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## Plan of Book 2

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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, *TextCrafter* 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.

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

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.

The things people believe!

Beliefs Across Cultures

In Turkey, many people agree that when someone goes on a journey, you should pour some water on the ground behind him or her to bring the person back safely.

In Brazil, people claim you should ever a place using your right foot to have good fortune.

In Mexico, looking into a mirrormo will bring bad luck.

In Argentina, many people believe that if you drop a piece of bread for these animals to come and eat. If you do it with your right hand, it means that you will have a good day.

In Venezuela, some people say that if someone passes a arrow over your foot, you will have bad luck.

In Greece, the arrow is very unlucky ritual. If you hit a arrow to the mirror, it means that you will have a bad day.

Expressions with luck

A. Match the statements with the replies containing luck.
1. “I’ve got to go. I have a big test tomorrow.” (a) “That was beginner’s luck.”
2. “I’m out of cash. Is there an ATM nearby?” (b) “No such luck. I’m staying home.”
3. “He won the first game of chess he ever played.” (c) “I’m afraid you’re out of luck.”
4. “We lost his job and house, and now he’s sick.” (d) “Wow! He’s got bad luck.”
5. “How did you win those soccer tickets?” (e) “Well, here’s your luck.”
6. “Thanks for the gift. Can I have $40 more?” (f) “Don’t push your luck.”
7. “I won the lottery.” (g) “I won the luck of the draw.”

B. Pair-work. Ask your partner the questions in (a) – (g) and write their answers in your book.
SUPERSTITIONS: Hard to Ignore

Some people believe that certain objects bring them good luck, often or even things as simple as lucky charms that believe that luck is in the wheel. These beliefs often lead people to believe in superstitions sometimes and phrases such as "lucky charm" when they occur. Superstitions can involve good and bad luck and can be a part of everyone's life in the country. If you believe insuperstitions, visit the website for more information about superstitions and their influence on your life.

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.

The Legend of the Hope Diamond

The story of the Hope Diamond is a fascinating tale that has captured the imagination of people around the world for centuries. The diamond is believed to have been one of the most valuable and beautiful diamonds ever known, and its story is filled with mystery, intrigue, and tragedy.

The diamond was discovered in South Africa in the 17th century and was later brought to France. It was said to have been cut from a single, uncut crystal that was 112.5 carats in weight. The diamond was then sold to a jeweler in Paris, who cut it into its current shape.

Over the years, the diamond has passed through many hands and has been used in various ways. It has been worn by kings and queens, and has even been used as a political tool. It was said to have been used by Napoleon to gain power and influence.

Today, the Hope Diamond is one of the most famous diamonds in the world. It is displayed in the Smithsonian Institution in Washington, D.C., and is considered to be one of the most valuable diamonds in the world.
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 2.*

**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

Passage, 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</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–xii.) 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>Audio CD/CD-ROM</td>
<td></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 Passage, 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 Passage, 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, discourage 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.
The nature of friendship

A Read these statements about friendship. Can you explain what they mean? What other statements would you add to the list?

1. A friend is someone who brings out the best in you.
2. Good friends are always happy to help when you run into a problem.
3. A friend is someone who cheers you up when you're feeling bad.
4. True friends don't drift apart even after many years of separation.
5. A real friend will always stand up for you when others are putting you down.
6. Never be afraid to open up and ask a friend for advice. A true friend will never turn you down.
7. Make new friends, but hang on to the old ones.
8. Good friends are hard to come by, harder to lose, and impossible to do without.

"The first statement means a good friend will reveal all your positive qualities."

B Group work Consider the statements above. What makes a good friend? Discuss with your group.

"In my opinion, a good friend is someone who makes you a better person. It's someone who brings out the best in you."

Friendship among women and men

A Listen to a professor talk about author Deborah Tannen's ideas. In Tannen's opinion, what is the main difference between friendship among men and friendship among women?

B Listen again. According to Tannen, which of these things do male friends do (M) and which do female friends do (F)? Write the correct letter.

1. looks for a point
2. discuss a topic in detail
3. share feelings and secrets
4. give and get facts
5. do things together
6. have long conversations

C Group work Do you agree or disagree with Tannen's ideas about friendship? Why or why not?

"I have to say that I think some of her ideas are really accurate..."
1 Relationships
LESSON A • The best of friends

The nature of friendship (starting point)

Learning aim: Discuss the qualities of a good friendship and see phrasal verbs in context (10–15 minutes)

A
- Books closed. Introduce the topic by asking Ss to think of one of their good friends. Ask: What positive qualities does he or the hers? Have Ss brainstorm and call out as many qualities as they can. Write them on the board.
- Books open. Explain the task. Read the statements and the example sentence aloud.
- Ss work in pairs or small groups to discuss the questions. Have Ss share their answers with the class.

B Group work
- Explain the task. Read the example sentences aloud.
- Point out the useful expressions box. Give an example of how to use each phrase.
- Ss work in small groups to do the activity.
- Have groups share their answers with the class.

Optional activity: Proverbs (10–15 minutes)

Ss talk about friendship proverbs.
- Write the word proverb on the board. Explain that it is an old saying that tells a common truth. Give a few examples of proverbs about friendship. A friend in need is a friend indeed. Make new friends, but keep the old. One is silver and the other is gold.
- Ss work in pairs or groups to think of other proverbs about friendship that they know.
- Have groups share their proverbs with the class.

Friendship among women and men (listening & speaking)

Learning aim: Develop skills in listening for comparisons (20–25 minutes)

A [CD 1, Track 2]
- 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. Repeat as many times as needed. Ss listen and check their answers.
- Go over the answer with the class.

B [CD 1, Track 3]
- Explain the task. Tell Ss to read the list of topics.
- 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-254.

C Group work
- Explain the task. Read the example answer aloud.
- Ss work in groups to do the activity.
- Have groups share their answers with the class.
A phrasal verb is a verb plus a particle, such as **down, into, out, or up.** The meaning of a phrasal verb is different from the meaning of its parts.

**Separable phrasal verbs** can take objects before or after the particle.
If the object is a pronoun, it always appears before the particle.
- A friend is someone who **brings out** the best in you.
- A friend is someone who **brings out** the best in you.
- A friend is someone who **brings out** you when you’re feeling bad.

**With inseparable phrasal verbs,** the object cannot go between the verb and the particle.
- Good friends are always happy to help when you **run into** a problem.

**Three-word phrasal verbs** have a particle and a preposition.
- Make new friends, but hang on to the old ones.

**Intransitive phrasal verbs** don’t take objects.
- True friends don’t **drift apart.**

---

A Look at the starting point on page 2 again. Can you find more phrasal verbs?
Which are separable, inseparable, and/or three-word verbs? Which are also intransitive? Write them in the chart.

<table>
<thead>
<tr>
<th>Separable</th>
<th>Inseparable</th>
<th>Three-word verbs</th>
<th>Intransitive</th>
</tr>
</thead>
</table>

---

B Complete the questions below with the phrasal verbs and objects in parentheses. Sometimes more than one answer is possible.

1. Have you ever had a friend who **brought out the worst** from you?
2. Have you ever **run into** (a friend) that you hadn’t seen in a long time?
3. Do you usually **stand up** (for / your friends) when other people criticize them?
4. Can you **do without** (a cell phone) and still keep in touch with friends?
5. When friends ask you for a favor, do you usually say yes, or do you **turn down** (them)?
6. Do you **hang on to** (your old friends), or do you **drift apart** as time goes by?
7. Some people like to **put down** (their friends) by insulting them. How would you feel if a friend did that to you?

---

C **Pair work** Discuss the questions above.

"Have you ever had a friend who brought out the worst in you?"
"Yeah, I once had a really messy roommate. She made me so angry."

---

Lesson A The best of friends 3
Phrasal verbs (grammar)

Learning aim: Practice using phrasal verbs to talk about friendship (20–25 minutes)

Grammar notes
Phrasal verbs are very common in English. The two-word verbs show up in and show off illustrate how the meaning of a phrasal verb varies greatly depending on the particle.

- I showed up late to my friend’s party. (Meaning I arrived late to my friend’s party.)
- I was excited to show off my new ring. (Meaning I was excited to attract attention to my new ring.)

Books closed. Write on the board:
- I showed up late to my friend’s party.
- I was excited to show off my new ring.

Have a volunteer come to the front of the class and say the two sentences. Then ask Ss to identify the particles in each phrasal verb.

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

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

Answers
Separable: bring out, cheer up, put down, turn down
Inseparable: run into, drift apart, stand up for, open up, hang on to, come by
Three-word verbs: stand up for, hang on to
Intransitive: drift apart, open up

B
- Explain the task. Go over the example with the class. Remind Ss that more than one answer is sometimes possible.
- Ss work individually to complete the task.
- Go over answers with the class.

Answers
1. brought out the worst / brought the worst out
2. run into a friend
3. stand up for your friends
4. do without a cell phone
5. turn them down
6. hang on to your old friends
7. put down their friends / put their friends down

C Pair work
- Explain the task. Ss work in pairs. Have one pair read the example conversation to the class. Brainstorm follow-up questions as a class, if necessary. Then have Ss compare answers with a partner.
- Go over answers with the class.

Optional activity: More phrasal verbs (15 minutes)
Ss practice more phrasal verbs.
- Ss work in groups to brainstorm other phrasal verbs that they know and write them on the board. Or, if necessary, write a list of phrasal verbs on the board and go over the meaning of each one with Ss.
- Then have Ss work in groups to write six or seven sentences using the phrasal verbs on the board. Tell them to leave the phrasal verbs blank, similar to Exercise B.
- Have groups exchange papers. Give Ss a time limit to complete the sentences. Have groups read their completed sentences aloud. Go over answers with the class.

To help Ss with the grammar in this exercise, try Language hunters on page T-160.
4 Describing friendship

**Vocabulary**

**Pair work** Complete the chart with the correct parts of speech.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Adjective</th>
<th>Verb</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>admire</td>
<td>4.</td>
<td>empathize</td>
</tr>
<tr>
<td>2.</td>
<td>beneficial</td>
<td>5.</td>
<td>endure</td>
</tr>
<tr>
<td>3.</td>
<td>clash</td>
<td>6.</td>
<td>harmonious</td>
</tr>
</tbody>
</table>

**B** Choose the word from the chart above that best replaces the boldfaced words. Compare answers with a partner.

1. Ryan and Tina work to keep their friendship **harmonious**.
2. Sometimes their opinions are very **different**, but they still get along.
3. They work to make their friendship **valuable and constructive**.
4. Having the same background helps them **understand and identify** with each other.
5. Ryan and Tina think very **highly of** each other's accomplishments.
6. Their friendship will certainly **last a long time**.

5 What should friends have in common?

**Discussion**

**A** Look at the statements about friendship in the chart. Do you agree with the statements? Add a statement of your own.

<table>
<thead>
<tr>
<th>People . . .</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. who are close in age empathize with each other better.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. with similar social backgrounds have more harmonious friendships.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. who have similar values and beliefs have stronger connections.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. with similar personalities have the most enduring friendships.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. benefit from having friends with the same educational background.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. should only mingle with friends who have the same interests.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. from different cultures often clash with each other.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B** **Group work** Share your opinions, and explain your reasons.

"The way I see it, people who are close in age can empathize better with each other. They share the same experiences and understand each other."

"I see your point, but I think age isn’t that important. If people like doing similar things, they can be good friends."

**C** **Group work** How many people agreed or disagreed with each statement? Report your findings to the class.

"Three of us agreed that friends who are close in age relate better . . ."
4. Describing friendship (vocabulary)

Learning aim: Learn and practice using adjectives that describe friendships (10–15 minutes)

A. Pair work
   - Explain the task. Read the words in the chart aloud. Ask Ss to identify suffixes that indicate what part of speech the word is (-ly = adverb; -ly, -ful = adjective; etc.).
   - Ss work in pairs to complete the task. Go over answers with the class.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. admirable</td>
</tr>
<tr>
<td>2. benefit</td>
</tr>
<tr>
<td>3. clashing</td>
</tr>
</tbody>
</table>

B. Explain the sentences aloud and answer any questions about vocabulary. Ss work individually to complete the task.
   - Ss work in pairs to compare answers. Go over answers with the class.

5. What should friends have in common? (discussion)

Learning aim: Talk about what friends should have in common and practice the lesson vocabulary (15–20 minutes)

A. Books closed. Ask, What does it take for two people to become good friends? Have Ss call out their ideas. Write them on the board.
   - Books open. Explain the task. Read the statements aloud. Make sure Ss understand the words taken, background, and mingle. Ask Ss to give a definition, an example, or a synonym for each.
   - Ss work individually to complete the activity.

B. Group work
   - Explain the task. Point out the useful expressions box and review the expressions. Give an example of how to use each phrase. Have a pair of Ss read the example conversation.
   - Ss work in small groups to discuss their answers and reasons. Remind them to ask follow-up questions.

C. Group work
   - Keep Ss in groups. Explain the task. Read the example answer aloud.
   - Have a $ from each group report the group’s finding to the class.

Optional activity: My best friend (10–15 minutes)
   - Ss describe a best friend.
     - Tell Ss to think of one of their best friends, either from the past or present. Ask them to make a list of their friend’s qualities.
     - Ss work in small groups to describe the person they chose. Have Ss ask follow-up questions. Brainstorm follow-up questions as a class, if necessary.
     - Alternatively, have Ss think of two other people they know who are best friends and describe what they think makes the friendship so successful.

Optional activity: My friend and I (10–15 minutes)
   - Ss talk about what they like to do with their best friend.
     - Write on the board: Friends who play together stay together. Ask Ss to explain what the statement means.
     - Ss work in small groups to talk about the kinds of activities they do with their best friends.
     - Have Ss report their answers to the class. Determine which three activities are the most popular with the class.

For more practice discussing this topic, try Quotes about friendship on page T-175.
Developing a thesis statement

The first paragraph of a composition contains a thesis statement, which presents the main idea. The remaining paragraphs each have a single focus expressed in a topic sentence that develops the thesis statement.

A  Read the composition. Underline the thesis statement in the first paragraph.

B  Match each of the other paragraphs with the phrase below that best summarizes its focus.

   ___ why we have a close friendship
   ___ what we have in common
   ___ how we are different

1. My best friend Eva and I are different in many ways, but we have one important thing in common — we love to travel. Whenever I have the urge to explore a new place, I can always count on Eva to go with me. Our friendship shows that people who are very different can still have similar interests.

2. The differences between Eva and me are significant. Eva is an artist who loves to take photographs and draw pictures of the interesting things she sees. I am a sales representative for a pharmaceutical company and spend most of my time calculating numbers. Eva is a very impulsive person, but I’m very organized. She’s very quiet, but I’m a very talkative person who enjoys telling stories.

3. Eva and I are both adventurous and love traveling. We discovered this shortly after we met several years ago. One day we were talking about vacations, and we found we had both visited many of the same places. We immediately made a plan to go to a nearby historical city the following weekend.

4. Although we are quite different in many ways, Eva and I have become close over the years, and we now have a very special and enduring friendship. Every time we get together, we always have so much to talk about and have the best time. One reason for this is that we share a love of travel and adventure. The other reason is that our differences complement each other, so we always get along well whenever we travel together.

C  Write a composition about a close friend. Then exchange your composition with a partner, and answer these questions.

1. What is the thesis statement? Underline it.
2. Does each paragraph have a single focus? Write the focus for each in the margin of the paper.
3. What else would you like to know about your partner’s friend? Ask at least two questions.
6 Developing a thesis statement (writing)

**Learning aim:** Write a composition about a close friend and use a thesis statement (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: the sentence containing the main idea)
- Explain the task. Remind Ss that a thesis statement is often found at the end of the first paragraph and often includes an idea or opinion that is further explained in the rest of the composition. Make sure Ss understand that each paragraph of a composition should focus on only one aspect of the main idea. Each of those paragraphs, then, has its own topic sentence to present that aspect.
- Ss work individually to complete the activity.
- Go over answers with the class.

### Answer

Our friendship shows that people who are very different can still have similar interests.

**B**
- Explain the task. Ss work individually to match the phrases with the correct paragraph.
- Go over answers with the class.

### Answers

1. why we have a close friendship
2. what we have in common
3. how we are different

**Language note**

Explain that the examples in the book show typical paragraph structure for a composition in English. Each paragraph has a topic sentence with the main idea, and the rest of the paragraph contains one or more examples to illustrate the main idea.

**C**
- Explain the writing task. Read the questions aloud. Remind Ss that after they finish their compositions, they should be able to answer those questions.
- Give Ss time to think of a thesis statement for their composition. Have several Ss tell the class their thesis statement. Have the rest of the class give any suggestions on how to improve the thesis statement.
- Ss work individually to write their paragraphs.
- Walk around the class and help as needed.
- Ss work in pairs to exchange compositions and take turns answering the questions.
- Encourage Ss to ask and answer follow-up questions about the compositions and ask their partner about anything in the composition they don’t understand.

### Optional activity: Tell me more (20 minutes)

Ss write a paragraph about their partner’s friend.
- Keep Ss in pairs and have them take turns asking and answering questions about each other’s friend. As a class, brainstorm questions to ask, if necessary.
- Have Ss write a paragraph about their partner’s friend, based on the new information. Walk around the class and make sure they have a topic sentence.

### 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 and Vocabulary</td>
</tr>
<tr>
<td>Workbook p. 1, Ex. 1</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 1, Ex. 2</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Workbook p. 3</td>
<td>Writing</td>
</tr>
</tbody>
</table>
Meeting new people

A Read about how Yuan-lin, Jacob, and Jackie met new people. Which way of meeting people do you like the best?

Yuan-lin
“I decided to move to England last year. I felt really lonely at first. In fact, I regretted moving here. But I never gave up trying new things. Then, I saw an ad for a Chinese-English language exchange. It was a great way to meet cool people!”

Jackie
“I'd been planning to take a class, but was putting off enrolling. Well, last month I started taking a history class. I never expected to meet so many people! A few classmates formed a study group, and we've become really good friends.”

Jacob
“I didn't know many people at my new job, but I kept being invited by my co-workers to a lunchtime yoga class. I'm so glad I finally said yes! A couple of my colleagues play soccer too, and they're considering starting a company team!”

*A language exchange is a great idea. You can meet people who are interested in the same language and culture, so everyone already has something in common.*

B Group work What other ways of meeting new people can you suggest for these situations? Add another situation to the list.

someone who . . .
- moved to a new neighborhood
- has little free time
- started a new job
- is very shy
- is over 65 years old

A chance meeting

A Pair work When was the last time you unexpectedly ran into someone you know? Tell your partner about your experience.

B Listen to Debbie talk about how she met her friend Kate. Where were they when they first met? Where were they when they met again?

C Listen again. Then answer the following questions.
1. Why were Debbie and Kate going to Los Angeles?
2. What did Debbie regret after she said goodbye to Kate?
3. How much time passed between their first and second meetings?
4. How did Samantha, the guest at the party, know Kate?
LESSON B • Make new friends, but keep the old . . .

Meeting new people (starting point)

Learning aim: Discuss ways of meeting new people and see gerund and infinitive constructions in context (10–15 minutes)

A
- Books closed. Ask, What are some good places to meet new friends? Write Ss' ideas on the board.
- Books open. Have Ss look at the pictures. Ask them where they think each person met their friends.
- Read the captions aloud. Check that Ss understand the following vocabulary.

Vocabulary
- yoga: physical and mental exercises, originated in India
- colleagues: people who do the same job as you
- putting off: not doing (something) until a later time
- enrolling: signing up for

B Group work
- Explain the task. Read the situations aloud. Brainstorm another situation as a class, if necessary.
- Ss work in small groups to do the activity.
- Have groups report their answers to the class.

- Read the example statement aloud. Ss work individually to think of their answers. Have Ss report their answers to the class.

Culture note
- In the United States, it is common to make friends at work and in school. Other popular ways include joining book discussion clubs, playing sports, joining a gym, or doing volunteer work such as working at an animal shelter, helping a local charity, or cleaning up local parks.

A chance meeting (listening)

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

A Pair work
- Ask Ss to define chance meeting. Ask them to give examples.
- Explain the task. Ss work in pairs to tell each other about their experiences.
- Have Ss share their partner's experience with the class.

B Audio [CD 1, Track 4]
- Explain the task. Read the questions aloud to the class. Ask Ss to predict what kinds of things Debbie will talk about. Check that Ss understand the following vocabulary.

Vocabulary
- a bunch: a group
to make a long story short: a common expression that means the whole story is longer with more detail, but the speaker is only going to tell the end result

- Tell Ss to listen for the answers to the questions. Play the recording as Ss listen for the answers. Replay as many times as needed. Ss listen and check their answers.

Answers
- on a plane, at a party

Audio script: See page T-254.

C Audio [CD 1, Track 5]
- Explain the task. Read the questions aloud to the class.
- Tell Ss to listen for the answers to the questions. Play the recording as Ss listen for the answers. Replay as many times as needed. Ss listen and check their answers.
- Go over answers with the class.

Answers
1. Debbie was going to work. Kate was going to a wedding.
2. Debbie regretted that she had forgotten to ask for Kate's e-mail address or telephone number.
3. Three months.
4. They were roommates in college.

Audio script: See page T-254.
Gerund and infinitive constructions

These verbs are normally followed by a gerund: appreciate, consider, enjoy, give up, keep, put off, suggest.

They're considering starting a company team!

These verbs are normally followed by an infinitive: ask, decide, expect, intend, need, refuse, seem, intend.

I never expected to meet so many people!

These verbs are followed by either a gerund or an infinitive: begin, bother, continue, hate, prefer, start.

Last month I started taking / to take a history class.

Infinitives and gerunds can also occur in the passive voice. They follow the pattern subject + verb + being / to be + past participle.

I kept being invited by my co-workers to a lunchtime yoga class.

She asked to be chosen for the job.

A Look at the starting point again on page 6. Can you find another verb that is followed by a gerund and another verb that is followed by an infinitive?

B Circle the correct form of the verbs. Sometimes both answers are possible.

C Pair work Complete these sentences with your own information, and add more details. Then compare with a partner.

1. I don't like it when friends refuse . . .
   to do small favors for me, like lending me a book, it's so rude.

2. It can be annoying when friends ask . . .

3. I couldn't say no if a friend suggested . . .

4. Even when they disagree, friends should continue . . .
3 Gerund and infinitive constructions (grammar)

Learning aim: Practice using gerund and infinitive constructions (15–20 minutes)

Grammar notes
A gerund can act as a verb within a clause (and may be modified by an adverb or have an object), but the clause as a whole acts as a noun within the larger sentence.
On its own, a gerund can be a subject or a direct object.
An infinitive can also act as a noun. It is often the subject or object of a verb.
To make new friends isn’t always easy. (subject)
I love to meet new people. (object)

Books closed. Write the terms gerund and infinitive on the board and review how to form them.

Write these categories on the board:
sports, hobbies, other activities
Ss work in groups to think of as many verbs as they can for each category. Have a S from each group report the group’s list to the class.

Tell Ss to use the verbs they brainstormed to talk about activities they love, hate, or like. Explain that these verbs can be followed by a gerund or an infinitive. Give Ss a few examples (I hate camping, I love to swim in the ocean). Have groups make as many sentences as they can within a time limit.

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

A
Have Ss look at the starting point on page 6 again.
Explain the task and read the question aloud. Go over answers with the class.

Answers
regretted (followed by a gerund)
planning (followed by an infinitive)

B
Explain the task. Ss work individually to circle the correct form of each verb. Then Ss work in pairs to compare their answers. Go over answers with the class.

Answers
1. to have
2. to make
3. changing
4. trying
5. to create
6. to wear/wearing
7. to change
8. leaving
9. to move
10. sharing
11. having

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

Optional activity: Sentence correction (15 minutes)
Ss have additional practice with gerunds and infinitives.
Collect Ss’ sentences. Write several of them on the board, but change some of them so that the gerund or infinitive is used incorrectly.
Set a time limit and have Ss work individually to decide which sentences are correct, and to correct the incorrect ones.
Go over answers with the class and see which S has the most correct answers.
**4. re-words**

A. Which word best completes these sentences? Write the correct letter.

- rebuild  c. reconnect  e. rehash  g. resurface  h. reunion
- recall  d. redefine  f. rekindle

1. You can _redefine_ old friendships by sharing memories.
2. Don’t __reconnect__ old arguments over and over.
3. People often __rehash__ themselves, but they’re essentially the same person.
4. Try to attend a high school or college __reunion__.
5. Can you __recall__ the first time you met your best friend?
6. With e-mail, people often __rekindle__ after being out of touch for years.
7. Visit your hometown and __reconnect__ with your roots.
8. It takes time to __rebuild__ a damaged friendship.

B. **Pair work** What other re-words do you know? How would you define them?

Compare your list with a partner.

Recapture, reconsider, ...

**5. Friendship maintenance**

A. Look at these ideas for maintaining friendships. Choose three that you think are the most important.

**Advice for Maintaining FRIENDSHIPS**

- Send cards on holidays or birthdays. People appreciate getting cards on special occasions.
- Never betray a trust – it can cause real resentment.
- Try to be completely honest with your friends at all times.
- Attend school reunions and other similar social events. It may give you the chance to rebuild old friendships and reminisce about good times.
- Send an occasional e-mail or photo to friends whom you haven’t seen in a while.
- Be a good listener, and try to empathize with your friends.
- Respect your friends’ point of view even when you disagree. Don’t rehash old arguments.
- Be aware of “unhealthy” friendships. In some cases, it’s better to end a friendship and move on with your life.

B. **Group work** Tell your group which three pieces of advice you chose, and explain why. Then share any other ideas you have about maintaining friendships.

“Well, I think it’s important to always be completely honest with your friends. If you aren’t honest with your friends, they might not be honest with you.”

**Useful expressions**

**Agreeing on importance**

Well, I think it’s important . . .
Yeah, that’s true, but even more important is . . .
And let’s not forget . . .
You’re right . . . is also quite important.
4  re- words (vocabulary)

Learning aim: Learn and practice using the prefix re- (10–15 minutes)

A
- Books closed. Write on the board:
  paint, repaint  make, remake
  do, redo  use, reuse

  Ask Ss to guess the meaning of each pair of words.
  Explain that a prefix is the beginning part of a word that cannot stand by itself and that changes the meaning of the root word. Ask: What does the prefix re-mean? (Answer: do again)
- Books open. Explain the task. Read the words aloud and go over any vocabulary Ss don’t understand.
- Ss work individually to complete the activity. Go over answers with the class.

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

B Pair work
- Explain the task. Ss work individually to make a list of re-words.
- Ss work in pairs to compare their lists.
- Have Ss report their partner’s list to the class. Write the words on the board.

Language note
Explain that there are some words in English that start with re- but re- does not function as the prefix (for example, reality, rebel, receive, reciprocate, revolt, etc.).

Optional activity: Re- words (10–15 minutes)
- Ss have additional practice with re- words.
- Set a time limit and have Ss write as many sentences as they can using the re- words on the board. Explain that the sentence must show that they understand the meaning of the word. For example, He reconsidered it does not show an understanding of reconsidered. He reconsidered his plan to move to Italy and decided to stay in New York does.
- Have Ss read their sentences to the class.

5 Friendship maintenance (discussion)

Learning aim: Talk about maintaining a friendship (15–20 minutes)

A
- Books closed. Ask: How do you maintain your friendships? Have Ss call out their ideas and write them on the board.
- Books open. Explain the task. Read the statements aloud. Check that Ss understand the following vocabulary.

Vocabulary
- betray a trust to fail to help someone or to keep someone’s secrets when needed
- reminisce to talk about shared past experiences with others
- unhealthy not good for emotional or psychological well-being (in this context)

B Group work
- Explain the task. Point out the useful expressions box and review the expressions. Give examples on how to use each expression. Read the example answer aloud.
- Ss work in small groups to discuss their choices from Exercise A.
- Have a S from each group report on the group’s discussion to the class.

For more practice discussing this topic, try The meaning of friendship on page T-176.
Technology and friendship

A Read the article. Then check (✓) the best subtitle.

☐ a. How our relationships are changing  ☐ b. How to make more friends online

THE VALUE OF CYBERFRIENDSHIP

Cyberspace has given way to a new social dynamic where people make friends from across the globe, but know little about their next-door neighbors. The abandoning of the “village mentality” disturbs critics, but those who have been won over often find an Internet friendship more satisfying. Some new research is also showing how e-mail and the Internet supplement, rather than replace, the communication people have with others in their social network.

