right now! Before we run out of time, though, let me turn it over to Matt. Matt? Are you there?

Matt: I sure am. Hello, everyone. Well, my city is very old. It was founded over 3,000 years ago by the Greeks. It is now the largest city in the country, with about three and a half million inhabitants—that’s about a third of the population of the country. It’s quite fascinating. It’s surrounded by mountains, and it overlooks the sea. And if you enjoy swimming, there are beautiful beaches in the suburbs.

Andy: Well, Matt, I guess we know where you’ve been the last few days! On the beach!

Matt: Well, not exactly, Andy. There’s so much to see and do here. By the way, this city has some of the world’s best museums and one of its best-known monuments. This world famous ancient Greek temple that sits on the top of
a rocky hill in the center of the city has to be seen with your own eyes to be believed.

Andy: Mm-hmm. I'll take your word for it. So, what do people who live there like to do at night?

Matt: Well, there are a lot of theaters, including outdoor theaters. And there's a local restaurant district just down the hill from the temple where people eat, talk, sing, and dance all night.

Andy: Great! Thanks a lot, Matt. Well, that certainly has given our listeners plenty to think about, but I'm sorry to say we're out of time. That's it, folks. This is Andy Wong reminding you to tune in tomorrow for the next installment of our travel show, Where in the World...?

So long, everybody!

Ex. 6 [p. 20, CD 1 Track 16]

Interviewer: Hi, guys.

Carlos and Vicki: Hi. Hi ya!

Interviewer: Thanks for agreeing to meet me here on such short notice.

Carlos: No problem.

Interviewer: Well, listen, as I said to you on the phone, I'm doing a story for a magazine. I'm interviewing foreign students to get their impressions of different cities in America. Um... this should only take about ten minutes or so. Let's see... Uh, do you mind if I tape-record our interview?

Vicki: Oh no, not at all.

Interviewer: OK, then. Carlos, why don't we start with you. What do you think of San Francisco? How do you like it here so far?

Carlos: It's OK, I guess.

Interviewer: Oh, you don't sound very enthusiastic.

Carlos: No, uo, I like it. It's just that I've been so busy studying. I haven't had much time to explore the city.

Interviewer: Oh, that's too bad.

Carlos: Yeah. And when I have the time, well, it's so cloudy and foggy here - especially in the summer. I never thought I'd be wearing a sweater in July!

Interviewer: Well, this is Northern California. Hey, maybe you should move south. I hear Los Angeles is warmer. Vicki?

Vicki: Oh, I love it here. I think this is a beautiful city. The rolling hills, the views of the bay - it's very romantic.

Interviewer: Yeah. So how do you guys spend your free time?

Carlos: Well, I'm studying architecture and I'm somewhat of a photographer.

Interviewer: Really?

Carlos: Oh, I'm just an amateur. Anyway, I... I'm always taking pictures of the buildings in this city. You know, the Victorians, the modern skyscrapers downtown... There's such a variety of buildings in this city. The architecture is really great. I've also taken pictures of other landmarks like the Golden Gate Bridge. It looks totally different when the weather changes.

Interviewer: Wow! That's interesting. Ah, well, Vicki, it's your turn. What do you like to do?

Vicki: I'm a bit of a night person. There's always a new club, or a film, or a great outdoor café to check out with my friends. And we also like to explore the different neighborhoods. It's pretty easy thanks to BART. That's Bay Area Rapid Transit.

Interviewer: Yeah, that's a great subway system.

Vicki: Anyway, yesterday we went to the Italian neighborhood, North Beach, to buy some pastries and have a cup of espresso. Today I'm going down to the Mission district to get a burrito for lunch.

Interviewer: Hey, sounds like you like to eat Mexican food.

Vicki: Yes. And actually, I like the Mission a lot. It's a Latino neighborhood. We don't have anything like that where I come from.

Interviewer: Uh, well, that's about it. Any final comments?

Carlos: No, not really.

Vicki: I'd just like to say that this is a great place to live. I'm glad that I got a chance to study here.

LESSON B, Ex. 5 [p. 24, CD 1 Track 18]

Interviewer: How do you enjoy living in Sydney, Maria?

Maria: I love it. I lived in a little mountain town in the U.S. before I moved here, so I'm really enjoying Sydney life. And the climate is great most of the year.

Interviewer: What do you like most about it?

Maria: Well, for one thing, it's a very easy city to get around. The public transportation is pretty good, which is important for me because I don't have a car. So you see, I use buses and trains most of the time. I can usually get wherever I want to pretty easily.

Interviewer: How about you, Ian?

Ian: Well, it's a very beautiful city. I love the harbor and the opera house. And the beaches are great, of course.

Maria: Oh, yeah, the beaches are great! There are great beaches close to town, like Bondi beach.

Ian: I know, it's true. But I don't have a lot of time to go to the beach because I have to work two jobs to make enough money to pay the rent. Actually, I'd really prefer to live somewhere smaller. I find Sydney too fast, too noisy, and definitely too expensive.

Maria: Oh, I don't know. Maybe I'm just lucky, but my rent's not bad at all. Actually, since I'm splitting the rent with two roommates now, it's about the same as I was paying in the U.S. And... uhm... yeah, I love the nightlife here too. On weekends my friends and I usually go to a club or a place with live music. There's always something interesting going on downtown. I've made lots of friends since I moved here.

Interviewer: That's great. Ian, what do you do for fun in Sydney?

Ian: Well, not much, I'm afraid. It's so expensive to do anything here. Also, you know, because of the high rents I can only afford to live out in the suburbs. And there...
isn’t much happening out there, believe me. Hmm . . . I guess once in a while I like to go to Chinatown, though. There are plenty of restaurants there where you can eat fairly cheaply. Good ones too.

Maria: Is that right? I can’t seem to find cheap food anywhere. In fact, the restaurants near me are so pricey that I hardly ever eat out.

Interviewer: All right, here’s a question. If you could change one thing about the city, what would it be?

Ian: The traffic, without a doubt. I used to drive back in my hometown, but I hardly ever drive here. There are far too many cars, and drivers are very aggressive. You have to know where you’re going, and you have to drive fast, otherwise others drivers can be really rude.

Maria: See, I don’t have a car so that doesn’t really bother me. Actually, you know, I wouldn’t change anything. It’s so much better here than the tiny little town where I used to live!

Ian: I don’t know. Sometimes I think life is better back home. Sure, it’s smaller, but it’s easier to live a good life. And you get to know the people better too.

1-3 Communication review

Ex. 3  [p. 27, CD 1 Track 20]

Host: Hello and welcome to Who’s sorry now? Today we’re going to be taking your calls about what you could have done, what you wish you’d done and what you really should have done, because you’re sorry now! Here’s our first caller. Hello, Mark.

Mark: Hi, Chris.

Host: So, Mark, what did you do? What do you think you should, or maybe shouldn’t, have done?

Mark: OK. When I was in college I shared a house with a couple of other guys. We used to play practical jokes on each other. You know, hide each other’s shoes, put salt in the sugar bowl, that kind of thing.

Host: OK. Right.

Mark: Well, I’m pretty good at faking voices. So this one time my roommate, Luke, applied for a job at a store in town. The store manager called to ask him to come in for an interview. I pretended I was Luke.

Host: OK.

Mark: I told him that I – I mean, me pretending to be Luke – that I didn’t really want the job.

Host: And?

Mark: So I didn’t tell Luke about the call.

Host: Uh-huh.

Mark: So Luke thought they weren’t interested in him and that was that.

Host: Not very nice.

Mark: No, I felt terrible. I still do. I should have told him about the call.

Host: So who’s sorry now, Mark?


Host: OK. Thanks, Mark. Next caller. Anna?

Anna: Well, I was on vacation with my family. We were driving around national parks. It should have been a great trip, but my brother had just gotten a harmonica for his birthday. He loved it and he played it all the time. And I had to listen to it, all the time. And he was terrible. So we stopped at this place in the desert and, when he wasn’t looking I threw it as far away from the car as I could. When he discovered it was missing, he looked everywhere for it.

Host: You didn’t really need to throw it away, did you? You could have just hidden it.

Anna: Yeah, you’re right. I should have just put it in my suitcase or something. I didn’t have to throw it out. But I did.

Host: And you’re sorry now?

Anna: Yeah, very. He saved up and bought a drum set when we got home and then I had to listen to that every night.

Host: Aw, too bad for you! Next caller! Luke?

Luke: Hi, Chris. Your first caller was my old roommate, Mark. He told you about my job interview.

Host: Right. He never should have done that. That was mean. I bet you’re mad.

Luke: No, not really. I decided I didn’t have time for a job – I really needed to study – and called the manager to tell him. He told me he already knew. I knew right away it was Mark.

Host: So you weren’t angry when you found out what he’d done?

Luke: A little. He was supposed to be one of my best friends. I probably should have told him I knew what he’d done. But I kind of enjoyed his call tonight. He’s had to live with his “secret” all these years. So, all I can say is: I got you, Mark!

Host: OK, OK. That’s all we have time for tonight on Who’s sorry now. Tune in next week to hear more . . .