Take Bob for example. His neighbor doesn’t know anything about gardening and lawn care, but his instant messaging buddy, G33kThug, does. Besides, G33kThug is more interesting and doesn’t do that annoying clicking sound when he talks.

This newly evolved form of hyper-connected human has long been criticized for his or her lack of necessary social skills. His preference for textual relations over face-to-face interaction has given the traditionalist fits. In short, says critics, people are unlearning how to naturally interact with their neighbors, creating a social network of strangers.

However, a report entitled “The Strength of Internet Ties” suggests a different scenario altogether. Sociologists are suggesting that the Internet helps cultivate social networks and make use of them when it matters most.

Friends often move. As kids, our friends’ parents move away. As adults, we move away to college or for work. Communicative tools have made losing touch the result of sheer laziness, not distance. “The larger, the more far-flung, and the more diverse a person’s network, the more important e-mail is,” argues Jeffrey Boice, who co-authored the report on the strength of Internet ties. “You can’t make phone calls or personal visits to all your friends very often, but you can ‘e’ them regularly with a couple of keystrokes. That turns out to be very important.”

In addition to expanding and strengthening the social ties people maintain in the offline world, Internet and e-mail provide a social and informational support group that helps people make difficult decisions and face challenges. The survey found that Internet users are more likely than non-users to have been helped by those in their social networks as they faced important events in their life.

“Internet use provides online [users] a path to resources, such as access to people who may have the right information to help deal with family health crises or find a new job,” says John Herrin, author of the report.

“The Internet and the cell phone have transformed communication: Instead of being based on house-to-house interactions, they are built on person-to-person exchanges,” says co-author Barry Wellman. “This creates a new basis for community. Rather than relying on a single community for social support, individuals often must actively seek out a variety of appropriate people and resources for different situations.”

Source: “The Value of Cyber-Friendships,” by Jason Lee Miller, WebProven

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

1. How do you use the Internet to communicate? Do you have e-mail? write a blog? use instant messaging?
2. Do you spend more time communicating in person, by phone, or online? What are the advantages and disadvantages of each?
3. What predictions can you make about how technology will impact friendships?
Technology and friendship (reading)

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

A
- Books closed. Ask Ss what they think cyber-friendship means. [Answer: a friendship that takes place exclusively through the computer with e-mail or chat rooms] Ask them if they have a cyber-friend. Then ask if they think technology has changed the quality of friendship in general. Ask, Can people have the same kind of friendship online?
- Books open. Explain the task. Ask Ss what they think a subtitle is. Remind Ss what a prefix is and ask them to guess what sub- might mean.
- Have Ss read the article silently to themselves. Check that Ss understand the following vocabulary.

Vocabulary
- cyberspace: all communication that takes place on the computer
- social dynamic: a different way of socializing
- village mentality: having the feeling that the people in your neighborhood are the most important in your life
- won over: convinced, persuaded
- social network: the people that you socialize with the most
- buddy: friend
- Gr3nThum: screen name green thumb; someone with the ability to make plants grow
- evolved: changed
- hyper-connected: human: a person who has instant access to people and information via computer, cell phone, text messenger, or other electronic devices
- textual relations: communication that takes place only through electronic means
- traditionalist: someone who favors long-followed ways over new ways of doing something
- fits angry reactions to something
- scenario: a group of events or situations
- sociologist: someone who studies human relationships
- losing touch: not being in contact as much as before
- far-flung: a long distance away
- basis: foundation

- Go over the answer with the class. Ask Ss why the answer is correct.

B
- 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. These Ss might give the report to their own group first at the end of the task to see if the group agrees with the information presented.

Optional activity: Technology – bad for friendships? (15–20 minutes)
- Ss have a debate about how technology is changing friendships.
  - Write on the board: Technology is hurting friendships by making them more superficial.
  - 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 Ss work in groups to discuss their answers.
  - Have each group take turns presenting their ideas 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. 107</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 4</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 5, Ex. 3</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Workbook p. 6</td>
<td>Reading</td>
</tr>
</tbody>
</table>
2. **Clothes and appearance**

**LESSON A** - The way we dress

1. **Fashion sense**
   - **Starting point** What's your approach to fashion? Complete this survey.
   - **Clothing survey**
     1. When I choose clothes, I tend to think of comfort first and appearance second.
     2. I hate choosing my outfits in the morning, I just put on anything I can find.
     3. Celebrities sometimes inspire me to change the way I look.
     4. Companies should discourage employees from wearing casual clothes to work.
     5. I don't like to draw attention to myself, so I wear pretty conventional clothes.
     6. I enjoy shopping for clothes. I don't mind spending hours in clothing stores.
     7. High prices rarely prevent me from buying quality clothing.
     8. Peer pressure sometimes compels me to wear brand name clothing.
   - **Group work** Discuss your answers to the survey.
     "I tend to think of comfort first when I choose clothes. When I'm comfortable, I feel good, and that's more important to me than looking good."

2. **Judging by appearances**
   - **Pair work** Read these famous quotations. In your own words, explain to a partner what they mean.
     - It's always the badly dressed people who are the most interesting. — Jean-Paul Sartre
     - Eat to please oneself, but dress to please others. — Benjamin Franklin
     - Three-tenths of good looks are due to nature; seven-tenths to dress. — Chinese proverb
     "I think the first one means interesting people focus more on meaningful things."
   - **Group work** Discuss these questions.
     1. Do you think it's fair for people to judge you by the way you dress?
     2. Do you judge others by the way they dress?
     3. Would you be friends with someone whose style was very different from your own?
     4. Would you change the way you dress to please someone else?
2 Clothes and appearance

LESSON A • The way we dress

1 Fashion sense (starting point)

Learning aim: Discuss fashion choices and shopping for clothes, and see verb patterns in context (10–15 minutes)

A
- Books closed. Introduce the topic by asking Ss what they like to wear when they go out with friends to different places. Ask them if they tend to choose clothing to look good or to feel comfortable.
- Books open. Explain the task. Read the statements aloud. Check that Ss understand the following vocabulary.

Vocabulary
outfits matching clothes; pieces of clothing that look good when worn together
conventional usual, traditional
peer pressure the feeling that you have to do something because everyone else is also doing it
compel to force (a person to do something)

- Ss work individually to complete the survey.

2 Judging by appearances (discussion)

Learning aim: Talk about people’s appearance and what it says about them (15–20 minutes)

A Pair work
- Books closed. Write this proverb on the board: You can’t judge a book by its cover. Ask Ss what they think it means. (Answer: You can’t judge a person or thing by its outward appearance.)
- Books open. Explain the task. Read the questions aloud. Answer any questions about the vocabulary. Ask Ss who Jean Paul Gaultier and Ben Franklin are (respectively, a famous French fashion designer and an inventor, printer, diplomat, and politician in the early years of U.S. history).
- Ss work in pairs to do the activity.
- Have Ss share their partner’s answers with the class.

B Group work
- Explain the task. Read the example sentences aloud.
- Ss work in groups to do the activity.
- Have Ss share their statements with the rest of the class.

Possible answers
It's always the badly dressed... could mean that interesting people have more important things to think about than clothes. Or it could mean that people who don’t follow the fashion trends and look different might be more interesting.
EAT to please oneself, but dress... means that we eat for our own pleasure, but we dress for other people’s pleasure and appreciation.
Three-tenths of good looks are due... means that we are born with a certain amount of attractiveness, but through fashion and style, we can become more attractive.

B Group work
- Explain the task. Read the questions aloud.
- Ss work in groups to do the activity.
- Have Ss share their answers with the class.
Review of verb patterns

Study the following common verb patterns.

a. verb + infinitive
   When I choose clothes, I tend to think of comfort first and appearance second.

b. verb + object + infinitive
   Celebrities sometimes inspire me to change the way I look.

c. verb + gerund
   I hate choosing my outfits in the morning.

d. verb + object + preposition + gerund
   High prices rarely prevent me from buying quality clothing.

A  Look at the starting point on page 10 again. Can you find another example of each pattern above?

B  Pair work Which patterns from the box do these sentences follow? Write a, b, c, or d.
   ___ 1. I enjoy making a statement with my clothes.
   ___ 2. I like to wear unusual color combinations.
   ___ 3. I refuse to shop with my friends.
   ___ 4. I can’t help being critical of what others wear.
   ___ 5. Parents should allow their children to wear whatever they want.
   ___ 6. My friends usually advise me against spending too much on clothes.
   ___ 7. My parents have always discouraged me from wearing sloppy clothes.
   ___ 8. Advertising definitely convinces me to buy certain articles of clothing.

C  Pair work Which statements above are true for you? Explain and give examples.

D  Pair work Complete each sentence below with a verb and your own ideas.
   Then add a follow-up comment, and compare with a partner.

<table>
<thead>
<tr>
<th>advise</th>
<th>discourage</th>
<th>encourage</th>
<th>require</th>
<th>tend</th>
</tr>
</thead>
<tbody>
<tr>
<td>allow</td>
<td>don’t mind</td>
<td>permit</td>
<td>seem</td>
<td>try</td>
</tr>
</tbody>
</table>

   1. Some schools still require students to wear school uniforms. They think that students will spend more time studying and less time thinking about clothes.
   2. Parents often encourage their children from wearing.
   3. Some restaurants don’t allow customers to.
   4. I tend to wear clothes that.
   5. Experts discourage people against wearing.
   6. My clothes always seem to make me look.
   7. I tend buying expensive.
   8. Young people seem to be concerned about.
3. Review of verb patterns (grammar)

Learning aim: Practice using different verb patterns (20–25 minutes)

Grammar notes
In pattern (b), verb + object + infinitive, the object is a direct object, and it is the object of the main verb, not the infinitive. Direct objects of the infinitive normally follow the infinitive.

I want to buy a new coat.

When a direct object and an indirect object of the infinitive are both present, they follow the infinitive. The indirect object precedes the direct object if it is present without a preposition. It follows the direct object if the preposition is used.

I want to buy my sister a new coat.
I want to buy a new coat for my sister.

Books closed. Write on the board:
She told me about going on vacation in France.
I enjoy traveling to France for vacation.
I like to dress in bright colors.
He wants me to buy a shirt for his birthday.

Have volunteers come to the board and label the parts of each sentence (verb, infinitive, gerund, preposition, object).

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

A
■ Have Ss look at the starting point on page 10 again. Explain the task and read the questions aloud. Go over answers with the class.

Answers
I don't like to draw attention to myself. . . . (a. verb + infinitive)
I wear pressure sometimes compels me to wear. . . . (b. verb + object + infinitive)
I enjoy shopping for clothes . . . (c. verb + gerund)
Companies should discourage employees from wearing . . . (d. verb + object + preposition + gerund)

B Pair work
■ Explain the task. Read the statements aloud. Answer any questions about vocabulary.
■ Do the first one as a class. Ss work in pairs to complete the activity.
■ Go over answers with the class.

C Pair work
■ Explain the task. Ask Ss if the first statement, I enjoy making a statement with my closet, is true for them. Have one S explain why.
■ Keep Ss in pairs to do the activity. Go over answers with the class.

D Pair work
■ Explain the task. Read the verbs aloud. Answer any questions about vocabulary.
■ Go over the example with the class. Keep Ss in pairs to complete the activity. Go over answers with the class.

Possible answers
1. Some schools still require students to wear school uniforms. They think that students will spend more time studying and less time thinking about clothes.
2. Parents often discourage their children from staying out late. They don't want them to get into trouble.
3. Some restaurants don't allow customers to dine without shoes. They don't want them to cut their feet.
4. I try to wear clothes that make me look thin. It's easier than going on a diet.
5. Experts advise people against wearing stripes and patterns together. They are distracting to look at.
6. My clothes always seem to make me look younger. I shop where younger people shop.
7. I don't mind buying expensive jewelry once a year. It's worth it because it makes me feel great.
8. Young people tend to be concerned about trends. They should concentrate on work and school.

Optional activity: More practice (10–15 minutes)
Ss practice the sentence patterns.
■ Ss work in groups to write eight sentences using the patterns reviewed in Exercise 3. Tell them to leave the gerund or infinitive blank, but have a word box with possible choices.
■ Have groups exchange papers. Give Ss a time limit to complete the sentences. Have Ss read their completed sentences aloud and go over answers with the class.

T-11 Unit 2 Clothes and appearance
4. Your taste in clothes

A Look at the words below. Do some have similar meanings? Which ones would you use to describe your own style?

<table>
<thead>
<tr>
<th>chic</th>
<th>classic</th>
<th>conservative</th>
<th>fashionable</th>
<th>flashy</th>
<th>formal</th>
<th>functional</th>
<th>quirky</th>
<th>sloppy</th>
<th>stylish</th>
<th>trendy</th>
</tr>
</thead>
</table>

B Pair work What do you think of these styles? Describe the people in the picture.

"Erica's outfit is pretty functional. She's clearly going to the gym."
"Really? I would say she's trendy. Jogging suits are really in fashion now for all occasions."

5. Fashion developments

A Pair work Was your style the same five years ago? In what ways has your style changed? In what ways has it remained the same?

B Listen to Mark, Satoko, and Carlos describe how their tastes in fashion have changed. What was their style, and what is their style now?

<table>
<thead>
<tr>
<th>Then</th>
<th>Now</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mark</td>
<td></td>
</tr>
<tr>
<td>2. Satoko</td>
<td></td>
</tr>
<tr>
<td>3. Carlos</td>
<td></td>
</tr>
</tbody>
</table>

C Listen again. Write the items of clothing or accessories you hear for each of the looks below.

grunge ________________________ bohemian ________________________
urban ________________________ sporty ________________________
goth ________________________ preppy ________________________
4. Your taste in clothes (vocabulary)

Learning aim: Learn and practice using adjectives to talk about personal style in clothes (10–15 minutes)

A
- Explain the task. Read the words in the box aloud. To check understanding, have Ss name a celebrity whose style could be described by each of the words.
- Ss work individually to complete the task. Go over answers with the class.

Answers
- Yes. The following are synonyms:
  - chic, classic, elegant
  - fashionable, stylish, trendy
  - funky, quirky
  - stuffy, conservative
  - trump, sloppy
- The following don’t have a synonym:
  - flashy, formal, functional, retro.

- Have a few students describe their own styles.

B Pair work
- Explain the task. Ss work in pairs. Have one pair read the example conversation.
- Have pairs discuss the question.
- Ask Ss to tell the class their partner’s answers.

Possible answers
- Hugo: classic, conservative, stuffy
- Heather: trendy, fashionable, funky, quirky
- Bruce: stylish, flashy, sloppy
- Ryan: retro, sloppy
- Holy: formal, flashy, chic, elegant
- Erica: functional, trendy

5. Fashion developments (listening)

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

A Pair work
- Ask Ss what kinds of styles were popular five years ago. Have them give specific examples.
- Explain the task. Ss work in pairs to tell each other about how their style has changed.
- Have Ss share their partner’s answers with the class.

B [CD 1, Track 6]
- 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 answers. 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.

Answers

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<th>Then</th>
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<tr>
<td>Mark</td>
<td>grunge</td>
<td>urban</td>
</tr>
<tr>
<td>Satoko</td>
<td>goth</td>
<td>bohemian</td>
</tr>
<tr>
<td>Carlos</td>
<td>sporty</td>
<td>preppy</td>
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Audio script: See page T-254.

C [CD 1, Track 7]
- Explain that Ss will listen again and write the items of clothing mentioned for each style.
- Play the recording as many times as needed. Go over answers with the class.

Answers
- grungy: ripped jeans, checkered flannel shirts, wool cap
- urban: baggy jeans, oversized T-shirts, hooded sweatshirts, baseball cap
- goth: long black dresses, heavy black boots
- bohemian: long, flowing floral skirts and dresses; long tunics; layers
- sporty: sweat pants, jogging suit, jerseys
- preppy: light-colored slacks, Polo shirt, sweater

Audio script: See page T-254.
Writing about personal beliefs

In a composition about a personal belief, clearly state that belief in a thesis statement in the first paragraph. In the following paragraphs, give examples to support your thesis.

A Look at these fashion mottos. Which motto best reflects your opinion about fashion? Why? Share your ideas with a partner.

Don't just get dressed. Make a statement.

Why look like everyone else?

Feel comfortable. That's all that matters.

Wear the very latest trends!

B Use the motto you chose above as the basis for a thesis statement about your personal belief about fashion. Compare your ideas with a partner.

Your clothes should make a statement about who you are.

C Use your thesis statement to develop a composition of about 200 words in three paragraphs that describes your approach to clothes.

I believe that clothes should be more than functional. They should make a statement about who you are. Before you get dressed or go shopping for clothing, it's important to think about what kind of message your clothes will send to others.

I think of my clothes as a reflection of my personality. When people look at me and my clothes, they can get an idea of the kind of person I am. I'm interested in the arts, and I'm concerned about environmental issues. Therefore, I not only wear colorful clothes that are a bit unusual, but I also wear natural fabrics that are made locally. This is important to me.

I don't follow trends because I don't like to look like everyone else. I'm unique, and I want my clothes to show it.

D Pair work Exchange compositions and answer these questions.

1. Does the idea in the first paragraph clearly state the writer's point of view?
2. Do the examples given in the other paragraphs support the thesis statement and clarify the writer's point of view?
3. What else do you want to know about your partner's attitude toward clothes?
Learning aim: Write a composition about personal beliefs about fashion using a thesis statement and giving examples to support your thesis (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: the sentence containing the main idea of a composition)
- Remind Ss that a thesis statement is often found at the end of the first paragraph and often includes an idea or opinion that is further explained in the rest of the composition. Make sure that Ss understand that each paragraph of a composition should focus on only one aspect of the main idea. Each of those paragraphs, then, has its own topic sentence to present that aspect.
- Explain the task. Read the mottos aloud. Ss work individually to do the activity. Then Ss work in pairs to share their answers.
- Have Ss share their partner’s answers with the class.

B
- Explain the task. Read the example thesis statement aloud. Ask Ss which motto it matches.
- Ss work individually to write their thesis statement. Then Ss work in pairs to compare their thesis statements.

C
- Explain the writing task. Read the example composition aloud. Ask Ss to identify the thesis statement. (Answer: Clothes should make a statement about who you are.)
- Give Ss time to think of a thesis statement for their composition. Have several Ss tell the class their thesis statement. Have the rest of the class say whether or not they think it’s a good thesis statement, and why.
- Ss work individually to write their compositions. Walk around the class and help as needed.

D Pair work
- Read the questions aloud. Ss work in pairs to exchange compositions 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 in the composition they don’t understand.

Language note
- Explain that the examples in the book show typical paragraph structure for a composition in English. Each paragraph has a topic sentence with the main idea, and the rest of the paragraph contains one or more examples to illustrate the main idea.

Optional activity: The contest (20 minutes)
- Ss vote on the best composition.
- Gather Ss’ compositions and divide them according to the four different mottos used to write the thesis statements. Ss work in groups that correspond to their thesis statement.
- Tell Ss that they will pretend to be an editor of a magazine. The magazine is looking for stories about how people dress. Each group reads all the compositions with the same thesis statement and decides which one should be included in the magazine.
- Have a S from each group read the winning composition to the class.

Do your students need more practice?

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<td>Workbook p. 9</td>
<td>Writing</td>
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7 Forming an impression

A Look at the statements about how people form a first impression of someone. Check (√) the statements that are true for you.

First Impressions

WHAT PEOPLE NOTICE FIRST WHEN THEY MEET SOMEONE NEW

☐ I look at people’s clothes first.
☐ What I notice is the other person’s eyes.
☐ What’s really important to me is a person’s smile.
☐ What I always notice is a person’s hands.
☐ I always appreciate a nice pair of shoes.
☐ What I notice is a person’s figure (or physique).
☐ What strikes me first is the way people wear their hair.
☐ I have no idea what I notice first.

B Group work What other traits help you form an impression of a person? What are the three most important traits for the people in your group? Are they the same for men and women?

2 Important traits

A Listen to Gabriela, Joon, and Alice talk about traits that are important for them to form an impression, and complete the chart.

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<td>2. Joon</td>
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<tr>
<td>3. Alice</td>
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B Listen again. Which of the speakers mentions traits that are not important to them? Which traits do they mention? Complete the chart.

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<tr>
<th></th>
<th>Traits that are not important to them</th>
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<tr>
<td>1. Gabriela</td>
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<td>2. Joon</td>
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<td>3. Alice</td>
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C Pair work Which person is the most like you? Share your reasons with a partner.
LESSON B • How we appear to others

1. Forming an impression (starting point)

**Learning aim:** Discuss first impressions and see clef sentences with what in context (10–15 minutes)

**A**
- Books closed. Write on the board:
  - You never get a second chance to make a good first impression.
  - Ask Ss what they think this saying means. Ask Ss if they think first impressions are important.
- Books open. Direct Ss' attention to the survey. Tell Ss that a group of men and women were asked which of these things they look at or notice first when they meet someone new.
- Explain the task. Ss work individually to complete the task.
- Have a few Ss share their answers with the class.

**Culture note**
In the United States, first impressions are very important. When meeting someone for the first time, whether socially or in a business setting, a firm handshake, a warm smile, and looking the other person in the eye are considered ways to make a good first impression.

**B** Group work
- Explain the task. Brainstorm other traits as a class, if necessary.
- Ss work in groups to do the activity.
- Have Ss work individually to complete the task.
- Have a few Ss share their answers with the class.

2. Important traits (listening)

**Learning aim:** Develop skills in listening for the general idea (15–20 minutes)

**A** 
- Explain the task. Tell Ss to listen to the recording while looking at the chart and determine the information they need to complete it. Check that Ss understand the following vocabulary.

| Vocabulary | overall | general | whole | entire |

- Play the recording. Tell Ss to listen for the traits that are important to form an impression. Ss complete the chart. Play the recording as many times as needed. Ss listen and check their answers.
- Go over answers with the class.

**B** [CD 1, Track 9]
- Explain the task. Read the questions aloud. Explain that Ss will listen again to write the traits that are not important to the speakers.
- Tell Ss to listen for the answers. Ss complete the chart. Play the recording as many times as needed.
- Ss work in pairs to compare answers. Go over answers with the class.

**Answers**

- Gabriela: personality
- Joon: does not mention any traits
- Alice: clothing, hair color

**Audio script:** See page T-255.

**C** Pair work
- Read the question aloud. Ss work in pairs to discuss the question.
- Have Ss share their partner's answer with the class.

**Audio script:** See page T-255.
3 Cleft sentences with what

Grammar

You can use what as the subject of the sentence when you want to emphasize information. This is called a cleft sentence.

A person’s smile is really important to me. What’s really important to me is a person’s smile.

Use cleft sentences with verbs other than be by inserting what at the beginning of the sentence and a form of be after the main verb.

I always notice a person’s hands. What I always notice is a person’s hands.

A Look at the starting point on page 14 again. Can you find more cleft sentences? Try to change them into declarative sentences.

B Rewrite these sentences to add emphasis by beginning them with what. Which statements are true for you? Compare answers with a partner.

1. I appreciate a person with a good sense of humor.
   What I appreciate is a person with a good sense of humor.

2. I always notice the way people look at me.

3. A person’s fashion sense is important to me.

4. I pay attention to people’s manners.

5. I really dislike sarcasm.

6. I’m interested in the subjects people talk about.

7. A kind face is appealing to me.

4 No second chances

Discussion

A Read these tips on making a good first impression. Then add one of your own, and choose the tip that you think is the most useful.

**QUICK TIPS for Making a Lasting Impression**

1. Appearance matters. Dress a little nicer than you need to when meeting new people.

2. In a first conversation, use the other person’s name from time to time, for example: Ketsun, have you seen that new movie yet? Or That’s a good idea, Andrea.

3. Good listening skills are the key to making a great first impression.

4. What you should do to make a positive first impression is show the other person that he or she is the center of the conversation, and not you.

5. Humor can be tricky. A little joke can be a nice way to break the ice, but what you should avoid is sarcasm.

6. __________

B Group work. Share your choices and additional tips with the group.

Then, as a group, try to agree on the three most useful tips.

"Well, if you want to make a good first impression, what matters most is your appearance."

"Maybe, but even if you look good, you still need to have something interesting to say."

Lesson B How we appear to others 15
3 Cleft sentences with what (grammar)

Learning aim: Practice using cleft sentences with what (20–25 minutes)

Grammar notes
Cleft sentences are used for focusing attention on a particular piece of information. A speaker may use a cleft sentence to add emphasis.

He didn’t buy a cheap car. What he bought was a Mercedes.
In this case, the noun clause starting with what is the subject of the sentence. The noun clause takes a singular verb.

- Books closed. Write on the board:
  Everyone always notices her smile.
  What everyone always notices is her smile.
Read the sentences aloud and ask Ss if the sentences mean the same thing. [Answer: yes] Ask how the sentences are different. [Answer: the second one puts more emphasis on her smile]
- Books open. Discuss the information in the grammar box and read the example sentences.

A
- Have Ss look at the starting point on page 14 again.
  Explain the task and read the question aloud. Go over answers with the class.

Answers
What I notice is the other person’s eyes.
I notice the other person’s eyes.
- What I notice is a person’s figure (or physique).
  I notice a person’s figure.
  What strikes me first is the way people wear their hair.
  The way people wear their hair strikes me first.

B
- Explain the task. Ss work individually to rewrite the sentences to make cleft sentences.
- Ss work in pairs to compare their answers. Go over answers with the class.

Answers
1. What I appreciate is a person with a good sense of humor.
2. What I always notice is the way people look at me.
3. What’s important to me is a person’s fashion sense.
4. What I pay attention to is people’s manners.
5. What I really dislike is sarcasm.
6. What I’m interested in is the subjects people talk about.
7. What’s appealing to me is a kind face.

4 No second chances (discussion)

Learning aim: Talk about making a good first impression and practice the lesson grammar (15–20 minutes)

A
- Books closed. Ask: What do you do to make a good first impression? Have Ss call out their ideas and write them on the board.
- Books open. Explain the task. Read the tips aloud. Ss work individually to complete the activity. Brainstorm additional tips with the class, if necessary.

B Group work
- Explain the task. Read the example conversation aloud.
  - Ss work in groups to discuss their choices from Exercise A. Have a S from each group report on the group’s discussion to the class.

Optional activity: Role play (20–25 minutes)

Ss role-play making a good impression and a bad impression.
- Ss work in small groups to role-play either meeting a boyfriend’s or girlfriend’s parents for the first time, or going on a blind date. Have them work together to write two scenes: one where the person makes a good first impression, and one where the person makes a bad first impression.
- Have Ss perform their role plays for the class. Ask the class to make notes on what the person did right or wrong.
- Go over Ss’ notes after each role play.
5 Adjectives to describe outward appearance

Vocabulary

A Which adjectives seem to have a positive meaning, a negative meaning, or a neutral meaning? Write +, –, or –.

___ a. arrogant ___ d. innocent ___ g. sinister ___ i. sympathetic
___ b. dignified ___ e. intense ___ h. smug ___ j. trustworthy
___ c. eccentric ___ f. intellectual

B Now match the words with their definitions. Write the correct letter.

1. deep in thought; contemplative ___ 6. proud in an unpleasant way ___
2. kind and understanding ___ 7. self-satisfied; pleased with oneself ___
3. worthy of respect or honor ___ 8. without blame; childlike and pure ___
4. reliable ___ 9. strange or unusual in an amusing way ___
5. forceful, with strong opinions ___ 10. evil or ominous ___

C Pair work What famous people do the adjectives describe?

“To me, Johnny Depp looks intellectual.”

“Oh, I don’t know. He just looks eccentric, in my opinion.”

6 Faces matter

Discussion

Psychologist Leslie Zemrowitz found that people are usually categorized by their faces. She gave résumés of equally qualified people to groups of business students, with photos attached. It was discovered that the students recommended baby-faced people for jobs that required more sympathetic and submissive people, while people with mature faces were seen as more dignified or intense and were recommended for high-powered jobs, like lawyers. The study found that “more baby-faced people had baby-faced jobs. People seemed to be chosen for jobs, or to select themselves into jobs, to match their appearances.”

Source: “Helping Faces Come Naturally,” by John Colavito, Autism Herald

Pair work Answer these questions.