4 Early birds and night owls

LESSON A, Ex. 5  [p. 30, CD 1 Track 22]

1. Sean

You know, I never appreciated all the things my mother did until I moved here to go to school. Since getting my own place, I’ve had to grocery shop, cook, clean, and do laundry. And I have to go to classes, research stuff at the library, write essays, and study! Having all this stuff to do really makes me feel pressured. And when I feel pressured, I get stressed out, and then I have no energy to do anything. So, when I start feeling that way, I call home. I talk to my parents and have a few laughs with my kid brother. As soon as I start talking to my family, I feel better. It’s like magic.

2. Lisa

I just don’t think there are enough hours in the day. My husband and I both work and we have two small children, so
we're on the go from the moment we get up until the time we
go to bed. We love our jobs and we adore our kids, but
sometimes, enough is enough. Every so often, my husband
and I just need a little down time. If we don't get any; we
start to feel the stress and fatigue building up. After the last
time it happened, I found the perfect solution. Now, before
things get out of hand, I arrange for my children to sleep
over at my neighbor's place. It's fine because Betty - that's
my neighbor's name - Betty and I are good friends. And her
kids and our kids are friends too. Actually, the kids really like
goin' over there. So anyway, after the kids leave, my
husband and I have a quiet dinner and maybe watch a video,
or just listen to some music and talk. I can almost feel the
stress melt away. Of course, the neighbors' kids sleep over
here sometimes too.

3. Victor
Traffic stresses me out. My family lives in a quiet little suburb
north of the city. That means I have to drive in for school and
my part-time job. I used to start getting tense even before I
get on the highway. Some rush hour drivers can be very
rude, and the traffic is usually bumper to bumper. You have
to be alert because someone's always trying to cut in front of
you. Anyway, now I leave home before the traffic gets too
heavy. I know I'll be early, but as soon as I get there, I go to a
little café I know and have a coffee and look at the paper, or
review for my classes. I've made friends with the other
regulars, so now I'm always full of energy and ready to start
the day.

LESSON B, Ex. 4 [p. 34, CD 1 Track 24]
Kate: Hey, Sérgio, do you ever have recurring dreams?
Sérgio: Yeah, sure. Why, Kate?
Kate: Well, I had one last night. I'm back in high school, and
in my dream, the school looks mostly the same as it did,
but much bigger. The weird thing is, although I'm 23
years old, I'm back in high school with all these 15-year-
olds. It's very embarrassing. No one seems to notice that
I'm much older and shouldn't be there in the first place.
But still, it's very uncomfortable. I keep thinking, "What
am I doing here?" Well, I know it must be the end of the
school year because everyone's talking about final exams.
And that's when it hits me that I've forgotten to go to
math class all year and there's a big math test today.
Sérgio: Oh, that's terrible.
Kate: Yeah, I'm totally unprepared. So I start to go to class,
but then I realize I can't find it. No matter how far, how
many hallways, I just can't find it. I know I'm late for
class, and this really worries me. Finally, I wind up in my
math class, but it's almost over. So I've missed most of the
test, and I think I'm going to fail or something. Basically,
that's the dream.
Sérgio: That's a bad one. Do you have that dream a lot?
Kate: Sometimes. I guess it means that I'm worried or
overwhelmed about something that is happening in
my life.
Sérgio: Yeah, I sometimes have this bad dream - I guess
really it's a nightmare. I'm in danger, but I'm not sure
from what, and I can't move or scream or anything. I can
feel something coming closer and closer to me. You know,
it's really strange because usually in the dream I am
exactly where I am in real life - like in my own bed in my
bedroom - and everything is very realistic. The only part
that is dreamlike is that I can't move. Sometimes I can't
even open my eyes, or I can only open one eye. Usually I
have to alert someone, or possibly save someone,
although the person often changes. Anyway, I can't do
anything because I can't move. It's really terrifying.
Kate: Yeah, it sounds terrifying. So what do you think
it means?
Sérgio: I'm not sure, but you know, I think the dream means
that I'm feeling there's something in my life that I can't
control, although I feel like I should be able to. Once I
had the dream when one of my friends was very sick, and
I just felt completely helpless. I hate feeling that way.
Kate: Yeah, I know what you mean.
Man 1: Although I do like this old-fashioned dance music. The bands back in those days could really play. Not like today. It’s all image now, you know?

Man 2: Oh, I don’t know about that. It’s just the style’s changed, that’s all. I mean, a lot of those pop stars are actually pretty talented.

Man 1: You really think so?

Man 2: Sure. Actually, I’ve been listening to this CD my grandson left behind at the house last Thanksgiving. It’s some of that – what do you call it? That hip-hop music.

Man 1: You what? You’ve got to be kidding me.

Man 2: No, no. A lot of it isn’t bad! I mean, at least the lyrics are about something, you know?

Man 1: Hmm. I don’t know.

Man 2: No, try it! You’ll see! Wait, wait, I’ll put it on now.

Man 1: I’d rather go out dancing. Anyway, I should get going. I’ll call you later.

Woman 1: Mmm, Jenny . . . this is delicious. I love stuffed grape leaves.

Woman 2: Yeah. Me too. It all tastes delicious. Do you think they made all this themselves? Or did they have it catered?

Woman 1: Oh, no. George is a great cook. Why would they cater it?

Woman 2: Really?

Woman 1: Oh, yeah.

Woman 2: George cooks?

Woman 1: You didn’t know that? Lynn’s always saying that’s half the reason she married him!

Woman 2: Well, that is a good reason. Is she ever lucky! I wish my husband liked to cook. He completely avoids anything that has to do with the kitchen.

Woman 1: You know, my husband’s talking about signing up for an Italian cooking class on Saturdays. I hope he does it.

Woman 2: Oh, I wonder if I could convince my husband to do that. I’d sure love being the taste tester for his recipes.

Woman 1: Exactly what I was thinking. Well, I’ll let you know when the class starts.

Woman 2: Great! Please do. In the meantime, I think I’ll go mention it to him. Talk to you soon.

Man 1: OK. Bye.

Nicole: Oh, I mean, it’s been over four years since they met. My mother has always said that they would get married someday, but no one expected it to happen now. And you know what? The funny part is how it happened.

Man: Yeah?

Nicole: Yeah. OK, listen. My sister told me that they were eating at this fancy restaurant, and while they were reading over the menu, listening to some classical music . . .

Man: Ah . . . let me guess. He pulled out a ring and asked her to marry him.

Nicole: No, smarty. The other way around. She asked him! She said she got right down on one knee and proposed.

Man: Yeah?

Nicole: Yeah! And he was pretty surprised, I think, but of course he immediately said “yes.” Listen, they’re planning a wedding for the fall.

Man: Well, that is great news. Yeah . . . and I’m sure they’ll be very happy together.

Nicole: Yeah. Now I have to start thinking about the wedding. She asked me if I would be a bridesmaid in the wedding, so, you know, I have to buy a dress and then . . .

2. Tony

Woman: Why the long face, Tony?

Tony: Oh, I got some bad news today.

Woman: What happened?

Tony: Well, you know my job at the design studio?

Woman: Yes.

Tony: Well, . . .

Woman: Oh, no!

Tony: Oh, yes. Today the boss called me into his office and told me they had to lay me off. That means as of April 30th, I’m out of work.

Woman: Oh!

Tony: No more job.

Woman: Oh, Tony, I’m so sorry. You said you really liked working there too.

Tony: Yeah, well, it’s not all bad news. The boss told me there’s still a small chance that the company would call me back in the summer if the work picked up. You never know what’ll happen. They may need me then.

Woman: Oh, this is so sudden, isn’t it?

Tony: Well, not really. See, the boss also explained that two other employees had already been laid off. I had a feeling I might be the next one in line. You know, I’ve only been working there ten months, so I don’t have any seniority. If they’re going to lay someone off, it’s always going to be the newer employees first.

Woman: What are you going to do?

Tony: Like I said, I’ve still got a job until the end of the month. Starting in May, I plan to send out résumés and go on some interviews. Depending on the outcome of the interviews . . .
LESSON A, Ex. 5  [p. 46, CD 2 Track 6]

1.
It's seven o'clock and time for the news. First, this just in from the World Health Organization, or the WHO. The WHO has reported that we are facing a potential global epidemic due to treatable cases of tuberculosis, also known as TB. TB is dangerous because it affects the lungs. The number of cases is growing worldwide, and this has researchers worried. According to a recent study, as many as a third of all known TB cases are treatable because of new drug resistant strains. The drugs normally used to treat TB are simply not working. For now, the WHO is planning an international program to educate people about the dangers of TB.

2.
And now we have a report on a scandal involving famed nineteenth-century painter Vincent van Gogh and one of his most famous paintings. Sunflowers, done in 1888, was recently bought by a large multinational company for several million dollars. Well, the scandal erupted in London yesterday over the authenticity of this painting. An art expert from the Dutch Art Institute is claiming that the painting is a forgery. Authorities are looking into the matter.

3.
Next, to Mexico, where Hurricane Pauline pounded Cancún and nearby areas last night, leaving many people homeless. The strong winds and heavy rains made for horrible conditions. Floods and landslides destroyed homes and cars, especially in the beachfront areas. Rescue is particularly difficult because streets are blocked, in most cases, by mud. It's believed that some people are trapped inside their homes and cannot get out. Most people have left their homes and are now safely in temporary shelters. Mexican authorities predict that the disaster is going to have a huge impact on the tourist business in Cancún this year.

4.
And finally, a story for all you parents out there: How often do your kids push you to your limit, and what do you do about it? One tired and harassed mother from Illinois decided she'd had enough yesterday. Instead of yelling at her children, as she normally would, she decided to leave. She walked out the door and climbed a tree— the tree with her children's tree house in it, that is. She told her children she had decided to stay in their tree house until they started appreciating her more. She put a sign in front of the tree house that said, "On Strike — No cooking, cleaning, doctoring, banking, or driving until demands met!" The children tried to persuade her to come down, but no luck. Finally, one of them had the smart idea of baking their mother's favorite treat— brownies. Well, they must have smelled good because that did the trick. Mom agreed to come down and meet her children at the bargaining table. No word yet on the outcome of those negotiations, though. That's it for now. We'll be back in an hour with more news.

LESSON B, Ex. 2  [p. 48, CD 2 Track 8]

1.
You see, my mother had this ring. It was kind of old. It had been given to her by her mother, my grandmother. It had been in our family for years. Anyway, my mother asked me to take it to the jeweler's to get it repaired. She told me to be very careful with it.

Later that day, I dropped the ring off at the jeweler's and ran off to do the rest of my errands. It was a busy day, and I was feeling really stressed. I went back to the jeweler's just before they closed, paid for the ring, and raced home. Everything seemed fine.

But when I got home . . . I mean, I was sure I'd picked up my mother's ring at the jeweler, but then I couldn't find it when I got home. I checked all my pockets, but all I found was the receipt. The ring wasn't there. I looked everywhere! You can imagine how panicked I felt. Up until then, I had never lost anything important, so I didn't know what to do.

Just then, the phone rang. It was the jeweler's. They were calling to say I had run out of the store in such a hurry that I'd forgotten to take the ring! They still had the ring at their store. So, the ring wasn't lost after all. What a relief!

2.
I had this big meeting at work that day. Really important. I had left for work a little earlier than usual. I always take the subway to work. So I got to the subway station, and the train was right there. What luck, right? And I got on just as the doors closed.

Well, after a couple of minutes, I realized that my skirt had been caught in the subway doors. I couldn't pull it out! A woman standing next to me tried to help me, but we still couldn't get it out. By this time, I was so embarrassed. Other people were staring at me. And my skirt was really stuck.

Well, wouldn't you know it, the doors to the subway opened on the other side for the next six or seven stations. I had to miss my stop. I just stood there, with my skirt stuck in the door, unable to move. Finally, the doors opened on my side. I was able to leave the train. But now I was really late.

When I got to work, my boss asked to speak to me. I knew he would never believe why I was late. I felt so stupid! Of course, later we all laughed about it.

Ex. 4  [p. 50, CD 2 Track 10]

Host: Welcome back, everyone. We're talking to Hollywood star Tom Wiley. Before the break, we were talking about your life, Tom, before you became a big star. I mean, you didn't just become a big star overnight. You struggled for many years.

Tom: You can say that again.

Host: Tell us a little about it.

Tom: Yeah, uh, OK. Well, I think I must have worked 20 or 30 different jobs.

Host: Really? That's a lot.

Tom: Well, in the beginning, I couldn't find steady work as an actor, so I had to do something to put food on the table. You have to eat, right?
Host: That’s interesting. So, what kinds of jobs did you have?
Tom: A little bit of everything, I guess. I worked as a taxi driver, in a department store, and painting houses, to name a few. I wasn’t good at any of them. I think I ended up getting fired from most of those jobs.
Host: Oh, yeah? Come on, tell us a few stories.
Tom: This is so embarrassing. Well, one time I was working for a big department store in Chicago – in the luggage department. It was so boring! I mean, we didn’t have many customers during the day, and that’s when I worked. Sometimes, when I got sleepy, I used to lie down behind the luggage racks and take a nap.
Host: So, what happened?
Tom: Well, one day I got caught – by my boss. And he fired me on the spot. It was terrible. Then there was the time I decided to paint houses. You know, you have to climb these high ladders to do the job, right? Well, it turned out that I was afraid of heights. The first time I climbed up a ladder, I got dizzy and fell and broke my wrist.
Host: No!
Tom: Yes! But the worst thing was that when I fell, I knocked the paint over and it came down all over my coworkers. So naturally, I got fired again.
Host: Any other war stories?
Tom: Well, you’re not going to believe this, but I got hired as a cab driver. I drove a taxi, but that only lasted a few days.
Host: Did you get fired?
Tom: How did you guess? On my third day, I had an accident. Luckily, no one was hurt – my passenger was fine – but it scared me to death. That was enough for me and that was the end of my days as a driver.
Host: It seems you’re a little accident prone. It’s a good thing you made it as an actor!
Tom: Yes, I guess you could say that.
Host: Thanks for sharing your stories with us. Coming up after the break, we’ll talk with Tom about his latest movie, scheduled for release in September.

4-6 Communication review

Ex. 3 [p. 53, CD 2 Track 12]

Good morning, everybody. Thank you for coming. I know that you’re all busy studying for finals and finishing your projects. I hope coming here so early this morning hasn’t been too stressful for you.

I’ll be talking about the causes of stress for college students. Then I have some suggestions for dealing with stress. We’ll end with a short relaxation activity.

One cause of stress that I probably don’t need to tell you about is not having enough money most of the time. This affects so much of your life on campus. Do you buy a book that you need, or do you reward yourself for all your hard work by going out for a good meal? Now this is a pretty obvious one. Some of you may, in fact, be dealing with this already by working part time.

This leads me to another major cause of stress for students – trying to juggle going to classes, keeping up with coursework, studying for exams, and working. Some of us also try to fit in a social life.

There are, of course, other causes of stress for students. You may be studying too much. You may not be getting enough physical exercise. You may not be eating the right food.

So, how do you handle stress? I’ve got a few suggestions. First, find a physical activity that you enjoy and make time for it. For example, playing tennis, going for a walk, swimming, anything that gets you moving. Secondly, organize your time and set reasonable goals that can be accomplished. Third, don’t make unnecessary appointments or impossible deadlines. Learn to say “No.” Number four, make time to relax. Create opportunities when you can relax your entire mind and body. Time to just chill out. Five, eat breakfast and try to space your meals evenly throughout the day. Don’t drink too much coffee. And six, learn to develop a sense of humour about yourself and your problems.

Now, we’re going to try that relaxation activity . . .

7 The information age

LESSON A, Ex. 4 [p. 55, CD 2 Track 14]

Host: Our question today is: How do you feel about the Internet? Call in and let us know! Here’s our first caller. What’s your name?
Edward: It’s Edward.
Host: Hi, Edward! How do you feel about the Internet?
Edward: Well, I use it every day at work. It’s true that it makes my life easier. E-mail and instant messaging are especially useful for me at work. When I’m at home, I do a little online shopping, because it’s just so convenient. There’s no doubt that it’s a useful tool, but it’s not healthy to spend too much time with it, if you ask me.
Host: OK! Thanks, Edward! Let’s take another call. Hello? What’s your name?
Ting: I’m Ting.
Host: How do you feel about the Internet, Ting?
Ting: Well, basically, I’m the outdoorsy type, and I’d much rather be kayaking or hiking than Web surfing. But, I’ll admit that the Internet is the best place to get the news, so I’ll go online for a couple of minutes a day. Plus, I’m taking this class that’s only offered online, so I have to use the Internet for that class and to do homework for it, too. So I’d have to say that online is not my favorite place to be.
Host: Fair enough, Ting! We’ve got time for one more call. Hello? What’s your name?
Maria: Maria.
Host: How do you feel about the Internet, Maria?
Maria: Well, I don’t know how I’d live without it! I use it at work, of course, but that’s only the beginning. As soon as I get home, I log on to my favorite chat room to talk to my friends. We’ve all got webcams set up so we can see
each other too. Plus, I'm always downloading the latest computer games - I love to play. Oh, and I've just started my own blog! When I'm online, I'm having so much fun that I sometimes forget the time and . . .

Host: Well, that's all we have time for today. Tune in again tomorrow for . . .

LESSON B, Ex. 5  [p. 60, CD 2 Track 16]

Host: Sports and weather are coming up. But first, here's Health Watch, with our medical specialist, Dr. Linda Byrne. Dr. Byrne, there's no question that technological advances in the last decade or two have made our lives easier, but all this technology has its downsides as well, doesn't it?

Dr. Byrne: That's right, Peter. Especially for those suffering with syndromes caused by the stress of our high-tech lifestyles.

Host: And this is a relatively recent development, isn't it?

Dr. Byrne: Definitely. Such syndromes were nearly unheard of in 1980, before the growth of the Internet and the high-tech industry. Since 1990, however, nearly 300 cases of technology-related stress syndrome were identified. There was a slight drop off after 1990, but soon the number of cases jumped to three times 1990’s rate, which is where it stands today.

Host: Could you give us some examples?

Dr. Byrne: Well, one of these syndromes is eyestrain, in which the eyes become red, watery, and itchy. Eyestrain is caused by long hours in front of the computer and compounded by long nights playing video games or watching TV without getting much sleep. One treatment that's recommended is to get away for several days and just look at some beautiful natural scenery - with no computers.