1. Which of the people above do you think have “baby faces”? What makes a baby face different from a mature face?
2. Name three well-known public figures who have tough jobs. Are they baby-faced, or do they have mature faces?
3. In some countries, job applications sometimes require a recent photo of the candidate. Do you agree with this practice? Why or why not?
5 Adjectives to describe outward appearance (vocabulary)

Learning aim: Learn and practice using adjectives to describe someone’s appearance (10–15 minutes)

A
- Books closed. Ask Ss to call out adjectives that can be used to describe how people seem. Write them on the board. Write on the board: sensitive. Ask Ss to give a definition (being very easily affected by emotions). Ask Ss if they think this is a positive or a negative adjective and why. Discuss how some adjectives can be sometimes negative and sometimes positive, depending on the person and the situation.
- Books open. Explain the task and read the list of adjectives.
- Ss work individually to complete the activity. Go over answers with the class.

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<td>e. + or –</td>
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Optional activity: Positive or negative? (10–15 minutes)
- Ss have additional practice with adjectives.
  - Ss work in groups to discuss each of the adjectives from Exercise A. Tell them to think of situations where each adjective could be positive or negative.
  - Allow Ss to think of other traits that could be positive or negative and give examples of each.
  - Alternatively, do the activity as a class discussion.

B
- Explain the task. Ss work individually to do the activity.
- Go over answers with the class.

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C Pair work
- Explain the task. Ss work in pairs to discuss the question.
- Have Ss share their partner’s answers with the class.

For more practice with vocabulary, try Impressions on page T-177.

6 Faces matter (discussion)

Learning aim: Talk about how people perceive different kinds of faces and practice the lesson vocabulary (15–20 minutes)

Pair work
- Books open. Explain the task. Read the article aloud. Check that Ss understand the following vocabulary.
- Ss work in pairs to discuss the questions.

Vocabulary
psychologist someone who studies the human mind and behavior

categorized put into a specific group based on certain qualities

qualified having the skills and/or experience to do a job well

baby-faced having a face that looks innocent and younger than the person’s chronological age

To help Ss with the discussion in this exercise, try Catch’ on page T-160.
Appearance and personality

A Pair work When meeting someone, what affects your impression of that person? Discuss with a partner. Then read the article.

First Impressions

Every time people make a new acquaintance, be it at a job interview, in primary school, parents' night, or at dinner with a friend's family, first impressions determine whether people consider each other likeable.

"More than half of a first impression is affected by appearance - clothes, makeup, body language, gestures, and facial expressions," said Mahena Stief, a business psychologist. But, it often makes a difference who the other person is. "I'm certain that when men judge women, appearance plays a greater role than when women judge other women," said Lydia Maier, chairwoman of an association of color and style advisers.

With the help of a mirror, a good female friend and a good male friend, one's own appearance can be thoroughly evaluated. Some important questions are: What effect do I have on you? Why is that so? Do I want to have that effect or something completely different?

The first place to look is in the closet. "Good clothes are not contingent upon how much was spent on them. What's important is that the clothes are neat, fit well, and match the personality of the person wearing them," said Maier. Depending on the occasion, choose a timeless, discreet, or stylish outfit for an introduction.

"Overall, the importance of fashion has increased in recent years," said professor Gerhard Ameln, director of an institute that conducts gender and generation research at the University of Bremen. He sees a danger, however, that the personality of a person could be lost behind a fashionable façade.

Well-being and inner stability are reflected in body language such as good posture, open expression, and smooth movements, and contribute to a positive appearance. People who are comfortable with themselves appear balanced and stable to others. "You can do a lot for your own well-being," said Stief. "It begins with clearing away major unsatisfactory things in your life." Relaxation exercises, yoga, or weight training promote balance. Exercising also helps people look healthy and energetic.

Expressive body language and gestures, appealing facial expression, and communication skills can be learned by attending management seminars or adult education courses. No one becomes a perfect talk master through these means, but they help people recognize how others interpret their demeanor. "A considerable factor in appearance is self-confidence," said Ameln. "Only those who are sure of themselves, who know their own strengths, and are convinced of them come across as self-confident and convincing."

Source: "First Impressions Count, appearance makes personality," in the journal

B Complete the sentences with information from the reading.
1. According to Mahena Stief, men put more emphasis on .
2. Good clothes should match the wearer's .
3. Good posture and smooth movements are a sign of .
4. Communication skills can be improved by attending seminars.

C Group work Discuss these questions. Then share your answers with the class.
1. What are some situations in which appearance is extremely important? Why?
2. Do you think your appearance generally matches your personality? Explain.
3. Do people of the opposite sex judge each other the same as those of their own sex?
Appearance and personality (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 Ss to think of the first time they met one of their friends. Ask them what their first impression was of that person, and if their first impression was completely right.
- Books open. Explain the task. Ss work in pairs to discuss the question.
- Have Ss read the article silently to themselves. Check that Ss understand the following vocabulary.

Vocabulary
- primary school usually, grades kindergarten to sixth
- body language gestures, posture, and body movements that nonverbally communicate a person’s feelings
- chairwoman the female leader of a meeting, committee, or board
- contingent upon depending on (something else happening)
- timeless always in fashion; not trendy
- façade false outward appearance (in this context)
- inner stability emotional balance
- demeanor outward appearance and way of behaving

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

Answers
1. appearance
2. personality
3. well-being and inner stability
4. management

Optional activity: More questions (20 minutes)
- Ss write more questions about the article in Exercise B.
  - Ss work in pairs to write five more questions about the article using the questions in Exercise B as a guide.
  - Tell Ss to close their books. Collect the questions and write them on the board (eliminating any doubles).
  - Set a time limit and have Ss answer the questions without looking back at the article. Go over answers with the class.

Optional activity: Vocabulary (15–20 minutes)
- Ss practice the vocabulary from the reading.
  - Have Ss look at the article again. Tell them to write down any words that they did not know before.
  - Ask Ss to call out their words and write them on the board. As a class, write definitions for each word.
  - Have Ss write a sentence using each word. Make sure they write sentences that show they understand the meaning of the word.
  - Ask Ss to read their sentences to the class.

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. Those Ss might give the report to their own group first at the end of the task to make sure the group agrees with the information presented.

Do your students need more practice?

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<td>Listening and Vocabulary</td>
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<td>Vocabulary</td>
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<td>Workbook p. 12</td>
<td>Reading</td>
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For an alternative reading text or extra practice, try A clothes encounter on page T-178.
What's new?

A Read about these advances in science. What are the possible benefits and dangers?

DNA Profiling
DNA profiles offer police a new way to fight crime. From any part of a person's body, a DNA profile can be identified. The development of the DNA profile has helped police identify criminals with great accuracy.

Artificial Intelligence
The best computer programs can drive cars, play chess, and even recognize emotions. In the future, artificial intelligence could have a huge impact on new technology in our daily lives, like personal robots.

Animal Cloning
Animal cloning begins with one cell from an animal—living, dead, or even extinct—from that cell, an exact copy of the animal can be created. The first animal cloned was a sheep, Dolly, in 1997.

B Pair work. Read the information below about the scientific advances in Exercise A. Do you think each statement is a good idea (G) or a bad idea (B)? Discuss each statement with a partner.

1. DNA profiles are taken from inmates in certain prisons in order to catch them if they commit future crimes. (G)
2. Companies are developing robots that can serve tea and take care of the elderly. (B)
3. Advocates have proposed creating a database of the DNA profiles of newborn infants. (G)
4. Governmental decision making could someday be turned over to computers. (B)
5. A company offers cloning of deceased pets for wealthy owners. (B)
6. Scientists are considering creating a clone from the frozen remains of an extinct mammoth. (G)

The effects of technology

A Listen to an interview about genetically modified food. What are some advantages of this technology? Write them in the chart.

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B Listen again. What are some of the disadvantages? Complete the chart.

C Pair work. Give an example of a new technology that has reshaped your daily life. What are the positive effects? What are the negative consequences?
Science and technology

LESSON A • Good science, bad science

What's new? (starting point)

Learning aim: Discuss advances in science and see indefinite and definite articles in context
(10–15 minutes)

A
- Books closed. Ask Ss to define scientific breakthrough. (Answer: a discovery or piece of technology that significantly changes the way something is thought of or done) Ask Ss what they think are the most important scientific breakthroughs in the last 20 years. Write them on the board.
- Books open. Explain the task. Read the text aloud. Check that Ss understand the following vocabulary.

Vocabulary
DNA profiling: collecting and cataloging genetic information of individuals
artificial intelligence: the ability of a machine to imitate intelligent human behavior
cloning: making an exact copy of an animal

- Give Ss time to think about their answer to the question.

B Pair work
- Explain the task. Read the statements aloud.
- Ss work individually to write their answers. Then Ss work in pairs to do the activity.
- Have pairs share their answers with the class.

The effects of technology (listening & speaking)

Learning aim: Develop skills in listening for details and talking about the effects of technology
(20–25 minutes)

A [CD 1, Track 10]
- Books closed. Ask Ss what they know about genetically modified (GM) food.
- Books open. Explain the task. Read the question aloud. Make sure Ss understand that they will listen to the whole interview, but they will only write the advantages for now.
- Play the recording. Tell Ss to listen for the advantages. 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.

Answers
Advantages: GM crops are resistant to herbicides and to certain bacteria, viruses, and insects. In the future, we will be able to develop foods that are more nutritious and help prevent disease.

B [CD 1, Track 11]
- Explain the task. Make sure Ss understand they will now only write the disadvantages.
- Play the recording. Tell Ss to listen for the disadvantages. 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.

Answers
Disadvantages: new toxins in foods; the spread of disease across species; disturbances in the ecological balance; herbicide-resistant plants that may grow out of control; uncertainty about long-term effects

Audio script: See page T-255.

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.
3 Indefinite and definite articles

Review these rules for the indefinite articles a and an and the definite article the.

Countable nouns: Use an indefinite article (a or an) when you mention a singular countable noun for the first time, or no article for plural countable nouns. When you refer to the same item again, use the.
Animal cloning begins with one cell from an animal – living, dead, or even extinct. From that, an exact copy of the animal can be created.

If you use a plural noun to make a general statement, do not use an article. If you make the same statement using a singular noun, however, use the.
DNA profiles offer police a new way to fight crime.
The DNA profile offers police a new way to fight crime.

Uncountable nouns: When making a general statement, do not use an article with uncountable nouns (technology, education, shopping, love, etc.).
In the future, artificial intelligence could have a huge impact on our daily lives.

Superlative adjectives and sequence markers: Use the with superlatives and with sequence markers such as first, last, next, etc., but don’t use the with time expressions such as last night or next month.
The best computer programs can drive cars, play chess, and even recognize emotions.

A Look at the starting point on page 18 again. Can you find another example of article usage for each rule in the grammar box?

B Complete these sentences with the correct article. Write X where none is needed.

1. __ Tracking technologies enable ___ websites to trace what online shoppers buy.
2. ___ DNA profiling of newborns was rejected in the United Kingdom in 2005.
3. ___ robot at Stanford University can use tools to successfully assemble ___ bookcase.
4. ___ first microbes able to consume oil were created to help clean up ___ oil spills.
5. __ I, Robot is the story of a battle between humans and robots – and ___ humans win!
6. I’m sure that a new computer will be even less expensive ___ next year.
7. ___ wireless technology makes the Internet available on a much wider scale.
8. For me, ___ blog is ___ most interesting innovation in news technology.

C Pair work Write statements about the items below.
Then discuss your ideas with a partner.

1. the most interesting new product currently in stores
2. the most exciting new computer product on the market
3. the greatest advance in medicine
4. the most amazing invention of the twentieth century

“For me, the most interesting new product is the GPS navigation system.”
“Oh, yeah. I hate one in my car, and now I never got lost anymore.”

Lesson A Good science, bad science 19
Indefinite and definite articles (Grammar)

Learning aim: Practice using indefinite and definite articles (20–25 minutes)

**Grammar notes**

Use a / an with generic nouns to make generalizations. A generic noun represents an entire class of things. It is not a specific thing; it is more like a symbol, representative of a group of things.

- A tree is an important part of the environment.
- An infinite article is not needed if the generic noun is a plural count or noncount noun.

Trees are an important part of the environment.

Clean water is an important part of the environment.

Use an indefinite article when talking about a real thing that is not specifically identified. Use a definite article when talking about a real, specific thing.

- I drive a car.
- I drive the red car.

- Use a definite article when you know the speaker knows the noun you are talking about.

- The car broke down today.

- Books closed. Write on the board:
  
  Some people think cloning ______ animal is bad science. ______ DNA profiles are a new way to fight crime.
  
  Cats are ______ animal I like best.
  
  ______ breakthrough amazed ______ science world.

  Some people don’t believe ______ artificial intelligence is truly possible.

  In the future there will be ______ robot that has emotions.

- Have volunteers come to the board and write an indefinite or definite article in the blanks. Explain that an article is not needed for every blank. Go over answers with the class. Ask Ss to say what they remember about the rules for using definite and indefinite articles.

- Books open. 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.

**Answers**

- Singular countable noun: a DNA profile
- Plural countable nouns: cars, emotions
- Uncountable noun: technology
- Sequence marker: The first animal cloned

B

- Explain the task. Read the statements aloud. Answer any questions about vocabulary.

- Do the first one as a class. Ss work individually to complete the activity.

- Go over answers with the class.

**Answers**

1. X, X
2. X
3. A, a
4. The, X
5. the
6. X
7. X
8. the, the

C

Pair work

- Explain the task. Read the example statements and the items aloud. Brainstorm ideas for each item as a class, if necessary.

- Give Ss time to think of their answers.

- Ss work in pairs to discuss their ideas.

- Have Ss share their partner’s ideas with the class.
A brave new world

vocabulary

A Match the words on the left with their definitions on the right.

1. audacious ______ a. silly and wasteful; carelessly self-indulgent
2. confidential ______ b. avoiding unnecessary risks
3. frivolous ______ c. bold and courageous when facing opposition
4. hazardous ______ d. private or secret
5. problematic ______ e. against accepted beliefs about good behavior
6. prudent ______ f. dangerous
7. unethical ______ g. full of difficulties that are hard to solve

B Complete the sentences with the words above. Then compare your answers with a partner. Sometimes more than one answer is possible.

1. Sadly, much of our ____________ personal information is now on the Internet.
2. Though intelligent robots appear in many movies, creating a real one is extremely ____________, and probably impossible with today's technology.
3. Some cautious people don't think it is ____________ to use a credit card to shop online.
4. Many people feel it is ____________ for companies to spy on employees' e-mail.
5. The space shuttle disasters of 1986 and 2003 show how ____________ space travel is.
6. The doctor needed to be ____________ to speak out against DNA profiling when most of his audience was for it.
7. With thousands of dogs and cats looking for homes, cloning additional ones for pets seems ____________.

Pros and cons

discussion

Group work Look at these newspaper headlines. Discuss the positive effects and negative consequences of the events in the headlines.

Plastic Surgery Better and Cheaper Than Ever

Farmers Plant Genetically Engineered Crops to Save Money

Internet peaks as most important information source

Microchip Implant Allows Criminals to Be Followed 24 Hours a Day

Useful expressions

Expressing caution and confidence
I'm a bit leery of . . .
You should think twice about . . .
I'm all for . . .
I have every confidence that . . .
4. A brave new world (vocabulary)

Learning aim: Learn and practice using adjectives to talk about technological advances (10–15 minutes)

A
- Books open. Explain the task and have Ss read the list of adjectives. Ss work individually to complete the activity.
- Ss work in pairs to compare answers. Go over answers with the class.

Answers
1. e 5. g  
2. d 6. b  
3. a 7. e  
4. f  

Optional activity: My opinion (20–25 minutes)
- Have Ss write a general opinion about human cloning, or another topic of their choosing. Then have Ss think of three or four ideas that support their opinion. Explain that they should use the words from Exercise A in their sentences.
- Ss work in pairs to take turns presenting their opinion and supporting ideas to each other. Have Ss say if they agree or disagree with their partner’s opinion.

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

5. Pros and cons (discussion)

Learning aim: Talk about the consequences of technological advances and practice the lesson vocabulary (15–20 minutes)

Group work
- Books closed. Ask Ss what pro and con mean.
- Books open. Read the headlines aloud. Make sure Ss understand plastic surgery, peaks, and microchip. Have them give definitions or examples of each word.
- Read the information in the useful expressions box aloud. Give an example of how to use each phrase.
- Ss work in groups to do the activity. Make sure that each person in a group has a chance to ask and answer questions.
- Ask groups to share their answers with the class.

Optional activity: Class debate (15–20 minutes)
- Ss have a class debate.
- Write on the board: Teenagers should be able to have plastic surgery.
- 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. Ss work in groups to discuss their answers.
- Have each group take turns presenting their ideas to the class.
Writing summaries

When you write a summary, state in your own words the main points of a text, leaving out most of the supporting details. The summary must accurately reflect the ideas of the original text.

A Read the passage and underline the main points.

Animal cloning is the technique of creating an exact genetic copy of an animal from a single cell. It has previously been used to create copies of, for example, sheep, cows, and cats. While animal cloning is an amazing and powerful technology with possible benefits to science and humanity, many people are voicing concerns about the ethics and wisdom of this scientific innovation. On the surface, animal cloning simply seems to be the "copying" of an animal, and it is difficult to see the benefits. However, the potential benefits of animal cloning are many. Cloned animals can be useful in the production of certain drugs to treat human illnesses. Through cloning, scientists can modify animal organs, such as heart valves, so that they can be safely transplanted into the human body. Cloning could also be very useful in the saving of endangered species. Two types of Asian cattle, the gaur and the banteng, have been helped in this way. Furthermore, cloning can be used to produce animals that are unable to reproduce naturally, such as mules.

Those who argue against cloning warn of its dangers. Organs transplanted from animals to humans are not always safe and there is a risk of disease. Additionally, for every animal that is successfully cloned, there are frequently a number of others produced that are not healthy enough to live, and cloned animals themselves can be weaker than those from normal reproduction. When it comes to saving endangered animals, critics argue that cloning is too expensive and takes the attention and resources away from the real problem—the destruction of animal habitat.

In conclusion, it seems clear that the differences between the two sides of the animal cloning issue will not easily come to agreement. But, as scientific progress presents us with new technologies such as animal cloning, it is important to discuss their benefits and voice our concerns about their use.

B Read the summary below. What main points were left out from the original passage?

Summary

Animal cloning is a technique for creating a copy of an animal from a single cell. People who support animal cloning argue that it can be useful in the production of drugs and transplant organs for humans. They also point out its value in preserving endangered species. Those who are against it argue that its medical uses are actually unsafe, that it produces unhealthy animals, and that it distracts us from the real problems that endangered animals face.

C Pair work Choose your own article on technology or a related topic. Then choose an important paragraph, and write the main idea. Compare with a partner.

D Write a summary of all or part of the article in one or more paragraphs.
6 Writing summaries (writing)

Learning aim: Write a summary reflecting the main points of the original text (40–50 minutes)

A
- Books closed. Ask Ss to think about instances in which summaries are useful (for example, movie or book reviews or note-taking).
- Books open. Tell Ss to read the information in the box at the top of the page. Ask: What is a summary? (Answer: a shorter version of a text containing the most important points)
- Remind Ss that, when writing a summary, they should use their own words, not copy sentences exactly from the original text. Also, a summary should be shorter than the original text.
- Explain the task. Ss work individually to complete the task.
- Go over answers with the class.

Answers
Answers should include:
Animal cloning is the technique of creating an exact genetic copy of an animal from a single cell. However, the potential benefits of animal cloning are many. Those who argue against cloning warn of its dangers.

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

Possible answers
Paragraph 1: Many people are concerned about the ethics and wisdom of cloning.
Paragraph 2: Cloning can produce animals that are sterile.
Paragraph 3: Cloning is expensive.
Paragraph 4: It is important to discuss the benefits and concerns.

C Pair work
- For Ss who don’t have access to an article, bring in various articles about technology from newspapers, magazines, or the Internet. Distribute them to pairs of Ss.
- Explain the task. Walk around the class and help as needed.
- Explain the task. Ss work individually to write their summaries.
- Ss work in pairs to exchange summaries and comment on their completeness.
- Explain the writing task.
- Ss work individually to write their summary.
- Walk around the class and help as needed.

Language note
Explain that the examples in the book show typical paragraph structure for a composition in English. Each paragraph has a topic sentence with the main idea, and the rest of the paragraph contains one or more examples to illustrate the main idea.

Optional activity: Story summaries (20 minutes)

Ss write summaries.
- Ss work in small groups. Give Ss time to think of a story about something that happened to them, or use their imaginations and make up a story. The story should not take more than a minute or two to tell.
- Have Ss take turns telling their stories to the group. The other Ss in the group listen carefully and write a brief summary of the story.
- Have Ss compare their summaries.

Do your students need more practice?

Assign...
for more practice with...
Self-study p. 132 Listening and Vocabulary
Grammar Plus p. 110 Grammar
Workbook p. 13, Ex. 2 Vocabulary
Workbook p. 14 Grammar
Workbook p. 15 Writing

T-21 Unit 3 Science and technology
LESSON B • Technology and you

1. Terrible technology

A Read about three people who had trouble with technology. How would you have felt in their situation? What would you have done?

Stan, 26

"Having completed a 20-page story for my creative writing class, I clicked 'print.' Well, my computer crashed, printing the first page! Finally at 10 p.m., having tried everything to fix the computer, I started rewriting the story – by hand. It took me most of the night."

Peter, 12

"Being a curious person, I once decided to search the Web for my own name. Not many search results came up, but one labeled 'geeks' caught my eye. Looking at the site, I almost died! It was my face – a classmate had posted it! I e-mailed the website, and they took it off the next day."

Vera, 36

"My boss asked me to give a presentation to some clients. Being a perfectionist, I prepared it in detail on my laptop. The next day, I took the clients into a room, turned on my laptop, and... nothing! Trying to stay calm, I gave the presentation as best I could from memory."

B Pair work. What technology gives you the most trouble? Tell your partner a story of a time you had trouble with technology.

"Sometimes I have trouble with e-mail. I remember one day I had over 100 spam messages..." 

2. I can't cope with it!

A Listen to a comedian talk about the difficulties he has coping with the technology in his house. Write the items he mentions in the chart.

<table>
<thead>
<tr>
<th>Items</th>
<th>Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B Listen again. What does he find exasperating about each item? Complete the chart.
LESSON B • Technology and you

1. Terrible technology (starting point)

Learning aim: Discuss trouble with technology and see -ing clauses in context (10–15 minutes)

A
- Books closed. Ask Ss what technologies they use regularly [laptop, the Internet, cell phone, etc.]. Ask them if they ever have any problems with them.
- Books open. Explain the task. Read the text aloud. Check that Ss understand the following vocabulary.

Vocabulary
- creative writing class: a class where Ss learn to write fiction
- crashed: stopped working completely (in this context)
- geeks: people who are not fashionable or popular
- posted: put something on a website (in this context)
- perfectionist: someone who must do everything perfectly

- Give Ss time to think about their answers to the questions.
- Ss work in pairs to discuss their answers. Alternatively, have a class discussion.

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

2. I can’t cope with it! (listening)

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

A [CD 1, Track 12]
- 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
- Give me a break: a common informal phrase that expresses frustration or disbelief
- Yikes: an informal exclamation expressing surprise or frustration
- spitting out: ejecting
- hooked up: attached to
- master of my domain: in complete control of your immediate environment

- Play the recording. Tell Ss to listen for the items the comedian mentions. 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.

Answers
- Items: remote control, TV, cable, DVD, stereo, DVR, computer

Audio script: See page T-255.

B [CD 1, Track 13]
- Explain the task. Play the recording again. Ss work individually to complete the chart.
- Go over answers with the class.

Answers
- Problems:
  - remote control: buttons are too small, buttons don’t work, too many remotes
  - DVD: spit out DVDs
  - DVR: never records
  - computer: He doesn’t understand what the computer says.

Audio script: See page T-255.
3 -ing clauses

To express two actions performed by the same person or thing in a single sentence, we can include an -ing clause. An -ing clause contains an -ing participle.

The two actions happen at the same time or one action happens during another action.
My computer crashed printing the first page.
(My computer crashed while/when it was printing the very first page.)

Trying to stay calm, I gave the presentation as best I could from memory.
(I was trying to stay calm while I gave the presentation as best I could from memory.)

She is at her desk typing a paper.
(She is at her desk and she is typing a paper.)

When one action happens before another action, use having + past participle.
Having completed a 20-page story for my creative writing class, I clicked "print."

Reasons and explanations for actions can be expressed with -ing clauses.
Being a curious person, I once decided to search the Web for my own name.
(Because I am a curious person, . . .)

A Look at the starting point again on page 22. Can you find more examples of -ing clauses in the stories?

B Combine the sentences using an -ing clause. Then compare answers with a partner.

1. I forgot my password. I couldn't access my e-mail until a friend helped me.
   Having forgotten my password, I couldn't access my e-mail until a friend helped me.

2. My computer ran out of memory. It was downloading a large file.

3. I am very clumsy. I tripped and broke my MP3 player.

4. I opened a strange e-mail attachment yesterday. I started having computer problems.

5. Harry was using his DVR. Harry recorded all his favorite TV shows.

6. The police implanted the criminal with a microchip. The police easily tracked him to his hideout.

7. Wen learned about camera phones. Wen was reading Tech Today magazine.

8. Mari just got her first cell phone. Mari now calls her friends ten times a day.

C Pair work. Complete the sentences with your own ideas. Compare answers with a partner.

1. Having broken my . . . cell phone, I no longer have anyone's phone number.

2. Being a creative person, . . .

3. Trying to keep up with new technologies, . . .

4. Having purchased a new . . .
Learning aim: Practice using -ing clauses
(20—25 minutes)

Grammar notes
Modifying phrases with -ing are reduced adverb clauses.
While I was walking down the street, I saw a car crash.
While walking down the street, I saw a car crash.
An adverb clause can only be changed to a modifying
phrase with -ing when the subject of the adverb clause
and the subject of the main clause are the same,
for example:
While I was walking down the street, a car crashed into
a pole.
The adverb clause in this sentence cannot be changed
into a modifying phrase because the subject of the
adverb clause is I and the subject of the main clause is
the car.

A
- Books closed. Write on the board:
  My phone died making a long distance call.
  Having finished my book, I returned it to the library.
  Listening to the story, I remembered my own experience.
Read the sentences aloud and ask Ss to identify
the verbs in each clause. Ask if the actions are
happening at the same time, or if one is happening
before the other.
- Books open. Discuss the information in the grammar
  box and read the example sentences.

B
- Explain the task. Ss work individually to combine the
  sentences with -ing clauses. Then Ss work in pairs to
  compare their answers.
- Go over answers with the class.

Answers
1. Having forgotten my password, I couldn't access
   my e-mail until a friend helped me.
2. My computer ran out of memory downloading a
   large file.
3. Being very clumsy, I tripped and broke my
   MP3 player.
4. Having opened a strange e-mail attachment
   yesterday, I started having computer problems.
5. Using his DVR, Harry recorded all his
   favorite shows.
6. Having implanted the criminal with a microchip,
   the police easily tracked him to his hideout.
7. Wen learned about camera phones reading
   TechToday magazine.
8. Having just gotten her first cell phone, Mari now
   calls her friends ten times a day.

C
Pair work
- Explain the task. Ss work individually to complete
  the sentences.
- Ss work in pairs to compare their answers.
- Have Ss share their partner's answers with the class.

Answers
Having tried everything to fix the computer,
Looking at the site,
Being a perfectionist,
Different attitudes

A Look at these expressions. Which ones express a positive attitude, a negative attitude, or a neutral attitude? Write +, −, or ~.

1. aware of  5. familiar with  9. crazy about
2. curious about  6. suspicious of  10. reliant on
3. sick of  7. intimidated by  11. grateful for
4. fed up with  8. knowledgeable about  12. leery of

B Group work. Look at the list of inventions and technologies. Can you think of more? What are your feelings about them? Discuss with the class.

1. video surveillance  5. laser surgery
2. handheld computers/PDAs  6. MP3 players
3. voice recognition software  7. cell phones
4. digital photography  8. robots

“So, what do you think about video surveillance in the city?”
“I'm not sure. It's kind of an invasion of privacy.”

Tech savvy?

A Are you a technophile or a technophobe? Complete the survey to find out.

TECHNOFILE or TECHNOPHONE?

Not Sure (1 pt.)  Agree (2 pts.)  Disagree (0 pts.)

1. If technology permits it, I would favor the development of machines that surpass humans in intelligence.
2. Nuclear energy is clean, safe, and reliable.
3. Everyone should try to stay informed about the latest innovations in technology.
4. Genetic technologies should be used to gradually improve the human body over the course of generations.
5. Science and technology will someday solve all the world's problems.
6. I trust scientists and the government to make sure powerful new technologies are used wisely.
7. I couldn't do without computers or computerized devices.
8. It's important for everyone to be connected to the Internet.