The second is the well-known carpal tunnel syndrome - a very painful condition of the hands and arms caused by the overuse of keyboards and mice. A trained physical therapist can help with a regimen of stretching and strengthening exercises that have brought good results in many cases.

Host: So, the syndromes are usually physical?

Dr. Byrne: There can also be psychological problems. Take, for instance, a third syndrome we informally call "gadget addiction." It applies to people who use electronics all day long, nonstop. These people have a deep sense of loneliness whenever they hang up their cell phone or log off the Internet. One suggested treatment is to learn to disconnect from the wired world. Leave technology behind for a few hours. Take up a creative hobby or go for a bike ride with friends - just be sure to leave all the gadgets alone.

Host: Thanks, Dr. Byrne. And for more information, go to our website and click on our Health Watch link. And then turn off the computer!

LESSON A, Ex. 5  [p. 64, CD 2 Track 18]

1. Samira
Well, um, I guess I'd have to say that creativity is essential to my work. I'm an architect, and the creative part is looking at old things and trying to make them look new. What I mean is, we recycle a lot of ideas and then adapt them to fit our needs. And of course we have to stay on top of new trends. We have to know all about new building styles and efficient ways to use energy - you know, um, the kinds of things that homeowners worry about. No one wants a house that isn't heated or cooled efficiently, or one that looks outdated. And we work long hours. But I have to say, the job's pretty interesting. You never know what to expect next!

2. Alex
Well, I run my own small business. I think all business owners, especially small business owners, have to be pretty creative. I mean, we have to do everything. I do the work, answer the phones, take care of the accounts, whatever. And you know, there are so many potential problems, and there's no one else to turn to. I mean, I can't just ask my boss for help. I am the boss! The hardest part is figuring out how to identify your customers. Who are they? Where are they? How can you get to them? You also need to think creatively about the competition. How can you make your business services more attractive than what the competition has to offer? Well, it's certainly challenging, and I think it requires a lot of creativity.

3. Naomi
I'm an interior designer, so what I do is go into people's homes and create a suitable environment for them. You know - my clients - they don't know what they want, so I have to look at their homes and help them decide what would look best. Not every idea works in every home. You have to match the appropriate idea with the right place. So, after I come up with an idea, I present it to my client. Sometimes they don't like my first idea, and boy, that can be frustrating. You have to start all over again. So I need creativity to both come up with the ideas and to communicate them. Creativity also comes in handy when I want to convince a client that my idea is the best one. I don't always succeed, but I do manage to get my way a lot of the time.

LESSON B, Ex. 5  [p. 68, CD 2 Track 20]

1. Bill Bowerman
Good ideas often start with a really silly question. Bill Bowerman was making breakfast one day. As he stood there making waffles for his son, he wondered what would happen if he poured rubber into his waffle iron. Later, he tried it and the result looked something like the bottom of most sneakers we see today. Still, when he took this idea to several existing shoe companies, he was literally laughed at. In fact, every single company turned him down. Though he was rather discouraged, Bowerman persevered and went on to form his own company, making NIKE athletic shoes.
2. Fred Smith
Sometimes good ideas grow out of frustration. When Fred Smith was a student at Yale University, he had some paperwork that he needed to have delivered across the country the next day. Smith was amazed to find out that overnight delivery was impossible. He sat for a long time wondering why. Why couldn't there be a reliable overnight mail delivery service? He decided to design one, and then turned his design into a class project. His business professor gave him only a C for his efforts. However, Smith was not through. He refined the ideas in that class project and eventually turned them into one of the first and most successful overnight mail services in the world – FedEx.

9 Generally speaking

**LESSON A, Ex. 6**  
[p. 72, CD 3 Track 2]

1. Yoshiko
In some ways, small ways, I’m just a typical Japanese teenager. I go to high school five days a week, just like everyone else. I have interests similar to most of my friends. A bunch of us joined the sports club at school. Right now it’s our volleyball season. When the weather gets nicer, we’ll start track. And, oh yeah, I love hip-hop music. It drives my parents crazy!

There’s one big way I’m different, though. I spent almost six years living outside Japan. My father’s company transferred him overseas – to Mexico – and of course we went with him. Fitting in to a foreign culture was really tough at first, but I guess I’m lucky in a way. I learned to speak Spanish fluently, and I made a lot of good friends there. We still e-mail each other almost every day. So you can see that I’m really quite a bit different from my classmates!

2. Renato
I don’t know, my life is pretty typical, I think. I head off to school at seven in the morning, and school finishes around the middle of the afternoon. After school, I usually study or play soccer. On weekends, I like to get together with my friends. We usually hang out in one of the shopping centers. Everyone just shows up there on Saturdays and Sundays. It’s a lot of fun . . . most of the time.

I think one way I’m kind of different is that I like to, to do my own thing sometimes. I don’t always want to hang out with the group, you know? My friends always want me to hang out with them, but I don’t always listen to what they say. I guess you could say that I think for myself. Sometimes it makes my friends upset, but too bad – that’s just the way I am. But really, overall, I think I’m pretty typical for my age.

3. Suzanne
Hmm . . . I guess I worry about the same things other kids my age do . . . you know, grades, and getting along with my parents and stuff like that. I guess I’m doing OK in school, but I have to study really hard. I just want to make sure that my grades are good enough so I can get into a decent university. I’m pretty much like everyone else. I go to classes, attend club meetings after school, and then do my homework at night. Weekends are great because I get to sleep late. And, uh, oh yeah, I’m also a member of the orchestra at school. I play the violin.

My school is a little different from other schools in the U.S., though. We study all the core subjects, like most other students. In the morning, science, math, English, history – the usual stuff. But unlike the other schools, we study things like music, dance, and art in the afternoon. See, I go to a special school for the arts. A lot of us have dreams of becoming dancers or singers someday. That’s why we spend so much time learning about the arts. So, yeah, I guess my life is pretty different from most kids my age.

**LESSON B, Ex. 5**  
[p. 76, CD 3 Track 4]

1. Dominique
I used to see something I liked and I would just buy it. But now I’m saving for my future. I mean, someday I want to own my own home. Anyway, I find making expensive purchases quite difficult. Probably because now I don’t want to make a mistake and get stuck, especially for something that costs a lot of money, like a car. So, when I bought my car, I knew I just couldn’t go to a used car lot and choose one! No impulse buys for me! I needed a lot of time to think it over and consider the options. So, first I read consumer magazines and did research online to see how their cars were rated. I wanted to know the average prices and safety records of different cars. I mean, you never know. And once I decided which one I liked, I read the classified ads until I found someone who was selling one used. I suppose you could say that my approach takes a lot of time, but once I make up my mind I feel secure in my decisions. It’s so different from the way I used to be.

2. Carla
I’m in charge of hiring new staff for my department at work. Recently, I had to hire someone for a pretty important position in the company. Now, I had it narrowed down pretty quickly to two people, Tony and Max. It was a little harder after that because they had very similar résumés. And they were both really impressive during the interview.

Now, I have to admit that I hate to waste time making decisions. So here’s what I did. First, I wrote down a few important questions and called each person right away to talk to them one last time. Then I hung up the phone, looked at the clock, and gave myself five minutes to decide. It didn’t even take me that long. Tony had said he would work for less money than we were offering, so I hired Max. I didn’t want to hire someone who was willing to settle for less.

The way I see it, you just have to go with your instincts – that is, you do what you think is best and then just hope that it works out. I mean, we all get strong feelings about things, and usually those feelings are right. The important thing is to act quickly! I’ve been pretty lucky so far. The people I’ve hired have all worked out – no major problems yet.

3. Wayne
Now I know why I never used to get anything done. I used to try and make important decisions all by myself, but I would just get really confused. It was like the more I thought about something and considered all the options, the more frustrated I got. I could sit and analyze something forever. My friends say that I can always see both sides of everything, which makes it hard to decide on anything! You can imagine how irritated my friends must have been with me. I finally got tired of never accomplishing anything. Now when I have to
make an important decision, I talk to a lot of people and get their input.

When I was deciding where to spend my winter vacation last year, I asked everyone for their opinion. Basically what I did was pose this question: “Where would you go in December if you had three weeks?” I listened to all the answers and then made my decision. And then, after that, I searched on the Internet for the best price. You might think I’m strange, but it worked. Based on everyone’s advice, I went to Miami. I had an amazing vacation and I got a great deal too!

7-9 Communication review

EX. 3 [p. 79, CD 3 Track 6]

Tony: Hello?
Annie: Hi, Tony.
Tony: Hi, Annie!
Annie: So, how was the first day working at the advertising agency?
Tony: Actually, it was really interesting.
Annie: Really? What happened?
Tony: Well, our agency was just hired by a new client. It’s a cell phone company and they want to change their whole image. It’s a huge project, so my boss is putting together a team of people to work on the project. The first thing we did was a test to see what sort of team role we’re best at.
Annie: I guess he needs a lot of creative people for the project, people who are really innovative.
Tony: Well, not only creative people. Apparently, the most effective teams are a mixture of five different personality types. They call them S.T.E.A.M. teams.
Tony: Well, as you said, you need somebody who’s able to solve problems creatively. That person is called the Solver, which is the S in steam.
Annie: Right.
Tony: Then you need a Team manager. Somebody good at organizing everybody, and very patient. It’s not the most exciting role, but very important. The Team manager is the T.
Annie: I see.
Tony: Then you need somebody really resourceful and willing to explore all the possible alternatives. That’s the E – the Explorer.
Annie: Okay, what does the A stand for?
Tony: The Analyst. That’s someone really good at analyzing situations and who is also very disciplined.
Annie: And the M? What does the M stand for?
Tony: The Motivator. That’s someone really enthusiastic and passionate, someone who motivates the rest of the team; someone really energetic.
Annie: So which one are you?

Tony: Guess. You know me.
Annie: No, I don’t want to guess.
Tony: Come on. Guess.
Annie: Okay. Well, I think you’re very responsible and sensible. You’re very calm. I think you’re probably a Team manager. Am I right?
Tony: No. I’m a Motivator. Anyway, I’ll tell you more later. I’ve got to go right now and . . .

10 The art of complaining

LESSON A, Ex. 2 [p. 80, CD 3 Track 8]

1. Jane
Man: Hi, Jane . . . Say, are you OK? You’re looking a bit tired.
Jane: Oh, I am. It’s my neighbors.
Man: Oh, so they’re acting up again, huh?
Jane: Yep. Unfortunately, they are.
Man: What is it this time? Loud music again?
Jane: Well, not exactly. You’ve been to my apartment, right?
Man: Yeah. I’ve been there once. It’s a nice place.
Jane: Well, thank you. So you remember I live on the top floor, right? Well, last night, around midnight, my neighbors decided to go up on the roof!
Man: The roof! What for?
Jane: Apparently they had this guy in from out of town and they wanted to show him the view! Can you believe it? I’m fast asleep, and all of a sudden I hear “stomp, stomp, stomp!” They’re walking around on the roof. It sounded like my ceiling was going to fall in.
Man: So what did you do?
Jane: Well, after about fifteen minutes, I got dressed and went up there and asked them to be quiet. I was so mad. But, they said they were sorry and that they hadn’t realized I’d been able to hear them. I told them it was OK, but then of course after that, I couldn’t go back to sleep.
Man: Oh, don’t you hate it when that happens? You can’t fall asleep, and then before you know it, it’s morning and the alarm clock is going off.

2. Kyle
Woman: Hey, Kyle! So, how was the movie?
Kyle: Well, I didn’t really enjoy it very much.
Kyle: Oh, the movie was fine. I just got irritated by the people sitting in front of me.
Woman: What happened?
Kyle: Well, first they came in late. It took them a while to get into their seats. All this was happening right during an exciting part of the movie. And then they started talking.
**Woman:** Oh, I hate when that happens!

**Kyle:** There were two of them: a man and a woman. The man had seen the movie before. And get this—he was telling the woman the entire story. Like they were the only two people in the theater!

**Woman:** Unbelievable! Did you do anything about it?

**Kyle:** Well, no. But another person asked them to be quiet. Politely, of course.

**Woman:** Did that work?

**Kyle:** No. They just started arguing! Their voices were getting louder and louder. One guy was saying, “You shouldn’t talk in the movie,” and the other guy was saying, “I paid my money and you can’t tell me what to do!”

**Woman:** So, what finally happened?

**Kyle:** Well, I went and found the usher because it was getting out of hand. Everyone quieted down eventually, but it was too late. They had ruined the movie for me.

**LESSON B, Ex. 2** [p. 84, CD 3 Track 10]

**Phone:** Hello. Thank you for calling the Dial Rite Pharmacy’s automated phone message system. Please listen carefully to our menu options: If you are calling from a physician’s office, say, “Physician.” If you need to speak to someone at the pharmacy, say, “Pharmacist.” If you are calling to refill a prescription and know your prescription number, say, “Refill.” If you wish to hear these options repeated, say, “Repeat.”

**Gabriel:** Refill.

**Phone:** Using our automated voice-recognition system, please say your prescription number, which is located in the upper right-hand corner in the pink shaded area.

**Gabriel:** 0422708837.

**Phone:** I heard 0422708837. If this is correct, please say, “Yes.”

**Gabriel:** Yes.

**Phone:** Now say the phone number where you can be reached in case the pharmacist has a question.

**Gabriel:** 555-333-5123.

**Phone:** I heard 555-333-5123. If this is correct, please say, “Yes.”

**Gabriel:** Yes.

**Phone:** Your refillable prescription will be ready by 8:15 A.M. If you would like to pick it up then, say, “Yes.” If you would like to pick it up later, please say, “Later.”

**Gabriel:** Later.

**Phone:** What time would you like to pick up your prescription?

**Gabriel:** Uh, nine?

**Phone:** I’m sorry. I can’t understand you.

**Gabriel:** I said, “Nine.”

**Phone:** I’m sorry. I can’t understand you.

**Gabriel:** Nine, nine, nine!

**Phone:** I’m sorry. I can’t understand you. Please call again later. Thank you for calling the Dial Rite Pharmacy. Goodbye.

**Gabriel:** Argh!

**LESSON A, Ex. 2** [p. 88, CD 3 Track 12]

1. **Aaron**

   I was with my son at the supermarket— he was about eight years old at the time—and he found a wallet on the floor. Inside it was a hundred-dollar bill! A hundred dollars! He picked it up and got all excited. In fact, neither of us could really believe it. He started talking about all the things he would buy. Right away I told him that we couldn’t keep it. He seemed disappointed at first. We started asking people if they had lost anything. After asking around for a while, we hadn’t found anyone, and I was beginning to think we’d asked everyone.

   But then, as we were walking to the front of the store, I noticed a man— actually my son noticed him— pacing back and forth, shaking his head, and muttering something. I thought it was probably his wallet, so we asked him, and it was. My son felt better when he saw how relieved the man was about getting his money back. That was our good deed for the day, and the man gave my son ten dollars as a reward for returning the wallet.

2. **Leanne**

   I was on a train from Washington to New York last month when I found a book lying under my seat. It was so strange. It was just a little book, not an expensive one. It was probably only worth a few dollars. Well, I really wanted to read it. It was pretty interesting, and by the end of the trip I was still reading it, so I decided to keep it. I took it home and finished it.

   Now, every time I see it on my bookshelf, I wonder if I should have taken it or not. I mean, do you think I should have returned it to the train conductor? Who knows? Like I said, it wasn’t a very expensive book, so I didn’t really feel guilty about taking it.

**LESSON B, Ex. 4** [p. 94, CD 3 Track 13]

**Andy:** We’re back on the street for the “Ask the People” portion of our show. Today our question is “What values do you think are the most important, and why?” Now, I just have to find some people who are willing to talk to me. . . . Excuse me, sir?

**Man:** Yes?

**Andy:** My name is Andy Simmons. I’m a reporter for WQZ, and we’re on the air. Do you have a moment to talk with us?

**Man:** Well, uh, I’m on my way to work.

**Andy:** This should just take a moment.

**Man:** Well, OK. But make it fast.

**Andy:** OK. We’re asking people what they think are the most important values in today’s society and why.
Man: Hmm, that's a tough one. I guess I think it's important to listen to your parents. Kids these days... My kids never listen to anything I say.

Andy: Ah-ha. So you think it's important to respect your parents?


Andy: Goodbye. Boy, was he in a hurry! Miss. Excuse me. Miss? Hello?

Woman 1: Hmm? Yes?

Andy: Do you have a second? I'm Andy Simmons from WQZ. I'm doing a radio show...

Woman 1: Uh-huh?

Andy: Well, um... we're asking people on the street what values they think are important and why.

Woman 1: I'm sorry, I don't really have much time... .

Andy: I'll just take a second.

Woman 1: OK, then. I don't know. I guess that honesty is important. You know what they say. Honesty is the best policy.

Andy: OK. That's interesting.

Woman 1: Well, I mean, you're just going to get in trouble if you're not honest. At least that's been my experience.

Andy: I see.

Woman 1: Listen. I have to go.

Andy: Thanks. Let's see if I can find one more person... Oops!

Woman 2: Ouch!

Andy: I'm sorry. I didn't see you standing there behind me. Are you OK?

Woman 2: No! You stepped on my toes! What are you doing standing here, anyway?

Andy: Well, actually, I'm interviewing people. I'm Andy Simmons from WQZ.

Woman 2: What's that?

Andy: I'm Andy Simmons. From the radio station WQZ. I'm doing on-the-street interviews.

Woman 2: Oh. OK.

Andy: We're asking people about values. What values do you think are most important in today's society?

Woman 2: Privacy. I'd have to say privacy. I think people need to respect each other's privacy. Like right now. You really need to leave me alone. Ha!

Andy: Uh, oh... well... um, sorry. Uh, folks, that's all the time we have today for our show. Today's question was, "What values do you think are important in today's society, and why?" After this experience, I'd have to say that one thing we all need to work on is being kinder. Especially to news reporters. This sure is a tough job.

This is Andy Simmons of WQZ radio signing off until next time.