Score

0–4 You are a technophobe, a person who has a strong mistrust of technology.
5–8 While not in love with technology, you see the need for it in our world.
9–12 You're a fan of technology and may be showing some signs of being a geek.
13–16 You're a technophile, a person who is crazy about technology.

B Group work. Discuss your answers to the survey. Talk about the reasons for your choices and whether or not you agree with your score.
4. Different attitudes (vocabulary & speaking)

Learning aim: Learn and practice using expressions to talk about attitudes toward technology (15–20 minutes)

A
- Explain the task and have Ss read the list of expressions. Ss work individually to complete the activity.
- Ss work in pairs to compare answers. Go over answers with the class.

Answers
1. - 7. -
2. + 8. +
4. - 10. -
5. + 11. +
6. - 12. -

B Group work
- Explain the task. Ss work individually to add two more items. Give them time to think about how they feel about each item.
- Ss work in groups to discuss their ideas.
- Have a S from each group tell the class about the group’s discussion.

Optional activity: I can’t live without... (10–15 minutes)

Ss have additional practice talking about technology.
- Ss work in groups to discuss which piece of technology is the one that people today can’t live without. Tell them to use the list from Exercise B or their own ideas.
- Have a S from each group report the group’s decision to the class.
- If time allows, have a class discussion about which item is the most important. Have groups defend their answers.

5. Tech savvy? (discussion)

Learning aim: Talk about opinions and attitudes toward technology and practice the lesson vocabulary (15–20 minutes)

A
- Books closed. Ask Ss what they think the suffixes -phile and -phobic mean. Ask them if they know any words with these suffixes. Have Ss call out their ideas. Write Ss answers on the board.
- Books open. Explain the task. Read the survey items aloud. Check that Ss understand the following vocabulary.

Vocabulary
- surpass to go beyond
- innovations improvements
- genetic having to do with DNA
- Ss work individually to complete the survey.

B Group work
- Explain the task. Ss work in groups to discuss their answers to the survey.
- Have a S from each group report on the group’s discussion to the class.

Optional activity: Class survey (10–15 minutes)

Ss write a new survey about technology.
- Ss work in groups to make five new survey questions, similar to the one in Exercise A.
- Write the questions on the board and have the class take the new survey.
- Have Ss tally their scores to the class and see who is the biggest technophile and who is the biggest technophobe.
The Amish

A Pair work What do you know about the Amish? What is their attitude toward technology? Discuss with a partner. Then read the article.

WHO ARE THE AMISH?

On the surface, many Amish look like they stepped out of the rural 19th century. The most conservative group of Amish are known as “Old Order Amish.” They drive horses and buggies rather than cars. Many have no telephones or electricity in their homes. They send their children to private, one-room schoolhouses until the age of 13. They eschew technology and do not join the military or accept assistance from the government.

The Amish community in Lancaster County, Pennsylvania, was a model for the 1985 film Witness starring Harrison Ford, a thriller which contrasted the violent modern world with their peaceful existence. Actually, the Amish experience many of the same problems as other communities, but keep them private.

STRICT REGULATIONS

Some 200,000 Amish people live in more than 20 U.S. states and in the Canadian province of Ontario. The oldest group of Old Order Amish, about 16,000–18,000 people, live in Lancaster County, a rural farming area where Amish first settled in the 1720s—many fleeing persecution in Europe.

The Amish are divided into dozens of separate fellowships, broken down into districts or congregations. Each district is fully independent and lives by its own set of unwritten rules, or Ordnung. The Old Order are the most conservative of these groups and observe strict regulations on dress, behavior, and the use of technology, which they believe encourage humility and separation from the world.

Old Order Amish women wear modest dresses with long sleeves and a full skirt, or cap, and an apron. They never cut their hair, but wear it in a bun on the back of the head. Men and boys wear dark-colored suits, straight-cut coats, and black or straw broad-brimmed hats. They grow beards only after they marry.

Modern technology is not rejected out of hand. Some farms have telephones, and local groups can allow electricity to be used in certain circumstances.

Most Amish are trilingual. They speak a dialect of German called Pennsylvania Dutch at home, use High German at special events, and they learn English at school.

In some ways, the Amish are feeling the pressures of the modern world. Commentators say child labor laws, for example, are threatening long-established ways of life.

B What is the Amish approach to each of these areas of life?

1. transportation  3. government  5. electricity  7. telephones
2. education  4. community problems  6. appearance  8. languages

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

1. Why do you think the Amish continue their alternative lifestyle?
2. What do you think the Amish do for fun?
3. Could you live among the Amish? Why or why not?
The Amish (reading)

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

A Pair work
- Books closed. Ask Ss to think about how their lives would be different if they did not have any access to technology, or even electricity. Have a brief class discussion about how long various daily activities would take, and what they would be able to do and what they wouldn’t be able to do. Ask Ss if they think some things in their lives would be better.
- Books open. Explain the task. Ss work in pairs to discuss the questions.
- Have Ss read the article silently to themselves. Check that Ss understand the following vocabulary.

Vocabulary
- on the surface in appearance, without looking deeply (in this context)
- conservative keeping existing or traditional customs and ideas
- eschew reject
- thriller a movie that is scary and exciting
- settled established a community
- persecution harassment, sometimes very severe
- humility the quality of being humble and not thinking that you are superior to others
- out of hand immediately without thought

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

Possible answers
1. They use horse and buggies.
2. They send their children to private, one-room schoolhouses until 13.
3. They don’t accept assistance from the government.
4. They keep their problems private.
5. They allow electricity in certain circumstances.
6. They dress modestly and conservatively.
7. Only some farms have telephones.
8. They speak three languages – English is their third.

Optional activity: More questions (15–20 minutes)
- Ss write more questions about the article in Exercise B.
- Ss work in pairs to write five more questions about the article using the areas in Exercise B as a guide.
- Tell Ss to close their books. Collect the questions and write them on the board (eliminating any doubles).
- Set a time limit and have Ss answer the questions without looking back at the article. Go over answers with the class.

Optional activity: Vocabulary (15–20 minutes)
- Ss practice the vocabulary from the reading.
- Have Ss look at the article again. Tell them to write down any words that they did not know before.
- Ask Ss to call out their words and write them on the board. As a class, write definitions for each word.
- Have Ss write a sentence using each word. Make sure they write sentences that show they understand the meaning of the word.
- Ask Ss to read their sentences to the class.

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. These Ss might give the report to their own group first at the end of the task to see if the group agrees with the information presented.
- For an alternative reading text or extra practice, try Living off-grid on page T-180.

Do your students need more practice?

Assign . . .
- Grammar Plus p. 111
- Workbook p. 16
- Workbook p. 17, Ex. 17
- Workbook p. 18

for more practice with . . .
- Grammar
- Grammar
- Vocabulary
- Reading
Communication review

UNITS 1–3

Self-assessment

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

Listen for gerund and infinitive constructions in a conversation (Ex. 1)
Listen to adjectives and phrasal verbs to describe people and styles (Ex. 1)
Talk about different attitudes toward fashion using cleft sentences (Ex. 2)
Discuss technological issues using definite and indefinite articles (Ex. 3)
Express opinions about the positive and negative effects of technology (Ex. 4)

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

Class reunion

A  Listen to a conversation between two friends.
What is Karla trying to do? Check (√) the correct answer.

☐ a. She's planning to set up a fashion website.
☐ b. She's using a website to organize a class reunion.
☐ c. She's calling her ex-classmates.

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

1. Karla is intimidated by the website technology.
2. Lucy isn't sure that a reunion would be completely harmonious.
3. Neither woman liked Andrew very much.
4. Rene's fashion taste has changed since she was in high school.
5. Javier's style has changed since he was in high school.

Fashion statements

A  Which of these statements about clothing do you agree with most?

• What you wear is who you are.
• People often discriminate against others because of the way they dress.
• Buying new clothes all the time is unethical.
• Clothes are like art that you wear.
• People who are interested in fashion are shallow and superficial.

B  Group work: Join another group and compare your results. Try to find two statements that you all agree with.
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.

Class reunion (listening)

Review aim: Develop skills in listening to gerund and infinitive constructions and adjectives and phrasal verbs to describe people and styles (20–25 minutes)

A [CD 1, Track 14]
- Explain the task. Tell Ss to look at the list of possible topics. Check that Ss understand the following vocabulary.

Vocabulary
- neat (adjective) [in this context]
- personality clashes disagreements between people who have different personalities that aren’t compatible
- resurface to be seen again after an absence (in this context)
- far-flung far away from each other
- preppy a style of clothing associated with wealth and privilege (in this context)
- checklists lists of things to do

- 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.

B [CD 1, Track 15]
- 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. False 3. True 5. True
2. True 4. False

Audio script: See page T-256.

Fashion statements (speaking)

Review aim: Talk about attitudes toward fashion and practice cleft sentences (20–25 minutes)

A
- Explain the task. Read the statements aloud.
- Have Ss think about their answers individually.

B Group work
- Explain the task. Ss work in groups to discuss their answers.
- Have a S from each group report on the group’s answers to the class.

Ss assess how well they have learned the communication skills in Units 1–3.
**3 Technological advances**

**Discussion**
Which of these advances in technology has had the most positive or negative impact on our lives?

- Internet technology
- Internal combustion engine
- Genetically modified food
- Large scale farming
- Medical technology
- Atomic power

**B Pair work** Compare your answers with a partner.

"I think the Internet has had the most positive impact on our lives. We have access to so much more information than we did twenty, or even ten years ago."

"Well, that's true, but medical technology has had a really positive influence on more people around the world."

**4 Is technology good or bad?**

**Discussion**
Read these opinions about technology. What are the main issues they raise? What's your own point of view on these issues?

When you are ready to invest in a new technology, there are a few questions you should ask yourself. First, is the new item cheaper than what it replaces? Does it save space? Will it make your life easier? Is it energy efficient? Can you repair it inexpensively? If not, don't buy it.

— Dong Hyun, Pusan, Korea

How we think about technology is flawed. We are over-eager to have the newest gadget. We are too impressed by speed, noise, compactness, and general flashiness. We need a more mature and cautious way of thinking about technology. New is not always better.

— Inés Candia, Asuncion, Paraguay

**B Group work** Compare your ideas. Are your points of view similar? How?
3. Technological advances (discussion)

Review aim: Discuss technological issues and practice using articles (20–25 minutes)

A
- Focus Ss attention on the items. Ask volunteers to identify each one and say what it is and what it does. Have Ss say which they use.
- Explain the task. Give Ss time to think of their answers.

B Pair work
- Ss work in pairs. Have one pair read the example conversation for the class. Point out the use of definite and indefinite articles.
- Have partners compare their responses. Then ask a few pairs to report on their responses to the class.

Optional activity: Class poll (15–20 minutes)
- Ss vote for their favorite technological advance.
  - Write the items from Exercise A on the board in a column. Ask Ss to vote for their favorite technology and tally the votes on the board.
  - Have a class discussion on why Ss think the technological advance was the most popular.

4. Is technology good or bad? (discussion)

Review aim: Express opinions about the positive and negative effects of technology (20–25 minutes)

A
- Explain the task. Read the opinions aloud.
- Ss work individually to identify the main issues. Go over answers with the class.

Answers
The main issue in the first opinion is that technology should be simple and efficient.
The main issue in the second opinion is that people are more concerned with what's new than by what's useful.
- Have Ss think about their points of view about the issues individually.

B Group work
- Explain the task. Ss work in groups to discuss their answers.
- Have one person from each group report on the group’s answers to the class and write them on the board.
- Have the class vote on which points of view are the most popular. Then have Ss discuss their reasons for their points of view.
- 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.
1. **The things people believe!**

A. Read the list of superstitions. Do you believe in any of them?

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**Beliefs Across Cultures**

- **In Turkey,** many people agree that when someone goes on a journey, you should pour water on the ground behind him or her to bring the person back safely.
- **In Russia,** looking into a broken mirror will bring bad luck.
- **In Argentina,** many people believe that if you drop a coin into a fountain, you can ask for three wishes to come true.
- **In Brazil,** people claim you should enter a place using your right foot to have good fortune.
- **In Venezuela,** some people say that if someone passes a broom over your feet, you will never get married.
- **In Greece,** the crow is a very unlucky animal. If you see a crow in the morning, it means that you will have a bad day.

---

2. **Expressions with luck**

A. Match the statements with the replies containing luck.

1. “I’ve got to go. I have a big test tomorrow.”
2. “I’m out of cash. Is there an ATM nearby?”
3. “He won the first game of chess he ever played!”
4. “He lost his job and house, and now he’s sick.”
5. “Are you going to Europe this summer?”
6. “How did you win those soccer tickets?”
7. “Thanks for the $20. Can I have $40 more?”

   a. “That was beginner’s luck.”
   b. “No such luck. I’m staying home.”
   c. “I’m afraid you’re out of luck.”
   d. “Wow! He’s got bad luck.”
   e. “Well, best of luck!”
   f. “Don’t push your luck.”
   g. “It was the luck of the draw.”

---

B. **Pair work** Use the expressions with luck to write short dialogues. Act them out with your partner.

- “I really want tickets to the John Mayer concert.”
- “I’m afraid you’re out of luck. They sold out in 10 minutes!”
4 Superstitions and beliefs

LESSON A • Superstitions

1 The things people believe! (starting point)

Learning aim: Discuss superstitions from different cultures and see reporting clauses in context (10–15 minutes)

A

- Books closed. Write on the board a superstition that most of your Ss will know. If you have a multicultural class, write the following:
  Don’t walk under a ladder.
  Ask Ss if they know what is supposed to happen if you walk under a ladder. (Answer: You will have bad luck.)
  Ask Ss if they think this kind of thing is true.
- Books open. Ask Ss what each picture illustrates.

- Explain the task. Read the text aloud. Go over any vocabulary Ss don’t understand.
- Give Ss time to think about their answer to the question.
- Have a class discussion about which superstitions Ss believe, if any.

B Pair work

- Explain the task. Read the question aloud.
- Ss work in groups to answer the question. Make sure that each person in a group has a chance to ask and answer follow-up questions.
- Have groups share their answers with the class.

2 Expressions with luck (vocabulary)

Learning aim: Learn and practice using expressions about luck (10–15 minutes)

A

- Explain the task. Read the statements and the replies aloud. Go over any vocabulary Ss don’t understand.
- Ss work individually to complete the activity.
- Go over answers with the class.

B Pair work

- Explain the task. Ss work in pairs. Have one pair read the example conversation aloud.
- Give Ss time to write their dialogues. Walk around the class and help as needed.
- Have pairs act out their dialogues for the class.

Answers

1. e 5. b
2. c 6. g
3. a 7. f
4. d
3 Reporting clauses

Grammar

To report what someone says, thinks, believes, etc., you can use a sentence that includes a reporting clause.

In Turkey, many people agree that when someone goes on a journey, you should pour water on the ground behind him or her to bring the person back safely.

In Venezuela, some people say that if someone passes a broom over your feet, you will never get married.

The use of the word *that* in these clauses is optional. The following verbs are often used in reporting clauses.

More formal: agree, assert, claim, report

More conversational: admit, agree, assume, believe, doubt, explain, feel, say

---

A Look at the starting point on page 28 again. Can you find the sentences that contain reporting clauses? For those that don’t, add a reporting clause and rewrite the sentence.

B Rewrite each sentence with a reporting clause. Use a different reporting verb to introduce each one.

1. Everyone is superstitious about a few things. Many people agree that almost everyone is superstitious about a few things.

2. It’s fine to follow superstitions for fun, but not to really believe in them.

3. Superstitions are an important part of our cultural heritage.

4. Superstitions are dangerous because they prevent people from thinking scientifically.

5. Behind many holiday rituals, you can find ancient beliefs and superstitions.

6. Superstitions sometimes contain truths handed down from the past.

C Pair work. Share your answers above with your partner. Then give your opinions about the statements.

“Many people agree that almost everyone is superstitious about a few things. It’s true! When I spill some salt, I always throw a little over my left shoulder so I don’t have bad luck.”

4 Everyday superstitions

Discussion

A Pair work. Do you know any superstitions connected with these things?

- animals
- clothing
- colors
- days, dates, or months
- food
- household objects
- money
- numbers
- weddings

B Group work. Join another pair and compare your answers. Ask follow-up questions.

“Is it usually true that people believe they bring good luck or bad luck?”

“Really? Why is that?”

“Well, some people believe it will bring happiness to their marriage.”
### Reporting clauses (grammar)

**Learning aim:** Practice using reporting clauses (20–25 minutes)

**Grammar notes**
Reporting verbs introduce what someone says or thinks. In this case, the object of the reporting verb is a noun clause. The clause can be introduced by that. However, that is often omitted, especially when speaking.

- Books closed. Write on the board:
  - Do not walk under a ladder. It will bring bad luck.
  - Many people believe that if you walk under a ladder it will bring bad luck.
  - Ask Ss what is different about the two sentences.
  - (Answer: The first sentence is expressing the belief of one individual. The second sentence is reporting what many people believe and uses a reporting clause.)
- Books open. Discuss the information in the grammar box and read the example sentences.

**Answers**
**Reporting clause:**
- In Turkey, many people agree that ... In Brazil, people claim ...
- In Argentina, many people believe that ...
- In Venezuela, some people say ...
- No reporting clause:
  - In Russia, some people feel that looking into a mirror is bad luck.
  - In Japan, people agree that it is very bad luck to give a present that consists of four pieces.
  - In Greece, people think that a crow is an unlucky animal.

### Everyday superstitions (discussion)

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

**A Pair work**
- Explain the task. Read the topics aloud.
- Ss work in pairs to do the activity. If necessary, brainstorm superstitions for each category as a class.

**B Group work**
- Explain the task. Have one pair of Ss read the example conversation aloud.
- Put pairs together and have them discuss their answers for Exercise A.

### Possible answers

1. Many people agree that almost everyone is superstitious about a few things.
2. People say that it’s fine to follow superstitions for fun, but not to really believe in them.
3. The teacher explained that superstitions are an important part of our cultural heritage.
4. Many people assert that superstitions are dangerous because they prevent people from thinking scientifically.
5. Some people doubt that behind many holiday rituals, you can find ancient beliefs and superstitions.
6. Many people claim that superstitions sometimes contain truths handed down from the past.
5 Common explanations

A Listen to people talk about superstitions. What superstitions are they talking about? What is an explanation for each superstition?

B Listen again. Answer these questions.

1. How did the woman with the allergies react to the man's explanation?
2. Why did the son feel it was necessary to say that he was only kidding?
3. Why does the man suggest not telling Mr. Wilson that being left-handed was once thought to be suspicious?

6 Are you superstitious?

A Pair work Take turns interviewing each other, and complete the questionnaire. Then calculate your scores.

B Group work Compare your scores. Then explain some of the things you're superstitious about. Is there anything else that you think brings good or bad luck?

"Well, when I talk about something that's going well, I say 'knock on wood.'"
"Really? Why do you do that?"
"Well, they say that if you knock on something made of wood, your luck will continue."
5 Common explanations (listening)

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

A [CD 1, Track 16]
- Explain the task. Read the questions aloud to the class. Check that Ss understand the following vocabulary.

Vocabulary
automatically happening by itself
you're in for is certainly going to happen to you
suspicious thinking that something is wrong or strange about someone or a situation

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

Possible answers
Saying “bless you” when someone sneezes: You would bless them as a way to ensure the return of life or to encourage their heart to continue beating.
Breaking a mirror: Once a mirror is broken, you can’t see yourself as a whole person in it, so something really bad is going to happen to you.
He probably got up on the wrong side of the bed: Since most people are right-handed, they felt like left-handed was suspicious.

Audio script: See page T-256.

B [CD 1, Track 17]
- Explain that Ss will listen again and answer the questions. Read the questions aloud to the class.
- Tell Ss to listen for the answers to the questions. Play the recording as Ss listen for the answers. Replay as many times as needed. Ss listen and check their answers.
- Go over answers with the class.

Answers
1. She seemed unconcerned by the explanation.
2. He joked that his mother was going to have seven years of bad luck.
3. Mr. Wilson is in a bad mood and might not like being called suspicious.

Audio script: See page T-256.

Optional activity: Scrambled (20 minutes)
Ss practice understanding conversations.
- Write one of the conversations from Exercise A on a separate piece of paper. Cut the paper into strips so that each of the sentences is on a separate strip of paper. Make enough copies for each pair of Ss.
- Ss work in pairs. Give each pair the papers and have them unscramble the conversation. Ss see how quickly it takes for them to put the sentences in the correct order.
- Play the recording again for Ss to check their answers.

6 Are you superstitious? (discussion)

Learning aim: Talk about belief in superstitions (15–20 minutes)

A Pair work
- Read the survey questions aloud. Make sure Ss understand good luck charm. Have them give a definition or examples.
- Ss work in pairs to do the activity.
- Have Ss share their partner’s answers with the class.

B Group work
- Explain the task. Have one pair of Ss read the example conversation aloud.
- Ss work in groups to discuss their survey scores and what they think brings good luck and bad luck.
- Have a S from each group report on the group’s discussion to the class.
- For more practice discussing this topic, try Superstitions on page T-181.
Restating a thesis

The first paragraph of a composition provides the thesis statement and sometimes gives general examples. The last paragraph restates the thesis statement.

A Read this composition. Find the thesis statement and a supporting example in the first paragraph. Then look at the last paragraph. Which sentence restates the thesis statement?

SUPERSTITIONS: Hard to Ignore

Some people think that certain objects bring them good luck; others avoid certain things or situations that they believe might bring them bad luck. Even people who claim not to believe in superstitions sometimes use phrases such as "knock on wood" when they speak. Superstitions concerning both good and bad luck are part of everyone's life in the United States. Even if you don't believe in them, they are difficult to ignore.

It's easy to find superstitions relating to good luck. For example, my friend Irene carries a rabbit's foot in her pocket to bring her good luck. Another friend who plays baseball panics whenever his mother washes his "lucky" baseball socks. My mother believes that nine is her lucky number, and even my level-headed father has hung a horseshoe over the entrance of our home to bring us good luck and good fortune.

Superstitions concerning bad luck are just as common. My mother believes that certain days are bad for events like marriages and ceremonies, while my uncle always says "knock on wood" and then looks for something made of wood to knock on with his hand. Then there's my friend who goes out of his way to avoid black cats. My sister never puts her bag on the floor because she thinks doing so will bring her bad luck.

Personally, I am not very superstitious. I don't have any lucky socks, and I don't have any lucky or unlucky numbers. Still, I find myself avoiding black cats and knocking on wood every now and then. Superstitions are just a part of life, whether or not you believe them.

B Write a composition about superstitions and good and bad luck in your culture. Do your first and last paragraphs follow the guidelines stated in the box?

C Pair work Exchange your composition with a partner, and answer these questions.

1. Does the first paragraph contain a thesis statement and give general examples?
2. How well do the examples in the middle paragraphs support the thesis? Are there enough examples?
3. Does the last paragraph restate the thesis?
**Restating a thesis (writing)**

**Learning aim:** Write a composition with a thesis and supporting examples and restate the thesis in the last paragraph (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: the sentence containing the main idea of a composition)
- Explain the task. Remind Ss that a thesis statement is often found at the end of the first paragraph and often includes an idea or opinion that is further explained in the rest of the composition. Make sure that Ss understand that each paragraph of a composition should focus on only one aspect of the main idea. Each of those paragraphs, then, has its own topic sentence to present that aspect.
- Have Ss read the composition silently to themselves. Check that Ss understand the following vocabulary.

**Vocabulary**
- ignore to not pay attention to someone or something on purpose
- panic feels extremely upset and nervous to the point of losing self-control
- level-headed having balanced emotions; not becoming too upset about anything
- go out of his way to make a special effort to

- Ss work individually to complete the activity.
- Go over answers with the class.

**Answers**
- Thesis statement: *Even if you don’t believe in them, they are difficult to ignore.*
- Supporting example: *Even people who claim not to believe in superstitions sometimes use phrases such as “knock on wood” when they speak.*
- Restatement of thesis: *Still, I find myself avoiding black cats and knocking on wood every now and then.*

**B**
- Explain the writing task.
- Ss work individually to write their compositions.
- Walk around the class and help as needed.

**C**
- Ss work in pairs to exchange compositions 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 in the composition they don’t understand.

**Language note**
- Explain that the examples in the book show typical paragraph structure for a composition in English. Each paragraph has a topic sentence with the main idea, and the rest of the paragraph contains one or more examples to illustrate the main idea.

**Do your students need more practice?**

<table>
<thead>
<tr>
<th>Assign . . .</th>
<th>for more practice with . . .</th>
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<tbody>
<tr>
<td>Grammar Plus p. 112</td>
<td>Grammar</td>
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LESSON B • Believe it or not

Fact or fiction?

A Three of these news stories are true and one is false. Decide which one is false.

1. A company has produced a new device designed to chase away littering children and teenagers. It is believed that the device emits a sound that irritates young people.

2. Dog Island is a paradise for dogs. Dog owners are encouraged to set their dogs free there and allow them to live out their lives without humans or leashes.

3. A candy company is selling lollipops with a variety of insects inside, including crickets, ants, and scorpions. It is claimed that the lollipops are actually quite tasty.

4. It’s been reported that a website continuously broadcasts videos of wheels of cheddar cheese as they ripen. It is believed that a video of one single wheel can continue for months or years.

B Pair work Tell your partner your choice and explain why you think it is false. (For the answer, turn to page 152.)

That sounds fishy!

A Which of these words describe the truth, and which describe something fabricated? Divide them into two groups. Then add two more items to each group.

believable conceivable convincing credible dubious far-fetched fishy flabby misleading phony plausible well-founded

B Use the words above to write about each story in the starting point.

The article about the candy company sounds completely phony to me. It’s just not a plausible story.

C Group work Take turns making statements, some true and some false, about yourself to your partner. Respond using the words describing truth and fabrication.

“I have a very good singing voice, and I sing with a band on the weekend.”

“Well your speaking voice is very nice, so that seems pretty believable to me.”
LESSON B • Believe it or not

1. Fact or fiction? (starting point)

Learning aim: Discuss news stories and see reporting clauses in the passive context (10–15 minutes)

A
- Books closed. Ask Ss where they usually get their news from – newspapers, magazines, TV, Internet, etc. Ask them if they ever read tabloids (papers that publish news stories that are usually false or sensational).
- Books open. Explain the task. Read the stories aloud. Check that Ss understand the vocabulary on the right.

Vocabulary
- loitering: remaining in one place and not doing anything
- emits: sends out
- paradise: a heaven-like place with no problems
- leash: a rope-like piece of leather or nylon that attaches to a dog’s collar so that its owner can control the dog
- wheel of (cheddar) cheese: a large round piece of cheese; the form it comes in before it is cut and sold
- ripen: to age so that the proper color, texture, and taste are achieved

- Give Ss time to think about their answer.

B Pair work
- Explain the task. Ss work in pairs to do the activity.
- Have Ss share their partner’s answers with the class.

2. That sounds fishy! (vocabulary & speaking)

Learning aim: Learn and practice using adjectives to discuss if something is true or false (15–20 minutes)

A
- Books closed. Ask Ss to guess the meaning of That sounds fishy! If necessary, give them a hint by asking them what a fish smells like, and what kind of feeling the smell evokes.
- Books open. Explain the task and have Ss read the list of adjectives. Ss work individually to complete the activity.
- Have Ss compare answers with a partner. Go over answers with the class.

Answers
- Truth: believable, conceivable, convincing, credible, plausible, well-founded
- Fabricated: dubious, far-fetched, fishy, illy, misleading, phony

B
- Explain the task. Read the example sentence aloud.
- Ss work individually to complete the task. Have Ss read their sentences to the class.

C Group work
- Explain the task. Have one pair of Ss read the example conversation aloud. Give Ss time to think about statements that they could make about themselves. Demonstrate the task first by saying true statements about yourself and one false one and have Ss comment on each of the statements. Make sure they use the words from the list in Exercise A.
- Ss work in groups to do the activity.
- Have a S from each group share the most surprising true statement that they heard with the class.