12 Moving around

LESSON A, Ex. 5 [p. 98, CD 3 Track 15]

1. Andrew
When I was in college, I spent a semester studying in London. And even though we speak the same language, English people and people from the U.S. are very different. I guess I felt that people from the U.S. have a, a bad reputation. Some people think we're loud and that we speak our minds too much. So I tried to listen a bit more and not be so assertive, if that makes sense. I wanted to make a good impression. I suppose I shouldn't have worried about it, but I did. I couldn't help it.

I loved the lifestyle there. Going out for afternoon tea was fun, and I really loved the old buildings. I mean, they're really old. We don't have anything that old in the U.S., so that part was pretty amazing! Another thing was the TV. The British have a different sense of humor... very dry. I really like it. Their comedy shows on TV are really funny!

I'd have to say my experience was a positive one overall, except for the rainy weather, of course. I had trouble getting used to that.

2. Rachel
I lived in Madrid for a whole year. And I have to be honest and say that at first, well, I wasn't very happy. You see, I was homesick. I missed my family, and I just wanted to go home. Part of the problem was my Spanish. I couldn't communicate very well.

But I love to eat! And that's what really saved me. You see, once I discovered tapas, oh, let me explain - these delicious appetizers you eat. So, I made some Spanish friends, and we'd go out for tapas all the time. I got to eat a lot of delicious food, and of course, my Spanish improved dramatically as well. But there was one thing that was difficult to adjust to, and that was that dinner was always served at a late hour. I wasn't used to eating at eleven o'clock at night!

3. Layla
I came over to the U.S. from the Middle East. My family opened up a restaurant here. At first I found it difficult. Everything seemed so different. Just using a pay phone, for example, or going to a doctor, was so different. I was pretty overwhelmed. And I guess because I wasn't feeling comfortable, I tended to make friends only with people from my country. I felt like I was living in a bubble, separated from the rest of the people all around me. But once I started feeling more confident about my English, I started meeting local people. I found them very friendly and open, and it turned out to be very easy to make friends.

But there was one thing about people from the U.S. that bothered me at first. I found it hard to get used to the way they talked so much about themselves. It took me a long time to understand that you were supposed to talk about yourself too, because that is how people get to know one another. It's still hard for me to talk a lot about myself, but I'm getting better at it.
LESSON B, Ex. 2  [p. 100, CD 3 Track 17]

1. Cindy
You'll probably be surprised to hear what I did! I was on a business trip. The flight was a long one, and when I arrived at my destination, I was eager to get my bags and get to my hotel to relax. Well, you know, they always tell you to be careful to get the right bag, but I was in a hurry. You can guess what happened: My black suitcase looked just like every other one, so I picked up someone else's. I didn't realize my mistake until I got to the hotel. Well, I immediately called the airport, and fortunately it all worked out. I had to go back to the airport, though, to pick up my suitcase and return the other one. And of course, I also had to apologize. If only I'd checked the name tag more carefully! It's funny, this sort of thing almost never happens to me when I travel.

2. Scott
This is kind of a funny story. I was in Panama City and had a layover between flights. I'd arrived at about 6:00 p.m., and my flight out wasn't until about 8:30. Well, my flight was delayed . . . and delayed. It got really crowded at the departure gate. I was getting tired, and there were so many people around - I hate crowds - so I went to sit away from the departure gate to escape the crowds. I was reading my newspaper and feeling drowsy. I wish I'd slept on the flight to Panama. Anyway, the next thing I know, I wake up and there's no one around! The crowd is gone! I'd fallen asleep and missed my flight! They must have had lots of announcements, and I missed them all! Boy, did I feel stupid. I had to stay in Panama City overnight and catch a flight out the next morning.

10-12 Communication review

Ex. 3  [p. 105, CD 3 Track 19]

Trainer: It's great to see all of you. Welcome to the training workshop. This time next week, you'll be dealing with real customers. Working at the airport information desk is a great job, but it can be a tough job. You need to know all about the airport, the airlines, and the facilities; you also need to be sensitive and you need to be resilient, because people who are traveling are often very tired and can be difficult. So, let's go through a few "what if" situations and find out what you'd do.

OK, customer number 1 walks up to the desk and says that he missed his flight and there isn't another flight until tomorrow night. What would you do, Sammy?

Sammy: I'd offer to call the airport hotel and make a reservation for him. I'd also check whether he had a frequent flyer card or was entitled to any special deals or discounts.

Trainer: Fine.Luckily, customer number 2 is reasonable. I'm afraid we can't say that about customer number 2. Customer number 2 has missed his connecting flight. He gets agitated and blames the airport. He says he never would have missed the flight if the airport weren't so big and confusing. What would you do in that case, Andrea?
**Friends and family**

**LESSON A • What kind of person are you?**

1. **Grammar**
   
   a. 1  c. 1  e. 1  g. 1  i. 1  k. 1 2  
   b. 1  d. 1 2  f. 1  h. 1 2  j. 1 2  l. 1 1 

2. **Grammar**
   
   2. Vic and Joon avoid going to school parties.  
   3. Les prefers visiting / to visit her parents on the weekends.  
   4. Ivy is into learning new languages.  
   5. Sue is worried about going rock climbing.  
   6. Celia enjoys volunteering as a children’s storyteller.  

3. **Grammar**
   
   Answers will vary.  

4. **Vocabulary**
   
   **A**
   
   2. a 4. f 6. d 8. i  
   3. h 5. c 7. e 9. g  
   
   **B**
   
   Answers will vary.  

5. **Writing**
   
   **A**
   
   1. My mother is very adventurous.  
   2. My friend John always says what is on his mind.  

**LESSON B • Every family is different.**

1. **Grammar**
   
   Dear Diary,  
   I love my family – all of them, my parents and my four brothers and sisters. However, sometimes they drive me crazy. There are good and bad things about coming from a large family. One of the advantages of coming from a large family is that I always have someone to talk to. Unfortunately, one of the disadvantages is that I never have any privacy. And of course, the trouble with not having any privacy is that I never have any space I can call my own. Our house is big, but sometimes not big enough!  

2. **Grammar**
   
   2. The disadvantage with having a lot of kids is that I always have to clean up after them.  
   3. The problem with living with my mother-in-law is that we disagree about everything.  
   4. The worst thing about having two sisters is that they always want to know all about my personal life.  
   5. The trouble with having an identical twin is that no one can ever tell us apart.  

3. **Grammar**
   
   Answers will vary.  

4. **Vocabulary**
   
   **A**
   

5. **Reading**
   
   **A**
   
   1. c 2. b 3. a  
   
   **B**
   
   1. F Brother-brother pairs are the most competitive.  
   2. F When parents treat each child a little differently, the children get along worse.  
   3. T  
   4. F Children take sides in arguments that their siblings have.
2 **Mistakes and mysteries**

**LESSON A • Life lessons**

1 **Vocabulary**
2. aggravated 4. ran into 6. deal with
3. solve 5. ignored 7. identify

2 **Grammar**
2. needed to 5. was supposed to
3. didn’t have to 6. was supposed to
4. shouldn’t have bought

3 **Grammar**
2. didn’t have to 5. shouldn’t have
3. should have 6. needed to
4. had to

4 **Grammar**

*Possible answers*
2. I was supposed to hand in a term paper today.
3. I needed to pick up a friend from the airport, but I forgot to.
4. I shouldn’t have eaten a big lunch.

5 **Writing**

Answers will vary.

**LESSON B • I can’t explain it!**

1 **Grammar**
2. Others believe the boats and airplanes that disappear in the Bermuda Triangle could have been affected by supernatural forces.
3. The people who vanished should have known how to use a compass before they entered the Bermuda Triangle.
4. Experts say the people who got lost in the Bermuda Triangle must not have been prepared for strong water currents and changing weather patterns.
5. While many people have successfully navigated through the Bermuda Triangle, there are others who shouldn’t have tried, as they are now missing.

2 **Grammar**
2. must have been tampered
3. could have caused
4. shouldn’t have gone
5. could have been kidnapped
6. must have been

3 **Grammar**

Answers will vary.

4 **Vocabulary**

Answers will vary.

5 **Reading**

A
1. They went on vacation in 1979.
2. They got directions from two police officers.

B
Check: 5, 6

T-270 Workbook answer key
Lesson A • Popular destinations

1 Grammar

Dear Mom and Dad,

Greetings from Maine, where the water is too cold for us to go swimming, but the scenery is beautiful. We're having a great time, and we've enjoyed every place that we've visited. This week we're in Bar Harbor, which is a lovely island town. The place is absolutely full of tourists! Tonight we're going for a ride on a boat that will take us to one of the nearby islands. Our friend James, who lives here, has already taken us hiking and to the Bar Harbor Music Festival. It's been fun! That's it for now. We miss you.

Love, Sarah and Eric

2 Grammar

2. People who visit Washington, D.C., in the springtime can see the cherry blossoms in bloom in April.
3. The cherry trees in Washington, D.C., which were a gift from the Japanese government to the U.S., are admired by everyone.
4. Thousands of years ago, people in Mexico began to grow corn, which continues to be an important food in Mexico today.
5. The tortilla, which is a thin, flat bread, is typically eaten in Mexico.

3 Vocabulary

2. cuisines 4. nightlife 6. landmarks
3. cost of living 5. climate 7. green spaces

4 Grammar

Answers will vary.

5 Writing

A Main idea: Chiang Mai has a wonderful night market.

B 1. The night market in Chiang Mai, Thailand.
2. Chiang Mai is a city in northern Thailand that has a wonderful night market.
3. I love spicy Thai food.

Lesson B • My kind of town

1 Grammar

2. Prague is a quaint old European city with a lovely castle.
3. Taipei is a modern trading center with huge skyscrapers.
4. Salvador is a charming city with fascinating old buildings.
5. Chicago is a large, modern, industrial city with a beautiful lakeshore.
6. Orlando is an exciting tourist destination with world-famous theme parks.

2 Vocabulary

2. college 4. border 6. tourist
3. Port 5. coastal 7. mountain

3 Grammar

2. Despite the crime problem, it's still a wonderful place to visit.
3. Although the shopping malls are crowded, people aren't buying much.
4. Even though it snows a lot, I still like living here. I still like living here, even though it snows a lot.
5. My city is on the ocean. However, the water there is too polluted for people to go swimming.
6. The city center is very picturesque. Nevertheless, there's not much to do.
7. There's a lot to do here at night. On the other hand, it's a very noisy neighborhood.

4 Grammar

Answers will vary.

5 Reading

A

2. auto emissions
3. public transportation
4. a landfill

B

1. 1 & 2 3. 1 5. 1
2. 2 4. 1 & 2
6. 2
**Lesson A • It's about time!**

1. **Grammar**
   2. Ever since I lost my watch, I've been late for all my appointments. / I've been late for all my appointments ever since I lost my watch.
   3. As soon as you start to feel stressed, you should relax and count to ten. / You should relax and count to ten as soon as you start to feel stressed.
   4. Right before I go for a run, I stretch for at least fifteen minutes. / I stretch for at least fifteen minutes right before I go for a run.
   5. You shouldn't listen to music while you're studying for a big test. / While you're studying for a big test, you shouldn't listen to music.
   6. I watch TV until I fall asleep.

2. **Grammar**
   Answers will vary.

3. **Vocabulary**
   2. perk up  4. turn in  6. drop off
   3. burn out  5. chill out

4. **Grammar**
   Answers will vary.

5. **Writing**
   A
   1. a. Too general
   b. Just right
   c. Too specific
   2. a. Just right
   b. Too specific
   c. Too general
   3. a. Too general
   b. Too specific
   c. Just right

**Lesson B • Tossing and turning**

1. **Vocabulary**
   2. My father always drifts off / nods off after eating a heavy meal.
   3. Simon often takes a power nap to boost his creativity at work.
   4. As soon as Sue's head hits the pillow, she falls fast asleep / sound asleep.

5. **Grammar**
   2. Even if
   4. Considering that
   3. As long as
   5. just in case

2. **Grammar**
   2. I always feel great in the morning as long as I've slept well the night before.
   3. Considering that my neighbors listen to loud music every night, I sleep deeply.
   4. I never oversleep in the morning unless I forget to set my alarm clock.
   5. I keep a glass of water by my bed just in case I get thirsty in the middle of the night.
   6. I only have trouble falling asleep if I drink too much caffeine during the day.

5. **Reading**
   **A**
   1. weight gain; the throat muscles lose their tone so that they vibrate as air passes over them
   2. A person with sleep apnea actually stops breathing for several seconds and wakes up breathless.

   **Possible answers**
   2. Kate should sleep on her stomach or side.
   3. Rick should lose some weight to prevent his snoring.
   4. Angela should drink coffee or soft drinks an hour or two before going to bed because the caffeine will make her sleep lighter and her snoring less intense.
5 Communication

LESSON A • Making conversation

1 Grammar
Answers will vary.

2 Vocabulary
Answers will vary.

3 Grammar
2. It’s not unusual to ask people how they feel.
3. It’s customary to ask people what they do for a living.
4. It’s inappropriate to talk about religion or politics.
5. It’s not a good idea to ask about someone’s salary.
6. It’s rude to tell someone he or she has gained weight.

4 Grammar
2. Asking people how they feel is not unusual.
3. Asking people what they do for a living is customary.
4. Talking about religion or politics with people you don’t know well is inappropriate.
5. Asking about someone’s salary is not a good idea.
6. Telling someone he or she has gained weight is rude.

5 Grammar
Answers will vary.

6 Writing

A
Bad Brother: jealous
Bobby’s Pal: angry
Doubtful Dad: proud, worried

LESSON B • It’s personal.

1 Grammar
2. Alicia asked Victoria when they had broken up.
3. Victoria told Alicia that it had happened last week.
4. Alicia asked Victoria if Jenny was upset.

5. Victoria told Alicia that Jenny wasn’t upset at all.
6. Victoria told Alicia that Jenny is dating Kevin Casey now.

2 Grammar
2. He asked her if she had heard about Paul Alvaro.
3. She said that she hadn’t heard.
4. She asked Mark what had happened.
5. Mark said that Paul had gotten a promotion.
6. Sandra asked Mark when it had happened.
7. Mark said that it had happened yesterday.
8. He said that the official announcement would be made soon.

3 Vocabulary
2. She wanted to know
3. She explained that / She claimed that
4. She encouraged me to
5. She told me to
6. She claimed that / She explained that

4 Reading

A
2. concealed 4. abolish 6. seal
3. devalued 5. intimacy

B
2. f 3. a 4. e 5. c 6. b
6 What's the real story?

LESSON A • That's some story!

1 Grammar

2. Correct as is.
3. ✓ Police have arrested several identity thieves so far this year.
4. ✓ Burglars stole two paintings on Monday night.
5. ✓ Several observers have seen a rare butterfly in Central Park over the past week.
6. Correct as is.
7. ✓ The stock market fell sharply the other day.

2 Grammar

2. has occurred 6. has hidden
3. have been trying 7. have removed
4. have been searching 8. have left
5. haven't located 9. have been sitting

3 Vocabulary

2. robbery 4. natural disaster 6. epidemic
3. hijacking 5. political crisis

4 Grammar

Answers will vary.

5 Writing

A

a. 4     b. 3     c. 2     d. 1

B

Trapped Cat Looks Back

After spending 14 days trapped inside the walls of a 157-year-old building in New York City last April, Molly briefly became a world-famous cat.

Attempting to save the black cat, rescuers set traps and used special cameras and a raw fish to try to lure Molly out from between the walls. They even tried using kittens to appeal to the cat's motherly side so she would come out, but Molly would not budge. Finally, after they removed bricks and drilled holes into the walls, someone was able to pull the curious cat out of the tiny space.

The bricks have now been replaced, but Molly has been getting visits from tourists daily since she was rescued. Even so, Molly's adventures may not be over. Her owners say that at least once they have caught her looking inside the same hole.

LESSON B • Storytelling

1 Grammar

2. Afterward 4. As soon as 6. Before that
3. Up until then 5. The next day 7. Later

2 Grammar

2. opened, gave 6. saw, felt
3. had not been 7. received, began
4. had been 8. had never seen
5. waited

3 Vocabulary

2. the next thing we knew
3. The thing you have to know is
4. Meanwhile
5. the other thing was
6. I forgot to mention
7. I forgot to mention
8. to make a long story short

4 Reading

A

Answers will vary.

B

1. Susan 3. Elena 5. Elena
LESSON A • A weird, wired world

Vocabulary
2. download  6. podcasts
3. webcam    7. Instant messaging
4. virus     8. spyware
5. blog

Grammar
2. incorrect word: using    correct answer: used
3. incorrect word: has      correct answer: is
4. incorrect word: be       correct answer: been
5. incorrect word: has      correct answer: are
6. incorrect word: having   correct answer: have
7. incorrect word: post     correct answer: posted
8. incorrect word: been     correct answer: be

Vocabulary
2. Additionally
3. for instance
4. In fact

Grammar
Answers will vary.

Writing
Possible answers
Informal language: I think so!!! In my opinion, I find it almost as rude as using ALL CAPITAL LETTERS! I’ll have to remember that next time someone sends me an e-mail filled with !!!!!!.

Title: Writing and SCREAMING!!!

Opinions: Unless someone’s trying to make an important point, it just seems unnecessary. In my opinion, I find it almost as rude as using ALL CAPITAL LETTERS!

Questions: Isn’t the overuse of exclamation points annoying? It’s like standing right next to someone and shouting in their ear, isn’t it? That’s interesting, don’t you think? Do you need to cut down on using exclamation points? Or, are you just being friendly?

Dates and times: Monday, December 4, 5:36 P.M.

LESSON B • Information overload

Vocabulary
2. infomercial
3. telemarketer
4. crawl
5. voice mail
6. pop-up ad
7. neon signs
8. spam
9. text-messaging

Grammar
2. Wouldn’t
3. Isn’t
4. Shouldn’t
5. Doesn’t
6. don’t
7. isn’t

Grammar
2. Wouldn’t it be great to download all my favorite TV programs? / It would be great to download all my favorite TV programs, wouldn’t it?

3. Shouldn’t students try to avoid sending text messages during class? / Students should try to avoid sending text messages during class, shouldn’t they?

4. Doesn’t it seem like new technology is being invented every day? / It seems like new technology is being invented every day, doesn’t it?