Optional activity: Be a tabloid writer (15 minutes)
- Ss write a tabloid story and present it to the class.
- Have Ss look again at the four stories in Exercise 1A. Tell them that they are going to write a tabloid story similar to those. You can also encourage them to use their imaginations and write a completely unbelievable and funny story. Remind Ss that a news story usually answers the questions who, what, when, where and sometimes why.
- Ss work individually to write their stories.
- Have Ss present their stories to the class. Have the class vote on the best one.
Reporting clauses in the passive

A. Look at the starting point on page 32 again. Can you find another example of a reporting clause in the passive?

B. Rewrite these statements with a reporting clause in the passive with it.

1. People estimate that 50 percent of the population believes in ghosts.  
   **It is estimated that 50 percent of the population believes in ghosts.**
2. Someone has said that the only time people don’t want to hear gossip is when the gossip is about them.  
   **It is claimed that the only time people don’t want to hear gossip is when the gossip is about them.**
3. Many claim that some people can communicate with plants.  
   **It is believed that some people can communicate with plants.**
4. People once thought the sun moved around the earth.  
   **It is believed that people once thought the sun moved around the earth.**
5. Some sources have reported that practical jokes on April 1 are becoming less common.  
   **It is reported that some sources have reported that practical jokes on April 1 are becoming less common.**
6. Experts argue that people create e-mail hoaxes for a wide variety of reasons.  
   **It is believed that experts argue that people create e-mail hoaxes for a wide variety of reasons.**
7. Sociologists think that in the days before television, folk tales were an important form of family entertainment.  
   **It is believed that sociologists think that in the days before television, folk tales were an important form of family entertainment.**
8. People too easily assume that just because something is in print, it’s true.  
   **It is believed that people too easily assume that just because something is in print, it’s true.**

C. Pair work. Use reporting clauses in the passive to talk about these amazing facts.

1. A heart-shaped potato was grown in Idaho.
2. A 33-year-old man married a 104-year-old woman.
3. On April 1, 2006, a flight was denied permission to land because the air traffic controller was on a tea break.
4. There is a company that sells a seven-person bicycle.
5. You can send a coconut through the mail in the United States without any wrapping.
6. Istanbul, Turkey, is the only city in the world located on two continents.
7. The hottest pepper in the world, the Naga Morich, was developed in England.

   "Get this – it’s been reported that a heart-shaped potato was grown in Idaho."

D. Pair work. Complete these statements about beliefs using your own information. Compare your statements with a partner.

1. People don’t believe this anymore, but it used to be said that...  
   **It is believed that people don’t believe this anymore, but it used to be said that...**
2. Recently, it has been reported in the news that...
3. Reporting clauses in the passive (grammar)

Learning aim: Practice using reporting clauses in the passive (20–25 minutes)

Grammar notes
If - the passive form of a reporting verb (argue, claim, assert, assume, believe, estimate, feel, report, say) is often used to report a claim or an opinion. We use the passive when we want to focus on the person or thing that receives or is the result of an action. In sentences with reporting clauses introduced by the passive, the agent (by a noun) is often omitted because it is understood to mean some people or many people.

A
- Books closed. Write on the board:
  Gorillas can learn to use sign language.
  It is believed that gorillas can learn to use sign language.
  Read the sentences aloud and ask Ss where they might see the second one. [Possible answer: in a newspaper or magazine]
- Books open. Discuss the information in the grammar box and read the example sentences.

Answers
Story 4: It's been reported that a website . . . It is believed that a video . . .

B
- Explain the task. Read the example answer aloud.
- Ss work individually to rewrite the sentences using reporting clauses in the passive.
- Ss work in pairs to compare their answers. Go over answers with the class.

Possible answers
1. It is estimated that 50 percent of the population believes in ghosts.
2. It has been said that the only time people don't want to hear gossip is when it's about them.
3. It's been claimed that some people can communicate with plants.
4. It was once thought that the sun moved around the earth.
5. It has been reported that practical jokes on April 1 are becoming less common.
6. It's argued that people create e-mail hoaxes for a wide variety of reasons.
7. It is thought that in the days before television, folktales were an important form of family entertainment.
8. It's assumed that just because something is in print, it's true.

C Pair work
- Explain the task. Read the facts aloud. Go over any vocabulary Ss don't understand.
- Read the information in the useful expressions box aloud. Give an example of how to use each phrase.
- Ss work in pairs to talk about the facts. Make sure they use reporting clauses in the passive.
- Have Ss share some of their sentences with the class.

Possible answers
1. It's been reported that a heart-shaped potato . . .
2. It has been claimed that a 33-year-old man . . .
3. It was admitted that a flight was denied permission to land . . .
4. It has been said that there is a company . . .
5. It is believed that you can send a coconut through the mail in the . . .
6. It is argued that Istanbul, Turkey, is the only city in the world . . .
7. It is reported that the hottest pepper in the world . . .

D Pair work
- Explain the task. Give Ss time to think of how to complete the statements.
- Ss work in pairs to do the activity.
- Have Ss share their partner's answers with the class.
4 Shocking news

A Look at the map of Belgium. What do you know about this country? What languages do Belgians speak?

B Listen to a conversation about a TV hoax that affected many people in Belgium. What was happening to Belgium, according to the hoax broadcast?

C Listen again. Which events actually happened? Check (✓) the correct answers.
   □ 1. The king and queen left the country.
   □ 2. The Belgian flag was lowered over government buildings.
   □ 3. Internet servers crashed all over the country.
   □ 4. Foreign government officials called their home countries.

5 Internet hoaxes

A Pair work Have you ever read or heard about something on the Internet that was a hoax? Tell your partner about it.

B Pair work Read these claims found on the Internet. Check (✓) the ones you think are hoaxes. (For the answers, turn to page 152.) Then discuss with a partner.

**WEBSITE CLAIMS**

1. A man offers $10,000 to anyone who can find him a wife.
2. Chewing gum takes seven years to pass through the human digestive system.
3. A website called "The End of the Internet" claims to be the final page on the Internet.
4. There is a monkey that is able to communicate with humans by typing on a keyboard.
5. An 85-year-old woman is training to climb Mount Everest with her little dog.
6. The Childhood Goat Trauma Foundation helps adults who were terrified by goats at a young age.
7. "Pets by Mail" lets you order pets online and have them delivered to your home.
8. Lacuna, Inc., is a company that will painlessly erase your troubling memories.

C Group work Discuss these questions with your group.

1. Which of the website claims seems the most plausible to you? Which seems the most silly?
2. Why do you think people create hoax websites and hoax e-mails?
3. Do you think people who create Internet hoaxes should be punished?
4 Shocking news (listening)

Learning aim: Develop skills in listening for gist and details about a famous hoax (15–20 minutes)

A
- Books closed. Ask Ss what a hoax is. (Answer: a trick to make people believe something that isn’t true) Ask them if they know of any famous hoaxes.
- Books open. Have Ss look at the map. Have the class answer the questions.

Answers
Belgium is in Europe, between France and Germany. It is famous for chocolate, French fries, and mussels. The capital is Brussels. NATO headquarters is in Brussels. Belgians speak either French or Flemish.

B [CD 1, Track 19]
- Explain the task. Read the question aloud to the class. Check that Ss understand the following vocabulary.

Vocabulary
decreased independence separated from a central government and became an independent state

Answer
The southern half of Belgium had declared independence from Belgium.

Audio script: See page T-257.

C [CD 1, Track 19]
- Explain that Ss will listen again and check if each event actually happened.
- 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
Check items 3 and 4

Audio script: See page T-257.

5 Internet hoaxes (discussion)

Learning aim: Talk about Internet hoaxes and practice the lesson vocabulary (15–20 minutes)

A Pair work
- Explain the task. Ss work in pairs to discuss the question. If some Ss don’t know of any Internet hoaxes, have a class discussion. Have Ss who know about some Internet hoaxes tell the class about them.

B Pair work
- Explain the task. Read the survey items aloud. Check that Ss understand the following vocabulary.

Vocabulary
digestive system the parts of the human body that allow eating and processing of food and drink
trauma an extremely upsetting experience

- Ss work individually to complete the survey.
- Ss work in pairs to discuss their answers.
- Have Ss share their partner’s answers with the class.

C Group work
- Read the questions aloud.
- Ss work in groups to discuss the questions.
- Have a Ss from each group report on the group’s discussion to the class.

For more practice with this topic, try Origins of superstitions on page T-182.

Unit 4 Superstitions and beliefs T-34
The killing stone

**Pair work**  Do you think certain items bring bad luck to their owners? Discuss with a partner. Then read the article.

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**The Legend of the Hope Diamond**

One of the world’s most famous diamonds is the Hope Diamond, a blue-colored gemstone. The legend, which has many variations, begins in 1668 when a French trader named Jean-Baptiste Tavernier purchased it for a statue in India. Tavernier died before he could sell it, and the stone remained in the possession of the family for a year. Tavernier’s wife eventually sold it to a Russian prince who killed his girlfriend, a Greek whose family died when their car drove off a cliff, and a Turkish sultan who also killed his girlfriend. Finally, in 1949, famous New York jeweler Harry Winston bought the diamond to rid him of the curse. Winston sent the magnificent blue diamond in a plain brown box to the Smithsonian Institution in Washington, D.C., where it has remained ever since.

In the early 1970s, the Hope diamond was taken to a laboratory for testing. Scientists examined the stone using ultraviolet light, and they noticed that the diamond glowed yellowish-white – most blue diamonds glow light blue. Some say that the color reflects the trail of blood and bad luck that has followed the stone over the centuries. Yet, the Hope diamond has been a symbol of beauty and good fortune for the Smithsonian. It is the most famous museum piece in the world, with over 5 million people viewing it each year.

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**Pair work**  Number the events in the correct order. Then compare with a partner. Take turns providing more details about each part of the story.

1. a. The diamond is sold to Henry Philip Hope.
2. b. A businessman buys it and sells it to a French king.
3. c. A trader steals the diamond in India.
4. d. Scientists test the stone and find it glows orange-amber.
5. e. Harry Winston buys the diamond and donates it to the Smithsonian Institution.
6. f. The diamond reappears at a London auction after almost 40 years.

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

1. Do you think there’s any truth to the legends surrounding the Hope diamond? Explain.
2. If someone offered you the Hope diamond as a gift, would you accept it? Why or why not?
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 Ss if they believe in luck. Also ask Ss if they think they generally have good luck or bad luck. Finally, ask them if they think that they can affect what kind of luck they have.
- Ask Ss to define legend, or to give an example of one. Make sure Ss understand that a legend is a story about an incident from the past that many people think is true, although no one can prove it. It usually includes strange or amazing details.
- Books open. Explain the task. Ss work in pairs to discuss the question.
- Have Ss read the article silently to themselves. Check that Ss understand the following vocabulary.

Vocabulary
- dubbed known as, called
- plucked picked out of something
- carat a unit of weight of precious stones equal to 200 milligrams
- cursed to have evil brought upon you
- ultraviolet light a type of light not visible to the human eye

B Pair work
- Explain the task. Read the events aloud. Ss work in pairs to complete the activity.
- Go over answers with the class.

Answers
1. The diamond is sold to Henry Philip Hope.
2. A businessman buys it and sells it to a French king.
3. A trader steals the diamond in India.
4. Scientists test the stone and find it glows orange-amber.
5. Henry Winston buys the diamond and donates it to the Smithsonian Institute.
6. The diamond reappears at a London auction after almost 40 years.

Optional activity: More questions (20 minutes)
- Ss write more questions about the article in Exercise A.
- Ss work in pairs to write five more questions about the article.
- Tell Ss to close their books. Collect the questions and write them on the board (eliminating any doubles).
- Set a time limit and have Ss answer the questions without looking back at the article. Go over answers with the class.

Optional activity: Vocabulary (15–20 minutes)
- Ss practice the vocabulary from the reading.
- Have Ss look at the article again. Tell them to write down any words that they did not know before.
- Ask Ss to call out their words and write them on the board. As a class, write definitions for each word.
- Have Ss write a sentence using each word. Make sure they write sentences that show they understand the meaning of the word.
- Ask Ss to read their sentences to the class.

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. These Ss might give the report to their own group first at the end of the task to see if the group agrees with the information presented.

Do your students need more practice?

Assign ... for more practice with ...  
Self-study p. 133 Listening and Vocabulary  
Workbook p. 22, Ex. 2 Vocabulary  
Workbook p. 23 Grammar  
Workbook p. 24 Reading
What’s On?

A Read these blog posts about TV programs. Which program would you like most to watch? Which one would least interest you? Why?

1. **Lost** is such a cool show. It’s filmed in Oahu, Hawaii, but it’s a drama about the adventures of a group of people whose plane crashes on a remote island in the South Pacific. It has such a big cast that it’s one of TV’s most expensive shows to make. My friends and I are such big fans that it’s all we talk about when we get together!

2. These days there are so few good shows on television that I rarely watch it anymore. But I never miss **Star Academy**. It’s a singing competition and reality TV show all in one, and it’s broadcast in over 50 countries! The winners are so talented that they often become successful in the music industry. But even the losers are great. They all do so much work to prepare for their final performances. I just can’t stop watching.

3. There are so many crime drama series on TV that I get them all confused. And we all have so little free time that we can’t waste it watching mediocre shows. The one I recommend is **Law & Order**: the acting is great, and the cast is really good-looking. Plus, the storylines are so gripping that you slip into another world!

B Pair work What are your favorite TV programs? What do you like about them?

“I’m really into this Mexican soap opera. The plot has lots of surprises, and the storyline is so creative.”

Types of TV programs

A Pair work Look at the different types of TV programs. Check (✓) the ones that you know. Then ask a partner about the ones you don’t know.

- 1. game show
- 2. soap opera
- 3. reality TV
- 4. cartoon
- 5. documentary
- 6. drama series
- 7. sports program
- 8. talk show
- 9. sketch comedy show
- 10. cooking show
- 11. sitcom (situational comedy)
- 12. news program

B Group work Which types of TV shows do you watch? Can you name an example of each type of program above?
What's on? (starting point)

Learning aim: Discuss TV shows and preferences and see grammar in context (10–15 minutes)

A
- Books closed. Ask Ss if they watched TV the night before and, if they did, what they watched. Ask Ss what they think the most popular TV show is and why it is so popular.
- Ask Ss to define blog. (Answer: a weblog, or online journal) Ask them if they blog and what blogs they like to read.
- Books open. Explain the task. Read the text aloud. Check that Ss understand the following vocabulary.

Vocabulary
- remote: far away and difficult to get to
- cast: the actors that are in a show, play, or movie
- mediocre: only average
- gripping: holding someone's interest strongly

- Give Ss time to think about their answers to the questions. Then have a class discussion about the questions.

B Pair work
- Explain the task. Read the example answer aloud.
- Ss work in pairs to do the activity.
- Have Ss share their partner's answers with the class.

Types of TV programs (vocabulary)

Learning aim: Learn and practice vocabulary for different types of TV programs (10–15 minutes)

A Pair work
- Explain the task. Read the types of TV programs aloud.
- Ss work individually to check the shows they know.
- Ss work in pairs to talk about the shows they don't know.

B Group work
- Explain the task.
- Ss work in groups to discuss what they like to watch on TV and to give an example of each kind of show from Exercise A.
- Have a Ss from each group tell the class the group's examples and what shows they like to watch.

Optional activity: TV schedule (10–15 minutes)

Ss make their ideal TV schedule.
- Ss work in groups. On the board, write a time chart similar to a TV timetable. Put the times in half-hour increments from 7:00 P.M. to 11:00 P.M.
- Have each group make one copy of the timetable. Tell Ss to pretend they are TV executives who are trying to make a schedule that would be the most successful on a particular night. Have each group work together to make one schedule. Tell Ss they should use TV shows currently on TV.
- Have a S from each group present the group's schedule to the class.
- Alternatively, have Ss work individually to make their own ideal TV schedule – the shows that they personally would like to watch. Have them present their schedules to the class.
3 Such... that and so... that

So and such, such... that, so... that, so much/little... that, and so many/few... that are commonly used to express extremes in exclamatory sentences.

a. Such is followed by a noun (usually modified by an adjective).
   It has such a big cast that it's one of TV's most expensive shows to make.

b. So is followed by an adjective or adverb.
   The storytellers are so gripping that you slip into another world.

c. So many and so few are followed by countable nouns.
   There are so few good shows on television that I rarely watch TV anymore.

d. So much and so little are followed by uncountable nouns.
   We all have so little free time that we can't waste it.

A Look at the starting point on page 36 again. Can you find more sentences with so and such? Which patterns do the sentences follow?

B Complete these sentences with so many, so few, so much, or so little.

1. My brother watches _______ TV that he hardly does anything else.
2. There are _______ American Idol fans that it's consistently the highest rated show on American TV.
3. There was _______ interest in the cartoon that the network canceled it.
4. I have bought _______ DVDs that I now need to buy a new cabinet.
5. In my town, there are _______ television channels that some people buy satellite dishes to widen the selection.
6. There's a new drama series that features _______ good acting that I sometimes forget it's not real.

C Rewrite these sentences using much... that or so... that. Make any other necessary changes. Then compare with a partner.

1. Documentaries today deal with real issues. More and more people are watching them.
   Documentaries today deal with such real issues that more and more people are watching them.
2. There are many channels available on cable TV. I find it difficult to choose what to watch.
3. Endorsing products is well paid. Many celebrities are now selling products on TV.
4. Certain singers attract huge audiences. They charge more for concert tickets.
5. Commercials are much longer than the TV shows. I just watch TV on the Internet now to avoid them.
3 such...that and so...that (grammar)

Learning aim: Practice using such...that and so...that (20–25 minutes)

Grammar notes
Such is followed by a noun and usually modified by an adjective. So is followed by an adjective or adverb. So few and so many are followed by countable nouns. So much and so little are followed by uncountable nouns. In colloquial English, that is often omitted.

- Books closed. Write on the board:
  The show is so funny that...
  It was such a popular show that...
- Have volunteers complete the sentences with clauses. Give examples for each sentence first, if necessary.
- Review countable and uncountable nouns. Write on the board:
  There was so little food in the house that I had to go to the supermarket.
  There were so few strawberries left that I couldn’t make a pie.
  Ask Ss why the first sentence uses little and the other uses few. (Answer: little is for uncountable nouns and few is for countable nouns) If necessary, give them a hint by asking what kind of noun follows little and few in the sentences.
- Books open. Discuss the information in the grammar box and read the example sentences.

A
- Have Ss look at the starting point on page 36 again. Explain the task and read the questions aloud. Go over answers with the class.

Answers
Lost is such a cool show.
My friends and I are such big fans...
The winners are so talented that they...
They all do so much work...
There are so many crime drama series...

B
- Explain the task. Read the statements aloud. Answer any questions about vocabulary.
- Go over the example answer as a class. Ss work individually to complete the activity.
- Go over answers with the class.

Answers
1. so much 4. so many
2. so many 5. so few
3. so little 6. so much

C
- Explain the task. Read the sentences aloud and answer any questions about vocabulary.
- Ss work individually to complete the activity. Ss work in pairs to compare answers. Go over answers with the class.

Answers
1. Documentaries today deal with such real issues that more and more people are watching them.
2. There are so many channels available on TV that I find it difficult to choose what to watch.
3. Endorsing products is so well paid that many celebrities are now selling products on TV.
4. Certain singers attract such huge audiences that they charge more for concert tickets.
5. Commercials are so much longer than the TV shows that I just watch TV on the Internet now to avoid them.

To help Ss with grammar in this exercise, try 1, 2, or 3 on page T-159.
4 Popular TV programs

Listening

A Listen to these critics talk about some popular TV shows in the United States. Write the type of program beside each title.

1. The Oprah Winfrey Show
2. As the World Turns
3. Ugly Betty
4. Cash Cab

B Listen again. Why is each program so successful? Complete the chart.

<table>
<thead>
<tr>
<th>Reasons for success</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Oprah Winfrey Show</td>
</tr>
<tr>
<td>2. As the World Turns</td>
</tr>
<tr>
<td>3. Ugly Betty</td>
</tr>
<tr>
<td>4. Cash Cab</td>
</tr>
</tbody>
</table>

C Pair work. Make a list of three popular TV shows, and discuss the reasons why these programs are so popular.

"The Simpsons is a really popular cartoon. I think people like it because it uses humor to make you think about some of the problems in today's world. So it's funny, but it's serious too."

5 Conflicting views on television

Discussion

A Read these comments on the positive and negative influences of television. Can you think of additional influences?

Positive

- TV enables children with limited real-world experience to learn about other people and cultures.
- TV allows people to watch shows, musicals, and sports events that they might not be able to afford to watch live.
- TV is so appealing to children that parents don't have to take care of them all the time.

Negative

- There is so much violence on TV that it encourages people to become violent.
- Children develop a short attention span by watching too much TV.
- Advertising on TV turns people into compulsive shoppers.
- TV interferes with family life and communication. It's an intruder in the house.

B Group work. Discuss the comments. Give reasons why you think they are positive or negative.
4. Popular TV programs (listening)

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

A [CD 2, Track 2]
- Explain the task. Check that Ss understand the following vocabulary.

Vocabulary
- jam-packed with slang for full of
- viewer someone who watches
- going strong still popular
- genuine honest and sincere
- who shall remain nameless a common phrase that means the speaker is talking about someone specific, assumes the listener knows who is being talked about, but will not say the name
- put a finger on something an expression that means to make the most important point about a subject
- season the episodes of a show that appear in one year (in this context)

- Tell Ss to listen for the type of each program. 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.

B [CD 2, Track 3]
- Explain that Ss will listen again and write the reasons why each show is successful.
- Play the recording. Tell Ss to listen for the reasons. 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 the answers with the class.

Answers
1. Oprah is so genuine and honest and passionate.
2. It’s familiar and has the same characters since the 1950s; the audience feels involved.
3. America Ferrera’s performance is full of heart.
4. It’s original and creative.

Audio script: See page T-257.

C Pair work
- Explain the task. Read the example answer aloud.
- Ss work in pairs to think of three popular TV shows and talk about their popularity.

Optional activity: TV show review (20 minutes)

Ss pretend to be TV show hosts and review a TV show.
- Ss work in pairs to choose a TV show that they like or really don’t like. Tell them to take notes on what they like or don’t like about it. Ask them to use the recording of the TV reviews as a model for the kinds of things they should talk about.
- Have Ss pretend they are TV show hosts and have pairs present their review to the class.

Audio script: See page T-257.

5. Conflicting views on television (discussion)

Learning aim: Talk about the influences of TV and practice the lesson grammar (15–20 minutes)

A
- Explain the task. Read the statements aloud and answer any questions about vocabulary.
- Have Ss think about whether they agree or disagree with the comments. Then have them add at least one more to each list.

B
- Explain the task.
- Ss work in groups to discuss the comments. Make sure they give reasons for their opinions.
- Have a S from each group report the group’s discussion to the class.

For more practice discussing this topic, try TV mania on page T-183.
6 Writing a review of a TV program

An effective review of a TV program generally provides information about the program, summarizes a particular episode, and offers a recommendation based on the writer's opinion.

A Read the questions and the TV review below. Circle the answers to the questions in the review and write the number of the question.

1. What is the title of the program, and what type of show is it?
2. What made you decide to watch the program, and what is your general impression?
3. What is the program about?
4. Who are the main characters and actors?
5. Why is the show worth watching?
6. Would you recommend this program to others? Why or why not?

TELEVISION REVIEW: EVERYBODY HATES CHRIS

Last week I watched such an enjoyable episode of the hilarious sitcom Everybody Hates Chris.

I tuned in because my favorite comedian, Chris Rock, narrates this program about his childhood in Brooklyn, New York, during the early 1980s. I was not disappointed.

The part of young Chris is played so convincingly by the young actor Tyler James Williams, who is wise beyond his years. Rochelle (Ychina Arnold) is Chris’s strict but loving mother, who runs the household. Julius (Terry Crews) is the father who works multiple jobs to provide for his family and who is such a strong role model for Chris and his younger brother Drew (Teguian Richmond) and sister Tonya (Simai Hakim).

Everybody Hates Chris is a perfect TV program, and the characters are so memorable. It reminds me of The Cosby Show, one of my all-time favorite TV programs, but Chris has a spirit all its own. It’s great to see a sitcom that the entire family can watch together and that has kids acting like kids, not 12-year-olds talking like 30-year-olds.

Check out Everybody Hates Chris with your family tonight at 8 p.m. You won’t regret it!

B Think of a TV program you’ve seen recently, and make notes to answer the six questions above. Then use your notes to write a review of the program.

C Pair work Exchange your TV review with a partner, and answer these questions.

1. Does your partner’s TV review answer all six questions?
2. Is the information in the review organized effectively?
3. How could it be improved?
4. Can you write at least two questions to find out more about the TV program your partner reviewed?
5. Would you like to watch the program your partner wrote about? Why or why not?
Writing a review of a TV program (writing)

Learning aim: Write a review of a TV program
(40–50 minutes)

A
- Books closed. Ask Ss if they have ever read reviews of TV shows before selecting a TV program to watch. Ask what kind of information should be included in a review.
- Books open. Tell Ss to read the information in the box at the top of the page. Ask: What is included in a review? (Answer: information about the program, summary of an episode, a recommendation)
- Remind Ss that, when writing paragraphs, each paragraph should be about only one main idea. In a review for example, one paragraph could be about the actors, one could be about the plot, and so on, but Ss should not mix different main ideas in one paragraph.
- Explain the task. Ss work individually to complete the task. Check that Ss understand the following vocabulary.

Vocabulary
hilarious very funny
convincingly believably
strict inflexible about the rules
check out watch and see if you like it (in this context)

- Go over answers with the class.

Answers
1. Last week I watched such an enjoyable episode of the hilarious sitcom Everybody Hates Chris.
2. I tuned in because my favorite comedian, Chris Rock, narrates this program . . . . I was not disappointed.
3. . . . about his childhood in Brooklyn, New York, during the early 1980s.
4. The part of young Chris . . . and sister Tonya (Imani Hakim).
5. . . . the characters are so memorable . . . It’s great to see a sitcom that the entire family can watch together.
6. Check out Everybody Hates Chris with your family tonight at 8 p.m. You won’t regret it!

B
- Explain the writing task.
- Ss work individually to write their reviews.
- Walk around the class and help as needed.

C Pair work
- Ss work in pairs to exchange reviews and take turns answering the questions. Read the information in the useful expressions box aloud. Give an example of how to use each phrase.
- Walk around the class and help as needed. Encourage Ss to ask and answer follow-up questions about the review and ask about anything in the review they don’t understand.

Language note
Explain that the examples in the book show typical paragraph structure for a composition in English. Each paragraph has a topic sentence with the main idea, and the rest of the paragraph contains one or more examples to illustrate the main idea.

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 and Vocabulary</td>
</tr>
<tr>
<td>Grammar Plus p. 114</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 25, Ex. 2</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Workbook p. 26</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 27</td>
<td>Writing</td>
</tr>
</tbody>
</table>
Reading today

A Read the opinions about reading today. Do you agree with the comments?

[Opinions about reading]

B Pair work What role does reading play in your life? Talk about it with a partner.

*Reading is the best way to pass time commuting on the subway. I never go out without a book.*

Reacting to reading

A Do these adjectives have a positive or a negative meaning? Mark them + or −.

<table>
<thead>
<tr>
<th></th>
<th>a. clichéd</th>
<th>b. engrossing</th>
<th>c. formulaic</th>
<th>d. insipid</th>
<th>e. inspiring</th>
<th>f. moving</th>
<th>g. predictable</th>
<th>h. riveting</th>
<th>i. touching</th>
</tr>
</thead>
</table>

B Complete the sentences with one or more of the adjectives above.

1. ______ novels affect your emotions or bring tears to your eyes.
2. A short story is ______ if its plot is obvious and you can guess the ending.
3. A/An ______ article is dull, uninspired, and not worth reading.
4. A/An ______ novel is so full of action you can't put it down.
LESSON B • Trends in reading

Reading today (starting point)

Learning aim: Discuss ideas about reading and see sentence adverbs in context (10–15 minutes)

A

- Books closed. Tell Ss to imagine they are in a bookstore. Ask them to call out the categories into which books are organized in an average bookstore. Ask them if they like to go to bookstores and what sections they usually like to browse.
- Books open. Explain the task. Read the opinions aloud. Check that Ss understand the following vocabulary.

Vocabulary
- e-books (books that are published electronically)
- close their doors to close permanently (in this context)

- Give Ss time to think about which opinions they agree with.
- Ss work in pairs to discuss their answers. Alternatively, have a class discussion.

Reacting to reading (vocabulary)

Learning aim: Learn and practice using adjectives to talk about books (15–20 minutes)

A

- Explain the task. Read the adjectives aloud.
- Ss work individually to complete the activity.
- Go over answers with the class. To check understanding, have Ss use each word in a sentence that shows they understand what it means.

Answers

1. a. -  f. +
2. b. +  g. -
3. c. -  h. +
4. d. -  i. +
5. e. +

Culture note

In the United States, book discussion groups, or book clubs, are becoming increasingly popular. It is common for a group of friends to pick one book a month and get together to discuss it at one of the member's homes. Bookstores and libraries often hold book discussions as well.

B Pair work

- Explain the task. Read the example answer aloud.
- Ss work in pairs to do the activity.
- Have Ss share their partner's answers with the class.

Optional activity: When I was young...

(15–20 minutes)

Ss talk about books they liked when they were young.

- Ss work in pairs to talk about their favorite book when they were young.
- Have Ss summarize or explain their partner's book for the class.
Sentence adverbs modify a whole sentence, not just part of it. Many adverbs can be used in this way. Sentence adverbs express the speaker's attitude, opinion, or reason for speaking.

Certainty: clearly, definitely, obviously, unquestionably
Obviously, everything you find in a book you can learn from TV and movies.

Less certainty: apparently, evidently, supposedly
Parents are apparently instructing their children in reading at younger and younger ages.

Possibility and probability: possibly, potentially, probably
The Internet and e-books could potentially lead to the end of printed books as we know them.

Talking honestly and directly: frankly, honestly, seriously
Frankly, I'm looking forward to not having to read so much.

Summarizing: basically, essentially, fundamentally, mainly, overall
Overall, people are putting too much emphasis on technology.

Other attitudes: amazingly, surprisingly, not surprisingly, predictably, fortunately, unfortunately
Not surprisingly, literature doesn't interest people as much as it used to.

A Look at the starting point on page 40 again. Can you find the sentence adverb in each person's opinion?

B Pair work Rewrite each sentence using one of the adverbs from the grammar box above. Compare with a partner.

1. No one is surprised that many people spend more time online, on the phone, watching TV, and listening to the radio than sleeping.
Not surprisingly, many people spend more time . . .
2. It's been said that girls read more fiction than boys.
3. It's very likely that movies will replace many forms of literature.
4. In truth, people nowadays rarely read serious literature.
5. It's clear that the Internet will soon beat out all other forms of reading material in all age groups.
6. A potential result is that the Internet could improve people's reading and writing skills.
7. It's amazing that some companies now sell machines that produce single copies of books.
8. It's possible that electronic books will replace paper books sooner than we think.

C Group work Use sentence adverbs to express your attitude about trends in the areas below, or use your own ideas. Listen to your classmates' reactions.

- blogs  - television  - online courses  - electronic dictionaries
- magazines  - computer games  - language learning  - notebook computers

"The next generation will probably all have blogs starting in elementary school."
"Yes, that's probably right. Kids are definitely more computer savvy nowadays."
Sentence adverbs (grammar)

Learning aim: Practice using sentence adverbs (20–25 minutes)

Grammar notes
Sentence adverbs commonly occur in three positions: at the beginning of a sentence, before the auxiliary, or after the auxiliary. In colloquial English, it is common for them to appear at the end of the sentence. It’s too late now, obviously.

- Books closed. Write on the board:
  - He will definitely call me tomorrow.
  - He will supposedly call me tomorrow.
  - He will probably call me tomorrow.

  Read the sentences aloud and ask Ss to identify what is different in each sentence. Ask if the sentences mean the same thing. (Answer: No. The adverb changes the degree of certainty.)

- 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.

Answers

<table>
<thead>
<tr>
<th>obviously</th>
<th>clearly</th>
</tr>
</thead>
<tbody>
<tr>
<td>potentially</td>
<td>not surprisingly</td>
</tr>
<tr>
<td>overall</td>
<td>amazingly</td>
</tr>
<tr>
<td>probably</td>
<td>apparently</td>
</tr>
</tbody>
</table>

B Pair work

- Explain the task.
- Ss work individually to rewrite the sentences using sentence adverbs.
- Ss work in pairs to compare their answers. Go over answers with the class.

Possible answers

1. Not surprisingly, many people spend more time online, on the phone, watching TV, and listening to the radio than sleeping.
2. Supposedly, girls read more fiction than boys.
3. Movies will probably replace many forms of literature.
4. Honestly, people nowadays rarely read serious literature.
5. Clearly, the Internet will soon beat almost all other forms of reading material in all age groups.
6. The Internet could potentially improve people’s reading and writing skills.
7. Amazingly, some companies now sell machines that produce single copies of books.
8. Electronic books will possibly replace paper books sooner than we think.

C Group work

- Explain the task. Read the example conversation and the topics aloud. As a class, brainstorm what the trends are in each area, if necessary.
- Ss work in groups to discuss their attitudes about the trends. Make sure they use sentence adverbs.
- Have a 5 from each group report on the group’s discussion to the class.
4. The joys of literature

A. **Pair work** In what ways do people benefit from reading literature such as novels, short stories, poetry, and plays? Make a list and share it with the class.

B. Listen to Junko (J) and Andy (A) discuss what people learn from literature. Who introduces the topics in the chart? Write the correct letter.

<table>
<thead>
<tr>
<th>Topics</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. practical things</td>
<td></td>
</tr>
<tr>
<td>2. point of view</td>
<td></td>
</tr>
<tr>
<td>3. other countries</td>
<td></td>
</tr>
<tr>
<td>4. writing style</td>
<td></td>
</tr>
<tr>
<td>5. creative writing</td>
<td></td>
</tr>
<tr>
<td>6. escape</td>
<td></td>
</tr>
</tbody>
</table>

C. Listen again. For each topic in the chart above, write at least one benefit you hear. Then share your ideas about the benefits with a partner.

5. Reading choices

A. **Pair work** Discuss the results of this survey on pleasure-reading preferences. Are women’s and men’s preferences the same where you live?

![Pleasure-Reading Material Preferences for Men and Women in Canada](image)

**Men**
1. science fiction, fantasy, horror
2. mystery, suspense, spy, detective, adventure
3. history, war, heritage, genealogy
4. science and technology

**Women**
1. mystery, suspense, spy, detective, adventure
2. romance
3. science fiction, fantasy, horror
4. personal growth

B. **Group work** Which types of reading material in the chart do you personally find the most and least enjoyable? Explain your preferences to the group.

C. **Group work** Brainstorm as many examples of books as you can for the different types of reading genres. Then find out who in your group has read the books, and share your reactions.

"The Lord of the Rings is an example of fantasy. I've only read one chapter so far. It's riveting!"

"Well, I haven't read the books, but fortunately, they are also movies—and I've seen them all."
The joys of literature (listening)

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

A Pair work
- Books closed. Ask Ss which books they were required to read when they were in high school or college. Ask them whether or not they enjoyed reading those books, and if they learned anything about themselves or life in general by reading and discussing them.
- Books open. Explain the task. Ss work in pairs to make their lists.
- Have Ss share their lists with the class.

B [CD 2, Track 4]
- 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
- enlightening provides important knowledge
- trains teaches someone to do something
- stretches increases (in this context)

- Play the recording. Tell Ss to listen for the answers. 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.

Answers

Audio script: See page T-250.

C [CD 2, Track 5]
- Explain that Ss will listen again and write the benefits in the chart.
- Play the recording. Tell Ss to listen for the answers. Ss complete the chart. Play the recording as many times as needed. Ss listen and check their answers.
- Ss work in pairs to discuss their answers. Go over answers with the class.

Answers
1. building vocabulary, improving spelling
2. becoming another person
3. information about culture
4. improve your writing
5. trains your imagination
6. forget troubles, relax

Audio script: See page T-258.

Reading choices (discussion)

Learning aim: Talk about what men and women read for pleasure and practice lesson vocabulary (15–20 minutes)

A Pair work
- Books closed. Ask Ss why they read (for example, to escape, to relax, to get information, to learn about something new, etc.).
- Books open. Explain the task. Read the types of literature aloud. To check understanding, have Ss give an example for each type of literature.
- Ss work in pairs to discuss the question.
- Have Ss share their partner’s answers with the class.

B Group work
- Explain the task. Ss work in groups to discuss the question. Walk around the class and help as needed.

C Group work
- Explain the task. If necessary, brainstorm examples for each genre. Read the example answer aloud.
- Keep Ss in groups to discuss the books they listed.
- Have a S from each group report the group’s discussion to the class.

For more practice with discussion, try Must-see TV on page T-184.
A Pair work  Have you read any of the books below? Discuss with a partner.

**Reviews from Readers**

**One Hundred Years of Solitude**
By Gabriel García Márquez

*One Hundred Years of Solitude* is a book full of colorful characters set in the fictional town of Macondo. The story begins with the romantic dreams of the town’s founder, José Arcadio Buendía, and ends with the ruin of his family line and the city he endeavored to make great. It’s a riveting book in which so much happens. This moving book will inspire you to connect with your family, love more deeply, dream bigger, and find deeper truths within yourself. Colombian García Márquez was awarded the 1982 Nobel Prize for literature. His book has been translated into more than three dozen languages.

—Susan Farris, Washington, D.C.

**The Tipping Point**
By Malcolm Gladwell

My sister is a marketing major, and she loaned me her favorite book, *The Tipping Point*. At first it seemed pretty technical — I know nothing about marketing — but I finally got the message. Gladwell explains that ideas spread through society much like viruses do. He also claims that certain people are naturally effective communicators who help spread these ideas. And, if the situation is right for an idea to spread, sometimes a small change can then cause it to spread like wildfire. He illustrates his point with convincing examples of successful ideas that have changed the world. If psychology and marketing interest you, I think you’ll enjoy *The Tipping Point*.

—Kate Houston, Manchester, UK

**Tuesdays with Morrie**
By Mitch Albom

After discovering his college professor, Morrie, was dying, author Mitch Albom spent fourteen Tuesday afternoons with him learning life’s lessons. Clearly, many people have found inspiration in these dying man’s last words on aging, family, marriage, and culture, to name a few. It was a best-seller with over a million copies sold. Yet, for those who have done a lot of soul-searching of their own, they might not find self-help books very necessary. Nevertheless, with our busy lives, it is always good to be reminded of the things that are most important in life. Overall, *Tuesdays with Morrie* is a quick read with long-lasting impact.

—Michael Langdon, San Francisco

**The Harry Potter Series**
By J. K. Rowling

The engrossing *Harry Potter* book series really needs no introduction. J. K. Rowling’s world of child wizards has captured the imagination of children and adults everywhere. Who isn’t attracted to a magical world where photographs can smile, dishes are washed by magic, and where chocolate is good for you? Unfortunately, there is also a dark side. People, even children, die in *Harry Potter* books. Adults lie to children, and life is often quite unfair. The harassment of children, either by teachers or other students, is another frequent theme. Finally, I’m not sure that these books would be the right choice for an impressionable child.

—Grace Hu, New York

B Pair work  How would these reviewers rate the book they reviewed? Underline language that supports your decision. Share your responses with your partner.

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

1. Based on the reviews, how likely would you be to read each of the four books?
2. How much would you be influenced by a positive or negative review of a book?
3. What’s a book you’ve read that you’d recommend to others or encourage them to avoid?
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 Ss to think about the last book they read and if they would recommend it to anyone. Ask them to say why they would or would not recommend it.
- Books open. Explain the task. Have Ss read the reviews silently to themselves. Check that Ss understand the following vocabulary.

Vocabulary
- colorful (having interesting and varied personality traits in this context)
- founder (one who first establishes something)
- soul-searching (thinking about your own feelings in an intense way)
- marketing (presenting items to the public in such a way that people want to buy them)
- spread like wildfire (an expression that means to become known or popular very quickly)
- impressionable (sensitive to outside influences)

- Ss work in pairs to discuss if they have read any of the books, and if so, if they agree with the reviews. If they haven’t read any of the books, have Ss discuss whether or not the reviews make them want to read them.

B Pair work
- Explain the task. Have Ss underline the language that helped them make their decision.
- Ss work in pairs to compare their answers.
- Go over answers with the class.

Possible answers
- One Hundred Years of Solitude: Excellent, a page turner. “It’s a riveting book in which much happens.”
- Tuesdays with Morrie: Good, but not for everyone. “Yes, for those who have done a lot of soul-searching of their own, they might not find self-help books very necessary.”
- The Tipping Point: Very good, but somewhat technical. “At first it seemed technical . . . but I finally got the message.”
- The Harry Potter Series: Great, but not always appropriate. “The engrossing Harry Potter book . . . Series . . . Frankly, I’m not sure that these books would be the right choice for an impressionable child.”

Optional activity: How many stars? (20 minutes)
- Ss rate the books in Exercise A.
  - A common way to rate books or movies is by assigning a certain number of stars from 1 to 5, with five stars being the best.
  - Ask if Ss have read any of the books reviewed in Exercise A, and if so, how many stars they would give the book(s) and why. If Ss disagree about their ratings, have them defend their opinions.
  - If there are any Ss who have not read any of the books, have them listen to the other Ss opinions and say whether or not they now want to read the book(s).

Optional activity: Vocabulary (15–20 minutes)
- Ss practice the vocabulary from the reading.
  - Have Ss look at the reviews again. Tell them to write down any words that they did not know before.
  - Ask Ss to call out their words, and write them on the board. As a class, write definitions for each word.
  - Have Ss write a sentence using each word. Make sure they write sentences that show they understand the meaning of the word.
  - Ask Ss to read their sentences to the class.

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. These Ss might give the report to their own group first at the end of the task to see if the group agrees with the information presented.

Do your students need more practice?
- Assign . . .
  - for more practice with . . .
  - Grammar Plus p. 115 Grammar
  - Workbook p. 28, Ex. 1 Vocabulary
  - Workbook p. 29 Grammar
  - Workbook p. 30 Reading
1. Taste in music

A. Read the statements expressing different views on music. Which ones do you agree with?

1. I think the more you like to dance, the more you appreciate music with a Latin beat.

2. At first, I didn’t like rap music. But the more I listened to the lyrics, the more I understood its powerful social message.

3. Some of the greatest music is in movie soundtracks. The more exciting the soundtrack, the better the movie seems.

4. I’m interested in how a band plays, not how it looks. The more a band focuses on its appearance, the less interesting the music is.

5. Classical music has many layers of complexity. The more knowledgeable you are about it, the more you’ll be able to enjoy it.

6. Radio stations kill music sales by overplaying songs. The more I hear a pop song on the radio, the less I feel like buying it.

7. TV commercials often feature a catchy tune - and the catchier the tune, the more likely you are to remember the name of the product.

8. A lot of my friends like to go to clubs with really loud music, but not me. The louder the music gets, the sooner I feel like leaving.

B. Pair work. What kinds of things do you look for in new songs or artists?

What makes certain songs more successful than others?

“I love sampling. You know, when artists mix older songs with new music and lyrics.”

“Me too. I like recognizable tunes, but with a new twist.”

2. Awesome tunes

A. Listen to Adam and Lisa talk about music. What are they doing?

B. What are the three types of music Adam and Lisa listen to? What do they think about the types of music they hear? Complete the chart.

<table>
<thead>
<tr>
<th>Types of music</th>
<th>Lisa’s opinions</th>
<th>Adam’s opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6 Musicians and music

LESSON A • A world of music

Taste in music (starting point)

Learning aim: Discuss different tastes in music and see double comparatives in context (10–15 minutes)

A

- Books closed. Ask Ss to call out different music genres. Write them on the board. Ask Ss to say which ones they like and which ones they don’t like and why.
- Write the name of several musicians or music groups on the board. Try to include names from different music genres. Ask Ss to contribute any information they know about each artist. Ask Ss which artists they like or don’t like, and have them give reasons.
- Books open. Explain the task. Read the statements aloud. Check that Ss understand the following vocabulary.

Vocabulary

social message an opinion about social issues expressed through art (in this context)
soundtrack the music in a movie
overplaying playing too often
catchy appealing; fun to listen to

give Ss time to think about their answer to the question. Then have a class discussion about the question.

B Pair work

- Explain the task. Read the example answers aloud. Go over the information in the useful expressions box. Give an example of how to use each expression.
- Ss work in pairs to do the activity.
- Have Ss share their partner’s answers with the class.

Awesome tunes (listening)

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

A [CD 2, Track 6]

- Explain the task. Read the question aloud to the class. Check that Ss understand the following vocabulary.

Vocabulary

awesome extremely good
sick of it extremely bored with something
weird strange

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 answer.

- Go over the answer with the class.

Answer

They are listening to music samples on a website.

Audio script: See page T-258.

B [CD 2, Track 7]

- 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 answers. 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.

Answers

<table>
<thead>
<tr>
<th>Types of music</th>
<th>Lisa's opinions</th>
<th>Adam's opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td>reggae</td>
<td>She's not crazy about it.</td>
<td>He's not crazy about it.</td>
</tr>
<tr>
<td>bluegrass</td>
<td>Lisa likes it.</td>
<td>Adam thinks it's weird.</td>
</tr>
<tr>
<td>hip-hop</td>
<td>She loves it.</td>
<td>He loves it.</td>
</tr>
</tbody>
</table>

Audio script: See page T-258.
Double comparatives

You can use two comparatives, each preceded by the, in order to show how one quality or amount is linked to another. The first comparative expresses a condition for the second comparative.

- The more you like to dance, the more you appreciate music with a Latin beat.
- The more I hear a pop song on the radio, the less I feel like buying it.
- The more exciting the soundtrack, the better the movie seems.
- The louder the music gets, the sooner I feel like leaving.

A Look at the starting point on page 44 again. How many double comparatives can you find?

B Pair work  Match the clauses to make logical statements. Then compare with a partner. Which statements do you agree with?

1. The more music you try to listen to, ___
   a. the fewer new musicians will be developed.
2. The more often you go to dance clubs, ___
   b. the more you realize how much influence African music has had on it.
3. The more companies a new artist sends a demo CD to, ___
   c. the more likely you are to enjoy a wide variety of genres.
4. The more you study the history of American popular music, ___
   d. the greater your chance of suffering some loss of hearing.
5. The less emphasis schools place on music, ___
   e. the better his or her chances are of getting a recording contract.

"I agree with the first statement. Listening to lots of different genres is bound to lead you to appreciate more of them."

C Complete these sentences with your own ideas. Can you add further information to clarify or support the statements you wrote?

1. The earlier children start playing music, . . .
2. The more famous a recording artist becomes, . . .
3. The catchier the melody of a pop song, . . .
4. The more expensive a musical performance is, . . .
5. The more thoughtful the song’s lyrics are, . . .
6. The older I get and the more I listen to music, . . .

D Pair work  Compare and discuss the sentences you wrote above. Share your opinions with the class.

"The earlier children start playing music, the better because music improves memory and increases attention."

"I agree. I think that sometimes we just think of math or language as being beneficial, but in fact, . . ."
Double comparatives (grammar)

Learning aim: Practice using double comparatives (20–25 minutes)

Grammar notes
In double comparatives, a conditional relationship is expressed. This condition is always expressed in the first clause. The sentence The more I paint, the more confidence I gain has a different meaning from The more confidence I gain, the more I paint. The verb be is optional if it is the main verb in the first clause.

- Books closed. Write on the board:
  the more I practice guitar
  the better I become
  Ask Ss which clause is a condition of the other, and say the full 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 44 again. Explain the task and read the question aloud.
- Go over the answer with the class.

Answer

| 8. eight double comparatives |

B Pair work
- Explain the task. Read the clauses aloud. Answer any questions about vocabulary.
- Go over the example answer as a class. Ss work individually to complete the activity.
- Have Ss compare and discuss answers in pairs.
- Go over answers with the class.

Answers

2. d
3. e
4. b
5. a

C
- Explain the task. Read the clauses aloud and answer any questions about vocabulary.
- Ss work individually to complete the activity.

D Pair work
- Explain the task. Have one pair of Ss read the example conversation aloud.
- Ss work in pairs to discuss their answers.
- Have a few Ss share their answers with the class.

Optional activity: More double comparatives (15–20 minutes)

- Ss practice writing sentences with double comparatives.
  - Ss work individually to write three first clauses with comparatives using Exercise B as a guide.
  - Ss work in pairs to exchange papers and complete the sentence with another comparative clause.
4 Describing musical performances

vocabulary

A Look at the collocations below. Match the adjectives used to describe music with their definitions.

1. a **catchy** tune ___ a. fast and energetic, but rather uncontrolled
2. a **monotonous** beat ___ b. sadly beautiful and difficult to forget
3. an **exhilarating** tempo ___ c. making you remember or imagine something pleasant
4. **evocative** music ___ d. pleasing and easy to remember
5. a **frenetic** pace ___ e. relaxing, comforting, and removing pain
6. a **haunting** melody ___ f. cool, laid-back, and smooth
7. **mellow** sounds ___ g. following the same pattern; unchanging
8. a **soothing** rhythm ___ h. making you feel very excited and happy

B Pair work Which of the adjectives from above could you use to describe these types of music and performances?

- a live performance by a punk rock band
- the sound of rain and howling wind
- the soundtrack to an action movie
- the sounds of the ocean waves
- fast-paced techno music
- a classical orchestra
- soft jazz with a slow beat
- a children's nursery rhyme

5 Music preferences

discussion

A Pair work What kind of music would you expect to hear in these places? What purpose does music serve in each situation?

- a gym
- a supermarket
- a café

B Group work What kinds of music do you usually hear in each of these situations? What purposes does the music serve?

1. TV commercials 3. a doctor's office
2. a clothing boutique 4. sports events
5. an elevator 6. movies

C Group work What are some of the ways that people use music to enhance their lives at home, at work, or at play?

"I think nowadays music certainly helps lots of people pass the time during a long commute to work."
4 Describing musical performances (vocabulary)

Learning aim: Learn and practice collocations for talking about musical performances (10–15 minutes)

A
- Explain the task. Read the boldfaced words aloud.
- Ss work individually to complete the task. Go over answers with the class.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. d     5. a</td>
</tr>
<tr>
<td>2. g     6. b</td>
</tr>
<tr>
<td>3. h     7. f</td>
</tr>
<tr>
<td>4. c     8. e</td>
</tr>
</tbody>
</table>

Optional activity: My life's soundtrack (15 minutes)

So describe music that is important to them.
- Ask Ss to think of songs that make them think of important time periods or specific events in their life. Have them make a list of the songs and write why they are important to them.
- Ss work in pairs to take turns telling each other about their lists and describing the songs. Make sure Ss use the words in Exercise A to describe the songs. As a class, brainstorm other words to describe songs, if necessary.

B Pair work
- Explain the task. Ss work in pairs to compare answers. Go over answers with the class.

Possible answers
- punk rock – exhilarating, frenetic
- rain and howling wind – haunting, soothing
- action movie soundtrack – exhilarating, frenetic
- ocean waves – soothing, mellow, haunting
- techno music – catchy, monotonous, exhilarating, frenetic
- classical orchestra – soothing, mellow, evocative
- soft jazz – mellow, soothing
- children's nursery rhyme – evocative, soothing

For more practice with vocabulary, try What music is best? on page 1-185.

5 Musical preferences (discussion)

Learning aim: Talk about music preferences and practice the lesson vocabulary (15–20 minutes)

A Pair work
- Explain the task. Ss work in pairs to do the activity.
- Have a class discussion about Ss answers.

B Group work
- Explain the task. Ss work in groups to discuss the questions. Make sure they give reasons for their answers.
- Have a S from each group report the group's discussion to the class.

C Group work
- Explain the task. Read the sample aloud. Keep Ss in groups to discuss the question. Make sure they give reasons for their answers.
- Have a S from each group report the group's discussion to the class.
A compare-and-contrast essay presents the similarities and differences of two or more things. The thesis statement expresses your position on the subject, and it is followed by supporting paragraphs that discuss similarities and differences.

A
Read the essay and circle the thesis statement. Then match each paragraph to the headings below. Underline the words that show comparison or contrast.

___ introduction ___ differences ___ conclusion ___ similarities

B
Choose two bands, singers, or musical styles to compare and contrast, and make a list of similarities and differences. Then compose a thesis statement that expresses your view.

C
Write a four-paragraph essay. Make sure it has an introduction with a clear thesis statement, two paragraphs describing similarities and differences, and an effective conclusion.

D
Pair work Take turns reading your essays. Do not read your thesis statement. Can your partner guess your point of view?
6 Compare-and-contrast essays (writing)

Learning aim: Write a compare-and-contrast essay (40–50 minutes)

A
- Books closed. Ask Ss what they know about The Beatles and the Rolling Stones. Ask them what they think the similarities and the differences are between the groups.
- Books open. Tell Ss to read the information in the box at the top of the page. Ask: What information does a compare-and-contrast essay present? (Answer: similarities and differences between two things)
- Remind Ss that, when writing paragraphs, each paragraph should be about only one idea. In a compare-and-contrast essay, one paragraph should be about similarities and another should be about differences. The paragraphs can also be organized so that the similarities and differences of one item are discussed in each paragraph. However, each paragraph should only have one main idea.
- Explain the task. Ss work individually to complete the task. Check that Ss understand the following vocabulary.

Vocabulary
- cutting-edge: the very newest style, idea, technology, etc.
- clean-cut: conservative looking

- Go over answers with the class.

B
- Explain the task. Ss work individually to do the activity. As a class, brainstorm types of things to compare and contrast in an essay about two bands.
- Walk around the class and help as needed.

C
- Explain the writing task.
- Ss work individually to write their essays.
- Walk around the class and help as needed.

D Pair work
- Ss work in pairs to exchange essays and take turns answering the question.
- Walk around the class and help as needed. Encourage Ss to ask and answer follow-up questions about the essay and ask about anything in the essay they don’t understand.

Language note

Explain that the examples in the book show typical paragraph structure for a composition in English. Each paragraph has a topic sentence with the main idea, and the rest of the paragraph contains one or more examples to illustrate the main idea.

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. 33</td>
<td>Writing</td>
</tr>
</tbody>
</table>
LESSON B - Getting your big break

Music success stories

A Read about these three music success stories. Do you know these singers? Do you know how any other famous singers began their music careers?

Usher
In his youth, Usher Raymond would sing each week in his local choir. True talent will always be noticed. He was discovered at age 13 and recorded his first single at age 15. When not recording, the multi-talented star will frequently act on TV, in movies, and in plays.

Norah Jones
Norah Jones's first musical influence was her mother's extensive music collection. When she was little, she would pick out a disc and play it over and over again. Music was always a part of her life, but it wasn't until she moved to New York that she finally broke into the business.

Christina Aguilera
Even at an early age, Christina Aguilera's rare voice would get people's attention. As a child, she'd dream of being a professional singer. She got her big break in 1992 when she performed on Star Search. Later, she made it big with the song "Genie in a Bottle," which topped the charts.

B Pair work What qualities and opportunities does a person need to have in order to be a success in the popular music industry? Share your ideas with a partner.

"I think it's important to have an established person in the business take an interest in your talent and help you get your start."

Breaking into the business

A Look at these expressions related to show business and fame. Write them in the chart below. Compare with a partner.

be a big hit
be washed up
be a one-hit wonder
be a has-been
get your big break
break into the business
be discovered
make a comeback
make a name for yourself
make it big
pay your dues
get your foot in the door

Just starting out | Currently successful | No longer successful
--- | --- | ---
be a big hit
be washed up
be a one-hit wonder
be a has-been
get your big break
break into the business
be discovered
make a comeback
make a name for yourself
make it big
pay your dues
get your foot in the door

B Pair work Talk about famous people you know. How did they start out? Who are still successful? Who are has-beens?

"Mark Wahlberg has really made a name for himself. He went from singer to model to Oscar-nominated actor."
LESSON B • Getting your big break

Music success stories (starting point)

Learning aim: Discuss music success stories and see will and would for general habits in context (10–15 minutes)

A
- Books closed. Ask Ss what someone needs to do in order to become a famous pop singer or musician. (Possible answers: music lessons, positive influences when they are children, a mentor) Ask them if they know about American Idol or any of its international versions. Also ask them if they think it’s a good way to become a famous performer.
- Books open. Explain the task. Read the text aloud. Check that Ss understand the following vocabulary.

Vocabulary
- extensive large (in this context)
- choir a group of people who sing together, usually classical or church music
- topped the charts was in the number one position on the charts that keep track of the biggest-selling songs

B Ss work in pairs to discuss their answers. Alternatively, have a class discussion.

Pair work
- Explain the task. Read the example answer aloud.
- Ss work in pairs to do the activity.
- Have Ss share their partner’s answers with the class.