5. Isn’t it annoying that some banner ads make Web pages load so slowly? / It’s annoying that some banner ads make Web pages load so slowly, isn’t it?

6. Don’t you think it’s interesting how some bus wraps cover an entire bus? / It’s interesting how some bus wraps cover an entire bus, don’t you think?

Grammar
Answers will vary.

Reading
A
2. handhelds
3. continuously
4. soothing
5. chime

B
2. Obsessive
3. Obsessive
4. Not obsessive
5. Obsessive
LESSON A • Exploring creativity

1 Grammar

Answers will vary.

2 Grammar

Answers will vary.

3 Vocabulary

A

| 2. A | 6. A | 10. A |
| 3. A | 7. N | 11. A |

B

Answers will vary.

4 Grammar

Answers will vary.

5 Writing

A

Check: determined, resourceful

B

If you drive a car, this has probably happened to you, but I certainly never thought it would happen to me. However, it did! A few months ago, I had just gotten out of my car and locked the door when I realized that my keys were still in the car. To make matters worse, I had left the engine running! I didn’t have a spare key and had no idea what to do. I was about to call the police when I got an idea. I noticed that I had left the window open just a little bit. I had just picked up some shirts from the cleaner’s, so I took one off a hanger and took the hanger apart. I straightened it out and made a small hook at the end of the hanger, and then I pushed the hook through the opening in the window. After several tries, I was able to get the hook around the lock, pull it up, and open the door. Although I felt pleased with myself for getting the door open, I also felt like a fool for getting into that situation in the first place. Right away, I went out and got two sets of spare keys made. I taped one set of keys under the car, and I gave the other set to a friend for safekeeping. I want to make sure that I’m prepared if this ever happens again!

LESSON B • Ideas that work

1 Vocabulary

2. organize 4. found 6. made
3. explored 5. analyzing

2 Grammar

2. The buses are even slower, which is why people avoid using them.

3. The office is a short distance from here, which means that it shouldn’t take long.

4. Yes, but then you’ll have to breathe in the exhaust fumes from all the cars, which is why there are so few pedestrians.

3 Grammar

Answers will vary.

4 Grammar

Possible answers

2. New diseases are being discovered all the time, which means (that) researchers have to work even harder. / New diseases are being discovered all the time, which is why researchers have to work even harder.

3. People like listening to music on the go, which is why MP3 players have become popular. / People like listening to music on the go, which means (that) MP3 players have become popular.

4. Traffic congestion is becoming a major problem in cities, which means (that) new types of public transportation will have to be developed. / Traffic congestion is becoming a major problem in cities, which is why new types of public transportation will have to be developed.

5. Reality TV shows are cheap and easy to produce, which means (that) there are fewer comedy and drama shows on television. / Reality TV shows are cheap and easy to produce, which is why there are fewer comedy and drama shows on television.

5 Reading

A

Check: reading, writing, and mathematics

B

1. a 2. b 3. a 4. b
LESSON A • How typical are you?

1 Grammar
2. While
3. except for the fact that
4. Unlike
5. except that
6. Unlike
7. except that
8. except for

2 Vocabulary
2. amenable to
3. conform to
4. rebels against
5. conservative
6. make waves
7. unconventional
8. follows the crowd

3 Grammar
Answers will vary.

4 Writing
A
1. More and more Americans are living alone.
2. divorce or the death of a partner, because people choose to live alone
3. 25% of all households in the U.S. are made up of just one person
4. The typical American living alone is neither old nor lonely.
5. a quarter of the 23 million single people in the U.S. are under the age of 35
6. The majority of these people have chosen to live alone. They are responding to decreasing social pressure to get married and have a family.

LESSON B • Problems and solutions

1 Grammar
2. used to listen / would listen
3. would play / used to play
4. used to watch / would watch
5. wouldn’t turn on
6. used to like
7. used to save / would save

2 Vocabulary
Lola: Mrs. Wu’s English class is boring. Do you have any advice to help me stay awake?
Max: Be careful! Mrs. Wu is demanding. My best advice is to keep up with the work you need to do each day. And don’t procrastinate!

Lola: That’s good advice. Her assignments are long and complicated! I always worry I won’t be able to keep my grades up in her class!
Max: Even though you’re stressed out, try to keep things in perspective. Also, if you let her know that you will do what it takes to get good grades, maybe she’ll help you stay out of trouble.
Lola: That’s a good idea. I’ll talk to Mrs. Wu tomorrow. And I’ll keep / stay in touch with you to let you know how things go.

3 Grammar
2. In college, my friends and I would study for our tests together at the library. / In college, my friends and I used to study for our tests together at the library.
3. I always used to ask my older sister for help with my science homework. / I would always ask my older sister for help with my science homework.
4. My English teacher didn’t use to assign work over holidays or long weekends. / My English teacher wouldn’t assign work over holidays or long weekends.
5. Rowan used to live in an apartment near the university.
6. Carrie used to write e-mails to her mom every day when she went away to school. / Carrie would write e-mails to her mom every day when she went away to school.

4 Grammar
Answers will vary.

5 Reading
A
1. 25 %  2. women

B
1. F The number of one-person households has changed over the years.
2. F There’s less pressure to get married these days.
3. F People can maintain one-person households because they have better jobs.
4. F People who marry are getting married later.
5. T
LESSON A • That really bugs me!

1 Grammar
2. When I’m trying to sleep at night, something that irks me is water dripping in the sink.
3. One thing I can’t understand in the supermarket is why people push in front of me in line.
4. The thing that really irritates me when I go to a restaurant is waiting a long time to be seated.
5. I can’t stand drivers who honk their horns all the time.
6. Something that bothers me about my new MP3 player is how complicated it is to use.
7. When I’m watching TV, one thing that bugs me is when my favorite show is interrupted by a news bulletin.

2 Grammar
Answers will vary.

3 Grammar
Answers will vary.

4 Vocabulary
2. drives 6. gets
3. gets 7. drives
4. gets 8. gets
5. gets

5 Writing

A
2, 4, 3, 1

B
a. 2  b. 4  c. 1  d. 3

LESSON B • Let’s do something about it!

1 Grammar

2 Grammar
2. One of my concerns is whether there will be cheaper health care for employees soon.
3. Why I get so much junk mail is beyond me.
4. What I don’t get is how you can eat so much and not gain weight.
5. I wonder who I should call if I don’t get my plane tickets on time.
6. I’d like to know if politicians will do more to help the environment.
7. Why people don’t turn off their cell phones when they’re at the movies is something I can’t understand.
8. Why everyone can’t just get along is the thing that concerns me.
9. Why I get a cold every summer is a mystery to me.

3 Vocabulary
2. saddened 5. stunned
3. depressed 6. baffled
4. humiliated

4 Grammar
Answers will vary.

5 Reading

A
Check: frustrated, baffled, irritated

B
2. dominates 6. tempting
3. get it off your chest 7. Get over it!
4. see red 8. unique
5. sense 9. bugs
Values

LESSON A • How honest are you?

1 Grammar

2. only if
3. Even if
4. unless

2 Vocabulary

2. unfair
3. honest
4. unscrupulous

3 Grammar

Answers will vary.

4 Grammar

Answers will vary.

5 Writing

A

I am glad that I learned the value of work when I was young.

B

Answers will vary.

LESSON B • Taking stock

1 Grammar

2. had studied
3. would play
4. wouldn't have spilled
5. could take

2 Grammar

Possible answers

1. I wish I had remembered to wear my raincoat.
2. If I had watched the weather report, I probably wouldn’t be wet.
3. If only I could find a taxi.

3 Vocabulary

2. discreet
3. tolerance
4. respect
5. compassionate
6. resilient
7. indifference
8. selfish

4 Grammar

Answers will vary.

5 Reading

A

Check: the website of a TV program

B

1. You should click on The Hottest Gossip to get started.
2. You should send us documents or photos to support your story.
3. You shouldn’t worry about fingerprints because we always copy the originals to protect our sources.
4. You should never call us from work, home, on a cell phone, or from a hotel.

C

Check: keeping their advertisers happy.
LESSON A • Culture shock

1 Grammar
2. T
3. F By September 2015, they will have gone to school for the first time.
4. F By June 2029, they will have graduated from high school.
5. T
6. T

2 Grammar
2. will have learned
3. will have gotten
4. will have met
5. in
6. will have had
7. will have been working
8. will have found

3 Vocabulary
2. of
3. to
4. of
5. about
6. of

4 Writing
A
1. b
2. a
3. c

B
1. In conclusion
2. To sum up
3. These experiences will allow campers the chance to flourish in all aspects of their lives after the summer has ended.

LESSON B • Traveler or tourist?

1 Grammar
2. would be enjoying
3. had taken
4. would be having
5. had brought
6. would be
7. had bought
8. wouldn’t be sneezing
9. had followed
10. wouldn’t have

2 Grammar
1. c
2. d
3. a
4. e
5. b

3 Vocabulary
Answers will vary.

4 Grammar
Answers will vary.

5 Reading
A
Check: take a course in anthropology, talk to someone who has lived abroad, learn about culture shock itself

B
2. Check: Stage 1 person
3. Check: Stage 4 person
4. Check: Stage 1 person
5. Check: Stage 3 person
6. Check: Stage 2 person
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