Breaking into the business (vocabulary)

Learning aim: Learn and practice vocabulary to talk about show business fame (10–15 minutes)

A
- Explain the task. Read the expressions aloud.
- Ss work individually to complete the activity.
- Go over answers with the class. To check understanding, have Ss use each phrase in a sentence that shows they understand what it means.

Answers
- Just starting out: be discovered, get your big break, break into the business, make a name for yourself, get your foot in the door
- Currently successful: be a big hit, make it big, make a comeback, pay your dues
- No longer successful: be a has-been, be washed up, be a one-hit wonder

B Pair work
- Explain the task. Ss work in pairs to complete the activity.
- Have Ss share their answers with the class. Write the names of the performers on the board.
- Have a class discussion. Ask Ss if they agree or disagree with the answers.
3 Will and would for habits and general truths

**Grammar**
You can use **would** to express habitual actions in the past. Would is more formal than **used to** and is frequently used in past narratives. **Would** needs to be clearly associated with a time in the past. In his youth, Usher Raymond **would** sing each week in his local choir.

You can use **will** to express personal habits or characteristic behavior in the present. When not recording, the multi-talented star will frequently act on TV, in movies, and in plays.

**Will** is also used to express facts that are generally true.
True talent will always be noticed.

---

**A** Look at the starting point on page 48 again. Which habitual actions are expressed using **would** and **will**?

**B** Complete these sentences using the verb in parentheses and **would** or **will**.
1. In my younger days, I **would play** in a band at local clubs. (play)
2. I love playing the piano. I **practice** every chance I get. (practice)
3. After he went deaf, Beethoven **composed** music “in his head.” (compose)
4. My son doesn’t like to practice his guitar. Every time he hears me leave, he **stops** practicing until I come back. (stop)
5. When she was only eight years old, Japanese violinist Midori Goto **performed** in front of large audiences with confidence. (perform)
6. In high school, British singer-songwriter James Morrison’s schoolmates **hired** him for playing the guitar instead of playing soccer. (tease)

**C** Read these descriptions of people. Then use your own ideas to write sentences describing their habitual actions with **would** or **will**.
1. When Ricky was a little boy, he was crazy about his violin. He **would take it with him wherever he went**.
2. Evan is really concerned with world events and listens to the radio every morning.
3. On school trips, we used to pass the time on the bus in various fun ways.
4. When I was younger, the music I listened to was very different from what’s on the radio these days.
5. The key to Korean violinist Chin Kim’s successful music career is that he teaches and performs.

**D** **Pair work** Complete these statements with true information. Then write a follow-up sentence using **would** or **will**. Share your answers with a partner.
1. I really enjoy listening to . . .
2. When I was young, I loved . . .
3. It’s true that musicians today . . .
   “I really enjoy listening to techno music. I’ll listen to it when I’m feeling tired or sad, and it will always make me feel better.”

---

**Lesson 3 Getting your big break**
3. Will and would for habits and general truths (grammar)

Learning aim: Practice using will and would for habits and general truths (20–25 minutes)

Grammar notes
Will is used to express a habitual action that is in the past. It has the same meaning as used to.
When used to expresses a situation that existed in the past, would cannot be substituted. Would is only for habitual actions in the past.

Books closed. Write on the board:
He will sing in the choir tomorrow.
Practising the songs every day will always make a choir sound better.
He would sing in the choir every Sunday.
Would you sing with us?

Read the sentences aloud and ask Ss to identify how will and would are used in each sentence. (Answer: In sentence 1, will is used to show a future action. In sentence 2, will is used to express a fact. In sentence 3, would is used to express a habitual action in the past. In sentence 4, would is used to politely ask a question.)

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 question aloud. Go over answers with the class.

Answers
...she would pick out a disc and play it over and over again.
Usher Raymond would sing each week in his local choir.
True talent will always be noticed.
When not recording, the multi-talented star will frequently act on TV, in movies, and in plays.
...Christina Aguilera's rare voice would get people's attention.
...she'd dream of being a professional singer.

B
- Explain the task. Ss work individually to complete the sentences.
- Ss work in pairs to compare their answers. Go over answers with the class.

Answers
1. would play
2. will practice
3. would compose
4. will stop
5. would perform
6. would tease

C
- Explain the task. Read the sentences and sample answer aloud.
- Ss work individually to complete the activity.
- Go over answers with the class.

Possible answers
1. He would take it with him wherever he went.
2. He will talk to anyone he meets about world events.
3. We would sing songs and play games.
4. I would listen mainly to disco songs.
5. He will practice at least five hours a day.

D Pair work
- Explain the task. Ss work individually to complete the sentences.
- Ss work in pairs to share their answers with a partner.
- Have Ss share their partner's answers with the class.
**Guitar blues**

**A** Pair work. You are going to listen to Marco discussing his music career. What do you think some of his concerns might be? Tell your partner.

**B** Now listen to the conversation between Marco and Theresa. What’s Marco’s biggest problem?

**C** Listen again. What advice does Theresa give Marco regarding each of these four areas? Complete the chart.

<table>
<thead>
<tr>
<th>Theresa’s advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. His parents</td>
</tr>
<tr>
<td>2. His opinion of himself</td>
</tr>
<tr>
<td>3. His appearance</td>
</tr>
<tr>
<td>4. The possibility of failure</td>
</tr>
</tbody>
</table>

**The secrets of success**

**A** Group work. Discuss the following questions with your group.

1. What are some of the ways that some actors and singers have made it big?
2. What are some of the things that successful people have in common?
3. What is your definition of success?

**B** Read the advice for success below. Check (√) the three pieces of advice that you think are most useful.

1. **Don’t be afraid to dream.** You don’t need to accept limitations others put on you.
2. **Don’t talk about your plans too much.** Spend that energy making things happen.
3. **Take yourself seriously.** Pursue your dreams with conviction.
4. **Don’t try to do it all alone.** Seek out the people and resources you need.
5. **Always appear confident.** Even if you don’t always feel that way inside.
6. **Think positively.** Don’t let yourself think negative thoughts for very long.
7. **Don’t be afraid to fail.** All successful people will fail— and learn a lot from it.
8. **Dress for success.** Figure out how you need to look to get what you want.

**C** Group work. Tell the group which three pieces of advice you chose. Explain why you think they are useful for you.
4 Guitar blues (listening)

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

A Pair work
■ Explain the task. Ss work in pairs to discuss their answer to the question.

B [CD 2, Track 8]
■ Explain the task. Read the question aloud to the class. Check that Ss understand the following vocabulary.

Vocabulary
discouraged disappointed in a situation, a feeling that you might not be successful in something
breaking into starting a career in a particular industry

■ 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
His parents don’t support him.

Audio script: See page 259.

C [CD 2, Track 9]
■ Read the question aloud. Explain that Ss will listen again and write the advice given for each area in the chart.
■ Play the recording. Tell Ss to listen for the answers. 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.

Answers
1. You don’t have to accept the limitations they put on you.
2. You have to take yourself seriously.
3. Appear confident on the outside.
4. Never be afraid to fail. Failure is part of success.

Audio script: See page 259.

To help Ss with listening in this exercise, try What’s next? on page 159.

5 The secrets of success (discussion)

Learning aim: Talk about the secrets of success and practice the lesson vocabulary (15–20 minutes)

A Group work
■ Books closed. Ask Ss how their lives would be different if they were famous. Ask what things they would like to change and what things they would like to stay the same.
■ Books open. Explain the task. Read the questions aloud.
■ Ss work in groups to discuss the questions.
■ Have a S from each group report the group’s answers to the class.

B
■ Explain the task. Read the pieces of advice aloud.
■ Ss work individually to complete the activity.

C Group work
■ Explain the task. Ss work in groups to discuss their answers from Exercise B.
■ Have a S from each group report on the group’s answers to the class.

Optional activity: The best advice I ever received (15–20 minutes)

Ss talk about good advice they have received.
■ Ss work in groups to take turns telling each other the best advice they ever received about how to be successful in life. Make sure Ss ask follow-up questions, such as Who gave you the advice? How has the advice helped you?
Subway musicians

A Pair work Are there street musicians in your city? What do you think of them? Discuss with a partner. Then read the article.

Making Music Under the Streets of New York

S training to make his music heard over the roar of trains and the traffic-clogged streets of Manhattan, singer-songwriter Theo Eastwind is far away from the bright lights of the big-time music industry. That's just fine with him. "I'm not in this for big money. I'm just making a living," Eastwind said between songs.

Eastwind is one of more than 100 official subway musicians performing throughout the 468-station New York subway system. Scores of other musicians perform unofficially. Although musicians have been playing the New York subway system for decades, a transit-sponsored program was established in 1987 to spruce up the city's subway stations. Each spring, a panel of judges determines which performers are accepted into the program. "This gives them a way to be organized, and it gives them a place to play so that they're not fighting for a little corner," a spokeswoman said. For many tourists in the Big Apple, however, subway musicians add local color to what can be a frustrating attempt to navigate the city's complex transit system. For New Yorkers, live tunes can make their stuffy commute a little more pleasant.

Eastwind, who came to New York from Austria a decade ago, now regularly plays throughout the subway system, on the street, and in local clubs. With a well-worn T-shirt and light hair peaking out from beneath a cap, he looks—and acts—the part of a street musician perfectly. On a recent afternoon, his open guitar case collecting money in front of him, Eastwind contemplated his role as a musician. "Underground musicians, or street musicians, are a continuation of the culture of troubadours, early singer-songwriters in Europe," he said. However, musicians playing to the three million daily commuters on New York's subway face a special set of challenges.

"Playing in the subways is difficult because you have people who don't come down here to see you; they just want to catch the train," Eastwind said. "So you've got a window of maybe ten to twenty seconds to get their interest and, if there's no train, to keep their interest. You've got to mold yourself to what people like."

B Read the article again. Are these statements true (T), false (F), or is the answer not given (NG)? Correct the false statements to make them true.

1. New York has been licensing street musicians for decades.
2. The sole purpose of New York's underground music program is to regulate musicians.
3. Theo Eastwind had to pass an audition to become an official underground musician.
4. Eastwind has no ambition to become a part of the mainstream music industry.
5. Eastwind considers himself to be similar to the troubadours.
6. According to Eastwind, playing underground is the same as playing in clubs.

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

1. Do you think New York City's system of licensing official underground musicians would work where you are? Why or why not?
2. Have you ever given money to a street or subway performer? Why or why not?
6. Subway musicians (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 Ss if they think they could ever be a street musician. Ask them if they think it would be a pleasant life or a difficult one.
- Books open. Explain the task. Ss work in pairs to discuss the questions.
- Have Ss read the article silently to themselves. Check that Ss understand the following vocabulary.

Vocabulary
- straining: putting physical effort into
- roar: a loud noise
- traffic-clogged: filled with so many vehicles that the vehicles can't move
- transit: having to do with public transportation
- navigate: to figure out how to get from one destination to another
- commutes: the regularly traveled distance between home and work
- contemplated: thought about

Optional activity: More questions (15 minutes)
- Ss write more questions about the article in Exercise B.
- Ss work in pairs to write five more questions about the article using the statements in Exercise B as a guide.
- Books closed. Collect the questions and write them on the board (eliminating any doubles).
- Set a time limit and have Ss answer the questions without looking back at the article. Go over answers with the class.

Optional activity: Vocabulary (15–20 minutes)
- Ss practice the vocabulary from the reading.
- Have Ss look at the article again. Tell them to write down any words that they did not know before.
- Ask Ss to call out their words and write them on the board. As a class, write definitions for each word.
- Have Ss write a sentence using each word. Make sure they write sentences that show they understand the meaning of the word.
- Ask Ss to read their sentences to the class.

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

Answers
1. F 4. T
2. F 5. T
3. NG 6. F

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. These Ss might give the report to their own group first at the end of the task to see if the group agrees with the information presented.

For an alternative reading text or extra practice, try Songwriter's big break on page T-186.

Do your students need more practice?
- Assign...
- for more practice with...
  - Grammar Plus p. 117 Grammar
  - Workbook p. 34, Ex. 1 Vocabulary
  - Workbook p. 35 Grammar
  - Workbook p. 36 Reading
My kind of show

Think of an example of each type of television show. For each show, write at least one good point about it and one change that would improve it.

<table>
<thead>
<tr>
<th>Type of show</th>
<th>Example</th>
<th>Good points</th>
<th>Changes you'd make</th>
</tr>
</thead>
<tbody>
<tr>
<td>game show</td>
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<tr>
<td>documentary</td>
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<td></td>
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<tr>
<td>reality TV</td>
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<tr>
<td>soap opera</td>
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<td></td>
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<tr>
<td>talk show</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>drama series</td>
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</table>

Pair work. Compare your ideas with a partner. Use sentence adverbs.

"I really like House, M.D. – it's so engrossing."
"Me too. Apparently they have a big team of researchers. I guess that's why it's so convincing."

You have to read this!

Talk about your reading habits. Give an example for each of these topics.

1. a book you would recommend
2. the most interesting character you've ever come across in a story
3. a book you would like to see made or was already made into a movie
4. a magazine, newspaper, website, or blog you read regularly

Pair work. Discuss your ideas with a partner.

"I recommend Thirteen Moons. It was so interesting that I couldn't put it down."

Communication review

UNITS 4–6
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.

My kind of show (discussion)

Review aim: Discuss television shows (20–25 minutes)

A
- Read the types of television shows aloud. Ask Ss to give a definition for each one.
- Explain the task. Ss work individually to complete the chart. Complete the chart for one type of television show as a class, if necessary.

B Pair work
- Ss work in pairs. Have one pair read the example conversation for the class. Point out that the speakers use sentence adverbs.
- Have partners compare their responses. Ask a few pairs to report on their responses to the class.

Optional activity: Class poll (15–20 minutes)

Ss vote for their favorite TV shows.

- Write the types of shows from Exercise A on the board in a column. Ask Ss to give their answers for each one and write the most popular answer for each type on the board.
- Have a class discussion on the good points for each show and what changes should be made.

You have to read this! (discussion)

Review aim: Discuss books you would recommend (20–25 minutes)

A
- Ask Ss to define classic book. (Answer: a book that is considered to be a great example of literature and is read by many people over a long period of time) Ask Ss which books they must learn about in high school in their country. Ask why those books are classics.
- Explain the task. Read the topics aloud. Have Ss think of their answers individually.

B Pair work
- Explain the task. Ss work in pairs to discuss their answers.
- Have Ss share their partner’s answers with the class.
- Have the class discuss the answers on the board. Ask them which ones they are familiar with and which ones they don’t know about. Have Ss ask questions about the ones they don’t know about and tell the class about the ones they do know about.
Superstitious actors

listening

You are going to listen to a radio show about superstitions in the acting profession. Why do you think actors might be more superstitious than nonactors?

Now listen to the program. What is the main reason Jeffrey gives for increased superstition among actors? Check (✓) the correct answer.

- a. They feel isolated from the rest of society.
- b. They are insecure.
- c. They travel a lot.

Listen again. Check (✓) the theater superstition you hear in each pair.

1. a. Black cats are considered lucky.
   - b. Black cats are considered unlucky.

2. a. It is unlucky for a cat to sleep on a costume.
   - b. It is good luck when a cat falls asleep on a costume.

3. a. The number 13 is believed to be lucky.
   - b. The number 13 is believed to be unlucky.

4. a. It is unlucky to act in the play Macbeth.
   - b. It is unlucky to say the name of the play Macbeth.

Hit songs

speaking

A Pair work What are the five best songs from the last three years? Make a list of five songs you both agree on.

B Group work Join another pair and try to agree on a list of three songs. Then share your list with the rest of the class. Is there one song that appears on all the lists?

"How do you feel about . . . ?"
"Well, the more I hear it, the more I like it. But I'm not sure it's one of the best songs from the last three years. What do you think about . . . ?"
3 Superstitious actors (listening)

Review aim: Develop skills in listening to a radio program (20–25 minutes)

A
- Ask Ss to define superstitious. (Answer: the belief that doing specific, seemingly insignificant actions can affect our luck or our future)
- Explain the task. Discuss the question as a class.

B [CD 2, Track 10]
- Explain the task. Tell Ss to look at the list of possible reasons. Check that Ss understand the following vocabulary.

Vocabulary
looked down on thought of as bad or inferior in some way
felt cut off from felt separated from or not welcome in a particular part of society (in this context)
nibbling taking small bites out of

- 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.

C [CD 2, Track 11]
- Explain the task. Read the statements aloud.
- Ss check the theater superstition they hear in each pair of statements. Replay as many times as needed. Check answers as a class.

- Ss work in pairs to compare answers. Go over answers with the class.

Audio script: See page T-259.

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

Audio script: See page T-259.

4 Hit songs (speaking)

Review aim: Give opinions about music (20–25 minutes)

A Pair work
- Explain the task. Ss work in pairs to complete the task. Brainstorm popular songs from the last five years as a class, if necessary.
- Walk around the class to make sure all pairs have a list of five songs.

B Group work
- Explain the task. Read the example conversation aloud.
- Ss work in groups to discuss their answers.
- Have a S from each group report on the group’s 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.
How we are changing

People's lifestyles are changing more quickly than ever before. Have you noticed any of these trends in your community?

A growing number of people who are concerned with the effect of pesticides on the environment are buying organic produce.

Hybrid cars - cars powered by both gas and electricity - are an option that more people are choosing in order to save money and reduce pollution.

More professionals whose managers allow it are opting to "telecommute," or work from home.

There is a wider variety of vitamins that health-conscious customers want.

Alternative therapies that help fight stress, such as massage, are on the rise.

Vegetarianism is a growing trend among people who feel it is unhealthy or simply wrong to eat animal products.

These days, a person whose body isn't perfect (and whose isn't?) is more likely to resort to cosmetic surgery.

Coffee shops are everywhere, charging higher and higher prices to the caffeine-addicted customers who they serve.

Pair work Discuss the good points and bad points of each trend. Which do you think are the most beneficial?

*Organic produce is so much better for the environment and your health.*

*I guess so, but organic fruit and vegetables are so expensive.*

Current trends

Think of a current trend in your country, community, or among people you know for as many of these areas as you can.

- education
- family
- health
- technology
- the environment
- food
- housing
- travel

Group work Share your ideas with the group. Discuss them, and decide on the three most significant trends. Report them to the class and explain why they are significant.

*One trend we discussed is that people are really into eco-tourism. This move toward environmentally friendly travel is significant because...*
Changing times
LESSON A • Lifestyles in transition

1. How we are changing (starting point)

Learning aim: Discuss changing lifestyles and see relative pronouns in context (10–15 minutes)

A
- Books closed. Ask: If people who lived 100 years ago could see your lifestyle today, would they be surprised? What lifestyle changes would they notice? Elicit ideas and write Ss’ responses on the board.
- Books open. Direct Ss’ attention to the photo. Ask Ss which trend is illustrated in the photo.
- Explain the task. Read the statements aloud. Check that Ss understand the vocabulary in the box to the right.
- Give Ss time to think about their answer to the question. Then have a class discussion about the question. Ask: Why are these changes occurring?

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

2. Current trends (discussion)

Learning aim: Talk about current trends (15–20 minutes)

A
- Explain the task. Read the areas aloud. Ss work individually to complete the activity. Brainstorm answers as a class, if necessary. Ask Ss which area each of the trends from 1A on the board belongs to.

B Group work
- Explain the task. Make sure Ss understand that significant means important. Read the example answer aloud.
- Ss work in groups to do the activity.
- Have a S from each group report on the group’s discussion to the class.

Possible answers
- education: More children are attending bilingual schools.
- the environment: People are using alternative energy sources, like wind and solar energy.
- family: People are having children later.
- food: People are buying locally.
- health: People are joining gyms.
- housing: More people have roommates because rent is so expensive.
- technology: Electronics are getting smaller.
- travel: Many people are vacationing locally.

For more practice discussing this topic, try Future trends on page T-187.

Vocabulary
- pesticides: chemicals used to kill unwanted insects
- organic: grown without the use of harmful chemicals
- health-conscious: concerned about one’s own health
- resort to: to choose a way of doing something when other ways haven’t worked
- addicted: needing something so strongly that it isn’t possible to do without it
Optional and required relative pronouns

In defining relative clauses, when the relative pronoun is the subject of the clause or it shows possession, the relative pronoun is required. When it is the object, it is usually optional.

Subject of clause (relative pronouns that, which, or who required)
People who [that, which] are concerned with the effect of pesticides on the environment are buying organic produce.
Alternative therapies that / which help fight stress are on the rise.

Showing possession (relative pronoun whose required)
More professionals whose managers allow it are opting to "telecommute," or work from home.

Object of clause (relative pronouns that, which, who, or whom optional)
Hybrid cars are an option that / which more people are choosing.
Coffee shops are everywhere, charging higher and higher prices to the caffeine-addicted customers [who / whom / that] they serve.

A Look at the starting point on page 54 again. In which sentences is the relative pronoun required?

B Check (✓) the sentences in which the relative pronoun is optional. How many sentences are true for your community?

1. Young families who dream of owning a house are finding they can't afford one.
2. The pressure that students feel to succeed in school is increasing.
3. People who used to go to theaters to watch movies now watch them at home on DVD.
4. Fishermen now travel long distances to find fish that they used to catch locally.
5. The new generation of young politicians tends to keep the promises that they make.
6. People are devoting more time to others who are less fortunate.
7. People are recycling many things which they would have thrown away in the past.
8. A lot of people who have grown tired of city life are moving to the country.

C Is the relative pronoun in these sentences the subject of the clause (S), the object of the clause (O), or does it show possession (P)? Write the correct letter.

1. Is the number of young people who opt for cosmetic surgery growing or shrinking?
2. Is it harmful for children whose parents both work to be sent to day care?
3. Are genetically modified crops an option that farmers are considering?
4. Are the problems that arise nowadays between couples different from those in the past?
5. Are there any alternative therapies that you think are ineffective or even dangerous?
6. Is it becoming more difficult for people who do not speak English fluently to get a job?

D Pair work Interview each other using the questions above.
Optional and required relative pronouns (grammar)

Learning aim: Practice using optional and required relative pronouns (20–25 minutes)

Grammar notes
Relative pronouns (e.g., who, that, which) introduce relative clauses. Relative clauses modify the noun that precedes them. The information in the defining relative clause further defines the noun it is modifying.
Who, that, and which can act as subjects or objects of verbs in relative clauses. Whom can act as the object, but not the subject. In informal English, who is often used instead of whom.

B
- Explain the task. Read the sentences aloud. Answer any questions about vocabulary.
- Ss work individually to complete the activity.
- Go over answers with the class.

Answers
The relative pronoun is optional in 2, 4, 5, and 7.

C
- Explain the task. Read the sentences aloud and answer any questions about vocabulary.
- Ss work individually to complete the activity.
- Go over answers with the class.

Answers
1. S 4. S
2. P 5. O
3. O 6. S

D Pair work
- Explain the task. Ss work in pairs to interview each other using the questions in C.
- Have Ss share their partner’s answers with the class.
Antonyms with prefixes

A The antonyms of these adjectives can be formed by adding the prefix **il-, im-, in-, or ir-.** Write the correct prefix in front of each adjective.

a. ___considerate  c. ___decisive  e. ___mature  g. ___responsible  
b. ___consistent  d. ___logical  f. ___proper  h. ___tolerant

B Now complete the opinions with one of the antonyms above. Write the correct letter.

1. “You can be 40 and still be ___ if you refuse to grow up and have the expected behavior for a person your age.”
2. “People today just don’t care about following correct rules or manners. They have such ___ behavior.”
3. “Today’s politicians are so ___. They just change their opinions and statements from one day to the next.”
4. “Selfish people are often ___ of others and don’t care about their feelings.”
5. “___ people refuse to accept ideas and behavior different from their own.”
6. “Many accidents happen when people are ___ and don’t give careful thought to the result of their actions.”
7. “Because young people lack wisdom and reason, they often make ___ decisions.”
8. “Many young people are ___ about their future and unable to choose a course of action.”

C Pair work Do you agree with the opinions above? Discuss with a partner.

Generation gap

A **Listen to Chris and Paula talk about the differences between their generation and their parents’ during this on-the-street interview. In their opinion, what is different?** Write the changes in the chart below.

B **Listen again. Do Chris and Paula feel that the changes are positive (P) or negative (N)?** Write the correct letter in the chart. Do you agree?

<table>
<thead>
<tr>
<th>Areas</th>
<th>Change</th>
<th>Positive or negative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>career and family</td>
<td></td>
<td></td>
</tr>
<tr>
<td>expectations about material things</td>
<td></td>
<td></td>
</tr>
<tr>
<td>acceptance of others</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Antonyms with prefixes (vocabulary & speaking)

**Learning aim:** Learn and practice using prefixes for talking about trends (15–20 minutes)

**A**
- Explain the task. Read the adjectives aloud. To check understanding, have several Ss use each word in a sentence that puts the word in a specific context and shows that they understand its meaning.
- Ss work individually to complete the task. Go over answers with the class.

**Answers**
- a. in  c. in  e. im  g. ir
- b. in  d. ir  f. im  h. in

**B**
- Explain the task. Ss work individually to complete the activity.
- Ss work in pairs to compare answers. Go over answers with class.

**Answers**
- 1. immature  5. intolerant
- 2. improper  6. irresponsible
- 3. inconsistent  7. illogical
- 4. inconsiderate  8. indecisive

**C** Pair work
- Explain the task. Give Ss time to think about whether or not they agree with each statement, and why.
- Ss work in pairs to compare answers. Go over answers with the class.
- Have Ss share their partner’s answers with the class.

Generation gap (listening)

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

**A** [CD 2, Track 13]
- Explain the task. Ask Ss to predict what kinds of things Chris and Paula will talk about. 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 differences between the generations. 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.

**Answers**
- Career and family: P
- Expectations about material things: N
- Acceptance of others: P

**B** [CD 2, Track 13]
- Read the questions aloud. Explain that Ss will listen again and fill in the Positive or Negative? column in the chart.
- Play the recording. Tell Ss to listen for whether the changes are positive or negative. Ss complete the chart. Play the recording as many times as needed. Ss listen and check their answers.
- Ss work in pairs to discuss their answers. Go over answers with the class.

**Answers**

Audio script: See page T-260.
Writing about a personal experience

A personal-experience composition usually begins with an introductory paragraph containing a thesis statement and some observations or comments. The body of the composition provides background information and gives details about what happened. The conclusion usually restates the thesis and presents the writer's feelings.

A Underline the thesis statement. Then read the composition and answer the questions below. Compare answers with a partner.

Last month I took a giant step and finally moved to a new apartment. I had been sharing a two-bedroom apartment for two years with a friend I'd known since childhood, and decided that it was time to have my own place. In the beginning, I was a little scared because I would be assuming a great deal of financial responsibility. I was also a little concerned about feeling lonely, but I knew it was important to have the experience of being totally on my own.

The first thing I wanted to do before making a final decision was to talk things over with my roommate. We had first moved in together because neither of us could afford...

I looked at many apartments before making up my mind. I finally found one that I liked—an affordable one-bedroom in very good shape, with a lot of light. The apartment is...

My apartment now is beginning to look like a home. I've been looking at a lot of interior design websites, and I've managed to decorate my apartment...

Looking back, I definitely think that I made the right decision. I feel really good about having a place I can call my own. I feel more independent and responsible. Sometimes I still feel a little lonely, but for the most part, I enjoy the privacy.

1. What observations or personal comments does the writer make in the first paragraph?
2. What kinds of details and background information does the body of the composition provide?
3. What additional information do you think the writer gives to complete the paragraphs?

B Write a composition about something that has happened to you recently. Make sure to include an introductory paragraph, three paragraphs with details, and a conclusion.

C Pair work Exchange papers and answer these questions.

1. Does your partner's introductory paragraph have a thesis statement?
2. Do all the details in the body of the composition support the thesis statement?
3. What other points or examples could be added?
Writing about a personal experience (writing)

Learning aim: Write a composition about a personal experience using background information and details (40–50 minutes)

A
- Books closed. Ask Ss if they have ever written about a personal experience before. Ask any individuals who have to tell the class about their writing.
- Books open. Tell Ss to read the information in the box at the top of the page. Ask: How does a composition about a personal experience usually begin? (Answer: with a thesis statement and some observations) What is in the body of the composition? (Answer: background information and details)
- Remind Ss that, when writing paragraphs, each paragraph should be about only one idea. In a composition about a personal experience, one paragraph should be about the experience itself, and the other paragraphs should be about the background and how the author feels about the experience.
- Explain the task. Have Ss read the composition silently to themselves. Check that Ss understand the following vocabulary.

Vocabulary
giant step an action that causes a large amount of personal progress
assuming taking on (in this context)

- Ss work individually to underline the thesis statement and answer the questions.
- Ss work in pairs to compare answers.

Answers
Thesis: Last month I took a giant step and finally moved to a new apartment.
1. In the beginning, I was a little scared... I was also a little concerned...
2. The decision was to talk things over with my roommate... finding an affordable one bedroom; decorating my apartment
3. Answers will vary.

B
- Explain the writing task.
- Ss work individually to write their compositions.
- Walk around the class and help as needed.

C
Pair work
- 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 personal experience in the composition and about anything they don't understand.

Language note
Explain that the examples in the book show typical paragraph structure for a composition in English. Each paragraph has a topic sentence with the main idea, and the rest of the paragraph contains one or more examples to illustrate the main idea.

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</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 38, Ex. 3</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Workbook p. 39</td>
<td>Writing</td>
</tr>
</tbody>
</table>

T-57 Unit 7 Changing times
**Human treasures**

**Starting point**

Read about these people who preserve ancient artistic traditions. Which of these traditional arts have you seen?

- **Hamish Moore** is a well-known maker of bagpipes in Scotland. He makes them just the way craftsmen did centuries ago. Listening to Hamish play his pipes can make you feel as if you’ve been transported back in time.

- **Pualani Kanaka’ole Kanahele** is a famous scholar and a teacher of hula, a traditional dance in Hawaii. She feels as though hula is a gift from her Polynesian ancestors. It’s her joy and responsibility to continue the tradition.

- **In 2005, Hara Kiyoshi** of Japan was designated a “living national treasure” for his pottery. As his great teachers did before him, he uses age-old techniques, but produces contemporary pieces known for their beautiful motifs.

**Pair work** Look at these categories. For how many of them can you think of an ancient tradition that continues in the present day?

- clothing
- dance
- literature
- painting
- cooking
- drama
- music
- transportation

**Group work** Share some of your ideas of ancient traditions with your classmates. Discuss why you think it is important to preserve them. How can they be preserved?

“I think it’s important to preserve the Yoruba Indian ‘Dance of the Deer.’ It has been performed in Mexico since before the Spanish came. It’s such a beautiful dance!”

**Lost memories**

**Listening**

- **Listen to Kent and Julia talk about how long photos and movies last.** What is the problem with what Julia is doing?

- **Listen again.** About how long can each of the following be expected to last? Complete the chart.

<table>
<thead>
<tr>
<th>Item</th>
<th>About how long do they last?</th>
</tr>
</thead>
<tbody>
<tr>
<td>photographs</td>
<td></td>
</tr>
<tr>
<td>CDs</td>
<td></td>
</tr>
<tr>
<td>magnetic tape</td>
<td></td>
</tr>
<tr>
<td>normal film</td>
<td></td>
</tr>
</tbody>
</table>
LESSON B • Preserving the past

1 Human treasures (starting point)

Learning aim: Discuss preserving ancient artistic traditions and see grammar in context (10–15 minutes)

A
- Books closed. Ask Ss to say anything they know about traditional arts from their country, or from another country they know well. Ask them whether or not they think it's important to preserve traditional arts, and why.
- Books open. Explain the task. Read the question and the text aloud. Check that Ss understand the following vocabulary.

Vocabulary
- bagpipes a traditional Scottish instrument that has a reed mouthpiece and a bag that supplies air
- craftsmen people who are skilled in making a particular thing
- transported mentally and emotionally carried away to another time, place, or feeling
- designated named or categorized as something specific
- contemporary of the present time

B Pair work
- Ss work in pairs to discuss their answers. Alternatively, have a class discussion.

C Group work
- Explain the task. Read the categories aloud.
- Ss work in pairs to do the activity.
- Have Ss share their partner's answers with the class.

2 Lost memories (listening)

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

A [CD 2, Track 14]
- Explain the task. Read the question aloud to the class. Ask Ss to predict what kinds of things Ken and Julia will talk about. Check that Ss understand the following vocabulary.

Vocabulary
- burn a CD to transfer information or images onto a compact disc using a computer
- break down to become damaged (in this context)
- convert to change from one format to another (in this context)

B Pair work
- Ss work in pairs to discuss their answers.

C Group work
- Have a S from each group report on the group’s discussion to the class.

Answer
- She is saving her photos to a format that is not permanent.

Audio script: See page T-260.

B [CD 2, Track 15]
- Read the question aloud. Explain that Ss will listen again and fill in the chart.
- Play the recording. Tell Ss to listen for the answers. Ss complete the chart. Play the recording as many times as needed. Ss listen and check their answers.

Answer
- photographs: 30 or 40 years
- CDs: 10 or 20 years
- magnetic tape: 10 to 30 years
- normal film: 25 to 50 years

Audio script: See page T-260.
As if, as though, as, the way, and like

As if and as though often introduce clauses that describe impressions about feelings or behavior after verbs such as act, behave, feel, look, seem, and talk.

She feels as if / as though hula is a gift from her Polynesian ancestors.

As and the way introduce clauses that express a comparison.

He makes them just as / the way craftsmen did centuries ago.

In informal English, the word like can be substituted for as if / as though and as / the way.

As his great teachers did before him, he uses age-old techniques.

Like his great teachers did before him, he uses age-old techniques.

A Look at the starting point on page 58 again. Can you another expression you can rewrite with like?

B Rewrite these sentences to make more formal using as if, as though, as, or like. Compare your answers with a partner.

1. Lately, I'm trying to use the telephone more, like I did before I got e-mail.
   Lately, I'm trying to use the telephone more, the way I did before I got e-mail.

2. These days, women are not expected to stay at home like their mothers did.

3. Sometimes I feel like the world is changing too fast.

4. I have a friend who studies Latin like she's going to need it to communicate someday.

5. There are people in the Amazon who live like time has stood still for a thousand years.

6. Nobody in my family cooks like my grandmother did, since no one saved her recipes.

C Pair work Complete these sentences so that they are true for you. Add another sentence with your own information, and compare with a partner.

1. Young people today still act as though . . .
   They have no worries.

2. I don't feel the need to . . . as so many people do these days.

3. I feel as though I never have enough time to . . .

4. I wish I could still . . . the way I used to when I was younger.

5. My family still . . . just as my grandparents used to do.

6. ________

D Group work Join another pair and share your answers. Ask for more specific information, and give your opinions.

"I really feel as if the older generation is too critical of young people."

"What makes you say that?"

"Well, I think they need to remember how difficult life can be for us."

Useful expressions

Asking for more specific information

What makes you say that?

Why do you think that?

In what ways?
3. As if, as though, as, the way, and like (grammar)

Learning aim: Practice using as if, as though, as, the way, and like (15–20 minutes)

Grammar notes
In these clauses of manner, as if and as though are interchangeable. Like is often used in informal spoken American English, but in more formal situations (spoken and written) as if, as though, are, and the way are more often used.

A
- Books closed. Write on the board:
  Sometimes it looks as though I’ll never reach my goal.
  Sometimes it looks like I’ll never reach my goal.
  Read the sentences aloud and ask Ss which sentence is more formal. (Answer: the first one)

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

Answers
1. I’m trying to use the telephone more, the way I did before I got e-mail.
2. These days, women are not expected to stay at home the way their mothers did.
3. Sometimes I feel as if I’ve been transported back in time.
4. I wish I could still play sports the way I used to when I was younger.
5. My family still has a big dinner on Sundays, just as my grandparents used to do.
6. It seems as though the world is getting smaller, now that it’s so easy to communicate.

B
- Explain the task. Read the sentences and the example aloud. Ss work individually to complete the sentences.
- Ss work in pairs to compare their answers. Go over answers with the class.

Possible answers
1. Young people today still act as though they have no worries.
2. I don’t feel the need to own a cell phone as so many people do these days.
3. I wish I could still play sports the way I used to when I was younger.
4. My family still has a big dinner on Sundays, just as my grandparents used to do.
5. It seems as though the world is getting smaller, now that it’s so easy to communicate.

C Pair work
- Explain the task. Read the sentences and give example answer aloud.
- Ss work individually to complete the sentences.
- Ss work in pairs to compare their answers.
- Have Ss share their partner’s sentences with the class.

D Group work
- Explain the task. Read the information in the useful expressions box aloud. Give example of when to use each question. Have one pair read the example conversation aloud.
- Put pairs together and have them discuss their answers to Exercise C.
- Have Ss from each group report on the group’s discussion to the class.
**Collocations with change**

A. Look at the expressions with change. Match each expression with its definition.

1. advocate ________ a. stop a change from happening
2. block ________ b. start a change
3. cope with ________ c. successfully deal with a change
4. facilitate ________ d. fight against a change
5. initiate ________ e. make a change happen more easily
6. resist ________ f. speak in favor of a change
7. welcome ________ g. invite a change and be happy about it

(b) change

**B Pair work** Use the expressions with change to tell your partner how you would react to these situations. Then discuss your reactions.

1. a four-day workweek
2. stricter traffic law enforcement
3. laws restricting pet ownership
4. eliminating fast-food restaurants

“I would advocate a change for stricter traffic laws. I think there are too many dangerous drivers on the roads today.”

**5 How do you cope?**

A. Complete the survey. How true is each statement for you? Circle 1 to 5. Then discuss the survey with a partner.

**DO YOU RESIST OR WELCOME CHANGE?**

<table>
<thead>
<tr>
<th></th>
<th>Not true at all</th>
<th>Very true</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I set realistic goals for myself and take steps to achieve them.</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2. I am a curious person and enjoy new experiences.</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>3. I live in the present, appreciate the past, and focus on the future.</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>4. I listen to others and seek understanding.</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>5. When solving a problem, I seek advice and support from friends and family that I trust.</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>6. I am highly flexible and easygoing.</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>7. I am creative and brainstorm solutions to challenges.</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>8. I stand up for myself and say “no” when I need to.</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>9. When I fail at something, I see it as a learning experience.</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>10. I try to find humor in all situations.</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

**SCORE**

10–20 You tend to block change. You need to learn to better facilitate change in your life.
21–30 You’re somewhat resistant to change. Family and friends can help you cope with it.
31–40 You basically welcome change. However, there is always room for improvement.
41–50 You are exceptionally adaptable. You initiate positive changes in your life.

**B Pair work** Think of a big change in your life. Tell your partner what happened.

“Getting my driver’s license was a welcome change. I could finally go where I wanted when I wanted...”
4. Collocations with change (vocabulary & speaking)

Learning aim: Learn and practice using collocations with change (15–20 minutes)

A
- Books closed. Ask Ss if they know what a collocation is. (Answer: two or more words that often are used together) Ask Ss to give examples of collocations and write them on the board.
- Explain the task. Read the words and phrases aloud.
- Ss work individually to complete the task. Go over answers with the class.

Possible answers
1. f  b
2. a  d
3. c  g
4. e

- Ask Ss if they can think of any other collocations with change. Allow them to use their dictionaries or other resources. Write the collocations on the board and have Ss use them in a sentence.

B Pair work
- Explain the task. Read the situations and the example answer aloud.
- Ss work in pairs to discuss each situation.
- Have Ss share their partner’s answers with the class.

Possible answers
1. I certainly hope the government initiates a four-day work week. I’d love longer weekends.
2. I think we should do what we can to facilitate change for stricter traffic laws. Speeding is so dangerous.
3. One of my friends initiated a change in pet ownership laws. She tried to make it illegal to own poisonous animals in her community.
4. I would resist eliminating fast-food restaurants. I think they’re cheap and convenient.

To help Ss with vocabulary in this exercise, try That reminds me of . . . on page T-160.

5. How do you cope? (discussion)

Learning aim: Talk about dealing with change and practice the lesson vocabulary (15–20 minutes)

A
- Explain the task. Ask Ss to give a definition of cope. Read the question and survey statements aloud.
- Ss work individually to complete the survey.
- Ss work in pairs to discuss their results.
- Have Ss share their partner’s results with the class.

B Pair work
- Explain the task. Read the example aloud.
- Ss work in pairs to discuss a big change in their life. Brainstorm examples of big life changes as a class, if necessary.
- Have Ss share their partner’s answers with the class.

Optional activity: The most important change (15–20 minutes)

Ss talk about the biggest life change.
- Ss work in small groups to discuss what they think are the top three biggest/most important life changes a person can have. Tell them to write at least two reasons for each choice.
- Have each group tell the class about their changes and their reasons. Write each group’s list on the board.
- Have a class discussion about the most important/biggest life change. Have each group defend their choice until the class can agree on the most important change a person can have.
A Pair work Would you reduce your income by half in exchange for more free time and less stress? Discuss with a partner. Then read the article.

B Complete the summary of the article. Fill in each blank with no more than three words from the article.

Many people have come to think that time is (1) __________ than money. The Giddenses gave up their law careers to run a (2) __________, and they are happy they did. Others have chosen to (3) __________ their lives by, for example, sharing housing or cutting expenses. Janet Luhrs quit her job as a lawyer to spend more time with (4) __________. She now edits a (5) __________ called Simple Living. She understands that the less stuff you (6) __________, the less (7) __________ you need to earn.

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

1. Do you think the people in the article have improved their lives? Why?
2. What changes would you make to live more simply?
Return to simplicity (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. Write the simple life and rat race on the board. Ask Ss to say what the phrases mean to them and to describe what each kind of life is like. Ask them if they think they lead a simple life or if they are in the rat race.
- Books open. Explain the task. Ss work in pairs to discuss the question.
- Have Ss read the article silently to themselves. Check that Ss understand the following vocabulary.

Vocabulary
- precious extremely valuable
- paralegal a person who works in a lawyer’s office and assists with researching cases
- trial lawyer a lawyer who defends or prosecutes clients in a courtroom
- bed and breakfast a small inn with a few bedrooms, typically a person’s home, where guests can sleep and have breakfast
- dishes out serves (food)
- mess a high, flat piece of land
- phenomenon a significant fact or event
- widespread very common throughout a large area
- frantic marked by fast, nervous, constant activity
- gone way down decreased a lot
- nanny a person hired to care for children while the parents are working
- potluck dinner a dinner where each guest brings part of the meal
- consumption patterns the regular ways in which people buy and use resources
- deprivation the state of not having enough

B
- Ask Ss to define summary. (Answer: a short version of an article that gives only the main points) Explain the task.
- Ss work individually to complete the activity.
- Go over answers with the class.

Possible answers
1. more important
2. bed and breakfast
3. simplify
4. her children
5. newsletter online
6. use
7. money

Optional activity: Vocabulary (15–20 minutes)
- Ss practice the vocabulary from the reading.
- Have Ss look at the article again. Tell them to write down any words that they did not know before.
- Ask Ss to call out their words and write them on the board. As a class, write definitions for each word.
- Have Ss write a sentence using each word. Make sure they write sentences that show they understand the meaning of the word.
- Ask Ss to read their sentences to the class.

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. These Ss might give the report to their own group first at the end of the task to see if the group agrees with the information presented.

For an alternative reading text or extra practice, try Bright Ideas on page T-188.

Do your students need more practice?

Assign . . . for more practice with . . .
Grammar Plus p. 119 Grammar
Workbook p. 40, Ex. 2 Vocabulary
Workbook p. 41 Grammar
Workbook p. 42 Reading
1 Smart shoppers

A Pair work Read these statements about ways to find bargains. Which ones have you or your partner tried?

SMART SHOPPERS

How do you find the best bargains?

- "I recently discovered online auctions. Members sell each other all kinds of stuff. I really get excited about the bidding — sometimes there's lots of competition. But sometimes you're the only bidder. See this list? It only cost me two dollars!"

- "Before I shop, I always look in the newspaper to find out about any sales going on, and I always check my mail and e-mail for information about sales — many stores mail customers flyers about sales, or they'll announce a big sale to customers by e-mail."

- "Do you get tired of clothes quickly? Do you always want to buy yourself something new? Let me give you a tip. I buy second-hand clothes at thrift shops. I can always find something I like — even designer brands — at a greatly reduced price!"

- "For food and everyday items, I recommend wholesale clubs to everyone I know. For a small membership fee, you can go to a big warehouse club that sells everything in bulk — in large quantities. The rule there is "the more you buy, the more you save.""

B Pair work What other ways do you find bargains? Can you remember an item you bought at a reduced price?

"There are some great discount stores downtown that sell electronics, and you can find some awesome bargains. I got a great digital camera there for half price."

2 Shopping preferences

A 📺 Listen to Ben and Anna talk about their shopping preferences. Where do they like to shop?


B 📺 Listen again. Write three reasons they give for their preferences in the chart.

<table>
<thead>
<tr>
<th>Ben's reasons</th>
<th>Anna's reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C Pair work Do you prefer traditional or Internet shopping? Explain your reasons.
Consumer culture

LESSON A • What's new on the market?

In this unit, Ss practice placement of direct and indirect objects and use verbs in the subjunctive to talk about shopping and product marketing.

Smart shoppers (starting point)

Learning aim: Discuss finding bargains and see direct and indirect objects (10–15 minutes)

A Pair work
  ■ Explain the task. Read the statements aloud. Check that Ss understand the following vocabulary.

Vocabulary
  bidding offering to pay a particular price for an item, usually in competition with other people
  thrift shop a store that sells used items for low prices
  wholesale items sold directly from the manufacturer
  warehouse a very large building used to keep items before they go to the store that will sell them to customers

  ■ Give Ss time to think about their answer to the question. Then Ss work in pairs to discuss their answers.

B Pair work
  ■ Explain the task. Read the example answer aloud.
  ■ Ss work in pairs to do the activity.
  ■ Have Ss share their partner’s answers with the class.

Shopping preferences (listening)

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

A [CD 2, Track 16]
  ■ Explain the task. Read the question aloud to the class. Check that Ss understand the following vocabulary.

Vocabulary
  retailers stores that sell items to the public
  don’t get don’t understand (in this context)

  ■ Tell Ss to listen for Ben and Anna’s shopping preferences. Play the recording once as Ss listen. Play the recording again while Ss write their answers. Rephrase as many times as needed. Ss listen and check their answers.
  ■ Go over answers with the class.

Answers

1. Ben: likes to shop on the Internet
2. Anna: likes shopping at department stores and discount stores

Audio script: See page T-261.

B [CD 2, Track 17]
  ■ Draw Ss’ attention to the chart. Explain that Ss will listen again and fill in the reasons for Ben’s and Anna’s preferences in the chart.
  ■ Play the recording. Tell Ss to listen for the answers. Ss complete the chart. Play the recording 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

<table>
<thead>
<tr>
<th>Ben’s reasons</th>
<th>Anna’s reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>convenient, cheaper, faster</td>
<td>likes seeing the items she buys, likes trying things on, likes the experience of shopping</td>
</tr>
</tbody>
</table>

Audio script: See page T-261.

C Pair work
  ■ Explain the task. Read the question aloud. Ss work in pairs to discuss the question.
  ■ Have Ss share their partner’s answer with the class.
Placement of direct and indirect objects

For most verbs in English, including give, lend, mail, offer, sell, send, show, teach, and tell, direct and indirect objects follow these patterns:

**Pattern A**
- direct object + to + indirect object
  - Stores mail fliers to customers.
  - Stores mail fliers to them.
  - Stores mail them to customers.
  - Stores mail them to them.

**Pattern B**
- indirect object + direct object
  - Stores mail customers fliers.
  - Stores mail them fliers.

With verbs such as announce, describe, explain, mention, provide, recommend, return, and say, the indirect object cannot precede the direct object. Sentences follow Pattern A above.

They’ll announce a big sale (it) to customers (them) by e-mail.

With verbs such as allow, ask, cause, and cost, the indirect object precedes the direct object and takes no preposition. Sentences follow Pattern B above.

If it only cost Rick two dollars, it only cost me two dollars.

---

**A** Look at the starting point on page 62 again. Find sentences containing both a direct and an indirect object. Which pattern do they follow?

**B** Complete these sentences using the words in parentheses. Whenever possible, write the sentence in two different ways.

2. If I’m not satisfied with a product, I never hesitate to return . . . (it / the store)
3. The Internet has made shopping much easier, but delivery costs . . . (more money / people)
4. Good salespeople are able to convincingly explain . . . (the benefits of a product / their customers)
5. At discount stores, when they lower prices, they always announce . . . (it / the shoppers)
6. When I told the baker the bread smelled good, he gave . . . (a free sample / me)
7. In most malls, there is a mall directory that shows . . . (the locations of all the stores / customers)
8. At restaurants, my wife thinks I ask (too many questions / the waiter)

**C** Pair work Use the verbs below to talk about things you’ve bought recently. Ask follow-up questions.

- ask
- describe
- give
- recommend
- return
- cost
- explain
- tell

*A friend recommended a new discount store to me, and I finally went there last weekend.***

*What kind of things do they sell?***

*Mainly high-tech electronics and stuff like that.*

*Did you buy anything?***

*Yeah, I bought a flat screen TV.*

---

Lesson 4 What’s new on the market? 63
Background 

The position of an indirect object in a sentence depends on whether it is introduced by a preposition. If it is, the sentence is often in the form of 'verb + indirect object + direct object'. If the indirect object is not introduced by a preposition, it is often a noun phrase that follows the direct object:

**D.O.** | **I.O.**
--- | ---
Books given to students.

The teacher gave some difficult homework to his students.

**Word bank**

E-mail: a way of communicating by using a computer

**Grammar box**

The store offers sales to customers every Monday.

The store offers customers sales every Monday.

Ask Ss to identify the direct and indirect object in each sentence. (Answers: direct: sales; indirect: customers.) Ask them what is different between the two sentences. (Answer: the preposition to and the order of the objects) and if the sentences mean the same thing. (Answer: yes).

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

**A**

Have Ss look at the starting point on page 62 again. Explain the task and read the question aloud. Go over answers with the class.

**B**

Explain the task. Read the sentences and the example answers aloud. Answer any questions about vocabulary.

Ss work individually to complete the activity.

Go over answers with the class.

**Answers**

1. Many companies use cartoon characters to sell products to children / to sell children products.

2. If I'm not satisfied with a product, I never hesitate to return it to the store.

3. The Internet has made shopping much easier, but delivery costs people more money.

4. Good salespeople are able to convincingly explain the benefits of a product to their customers.

5. At discount stores, when they lower prices, they always announce it to the shoppers.

6. When I told the baker the bread smelled good, he gave me a free sample / a free sample to me.

7. In most malls, there is a mall directory that shows the locations of all the stores to the customers / the customers the locations of all the stores.

8. At restaurants, my wife thinks I ask too many questions to the waiter / the waiter too many questions.

**C**

Pair work

Explain the task. Have one pair of Ss read the example conversation.

Ss work in pairs to do the activity.

Have Ss tell the class about their conversations.

Pattern A:

... they'll announce a big sale to customers by e-mail.

... I recommend wholesale clubs to everyone I know.

Pattern B:

Members sell each other all kinds of stuff.

It only cost me two dollars.

Do you always want to buy yourself something new?

Let me give you a tip.

... many stores mail customers flyers about sales...
Shopping experiences

A Pair work Match each expression with its meaning. Then compare with a partner.

1. go over your credit limit _____  a. have regrets after making an unwise purchase
2. be a bargain hunter _____  b. be unable to control your need to buy things
3. be a compulsive shopper _____  c. buy something suddenly without having planned to
4. have buyer's remorse _____  d. spend lots of money shopping for pleasure
5. make an impulse buy _____  e. enjoy looking at goods in stores without buying any
6. bid on an item _____  f. be a person who looks for low-priced products
7. go on a shopping spree _____  g. charge more to your credit card than the allowed amount
8. go window-shopping _____  h. compete against others to buy an item at an auction

B Group work Which of these experiences related to shopping have you had? Share your experiences with the group. Use the expressions above where appropriate.

* You bought something and later wished you hadn't.
* You resisted buying something you wanted.
* You were inspired by an advertisement to buy something.

"I made an impulse buy and got an expensive hat, and now it just hangs in my closet."

Are you a compulsive shopper?

A Pair work Which statements are true for you? Check (✓) yes or (✗) no for each statement. Then discuss your answers with a partner.

<table>
<thead>
<tr>
<th>What Are Your SHOPPING HABITS?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I can never go shopping without making an impulse buy.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2. I often buy things that I end up never wearing or using.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3. At home, I frequently feel tempted to go online and buy something.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4. When I visit a new city, I spend most of my free time shopping.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5. I always feel guilty after going on a shopping spree.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6. I have gone over my credit limit at least once.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7. As soon as new fashions appear in the stores, I have to buy them.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8. After buying things, I sometimes lie to relatives and friends about the price.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9. I sometimes go shopping to forget my troubles.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

B Group work Discuss these questions and share your ideas with the class.

1. What are some other characteristics of a compulsive shopper?
2. What other problems do compulsive shoppers face?
3. What would you do to help a compulsive shopper?
4 Shopping experiences (vocabulary & speaking)

**Learning aim:** Learn and practice vocabulary for talking about shopping (15–20 minutes)

**A Pair work**
- Explain the task. Read the expressions and meanings aloud.
- Ss work individually to do the matching activity.
- Ss work in pairs to compare answers. Go over answers with the class.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. g 5. c</td>
</tr>
<tr>
<td>2. f 6. h</td>
</tr>
<tr>
<td>3. b 7. d</td>
</tr>
<tr>
<td>4. a 8. e</td>
</tr>
</tbody>
</table>

**B Group work**
- Explain the task. Read the experiences and sample answer aloud.
- Ss work in groups to discuss the question.
- Have a S from each group tell the class about the other group members’ experiences.

**Optional activity: Make sentences (15–20 minutes)**
- Ss work in pairs to write sentences using each of the expressions from Exercise A, leaving the expression blank.
- Have pairs exchange sentences with another pair and fill in the blanks with the correct expression.
- Put two pairs together to go over their answers.

5 Are you a compulsive shopper? (discussion)

**Learning aim:** Talk about shopping habits and practice the lesson vocabulary (15–20 minutes)

**A Pair work**
- Ask Ss to give a definition of compulsive. (Answer: having or characterized by a very strong or uncontrollable desire) Explain the task. Read the statements aloud.
- Ss work individually to complete the survey.
- Ss work in pairs to discuss their results.
- Have Ss share their partner’s results with the class.

**B Group work**
- Explain the task. Read the questions aloud. Ss work in groups to discuss the questions. Make sure they give reasons for their answers.
- Have a S from each group report on the group’s discussion to the class.

**Possible answers**
1. When they are bored, they go shopping. They don’t look at prices.
2. They don’t have enough room in their homes for everything they buy.
3. Help them get involved in a hobby.

For more practice discussing this topic, try Shopaholics on page T-189.
6 Supporting an opinion

When writing a composition that supports an opinion, first present the opinion in the thesis statement. Then support it in subsequent paragraphs with examples and details.

A Read the composition and discuss the questions.
1. What is the writer's opinion?
2. What are the reasons given to support the opinion?

Because credit cards present many advantages, they have become widespread. However, the use of credit cards also causes problems. With unlimited credit, people spend too much money. I think there should be a limit to the amount of credit people can have. This way, the total amount of credit on all of their credit cards together could never go over a certain percentage of their income.

Many compulsive shoppers run up such high debts that they go bankrupt, creating problems for their families as well as for the people to whom they owe money. Currently, it is easy for people to accumulate many credit cards. Although the credit cards have limits, the number of credit cards is not limited. People with ten credit cards, each with a $5,000 limit, have $50,000 of credit, even though they might not be able to pay all of their bills. Such a situation can quickly lead to bankruptcy.

People need to be given an absolute credit limit. If people were not permitted to go over this limit, they would have to be more responsible with their money and evaluate which purchases were most important to them. I think that the actual limit on credit card spending should be based on income so that credit would be based on the ability to pay.

B Complete one of these opinions on shopping or use one of your own.
Then present your opinion in a thesis statement.
1. No one under 21 should be allowed to . . .
2. People with a lot of debt should . . .
3. Stores should never give cash refunds for . . .
4. Customers who break an item in a store should . . .
5. Shoplifters should do community service by . . .

C Make a list of details or examples to support your thesis statement. Then write a composition with an introductory paragraph containing your opinion, and at least one paragraph with supporting examples or details.

D Pair work Take turns reading each other's compositions. Can you think of additional examples or details your partner could use to be more persuasive?
Supporting an opinion (writing)

Learning aim: Write a composition to support an opinion (40-50 minutes)

A
- Books closed. Have a brief class discussion about credit cards. Ask Ss when they got their first one, how many they have now, and how often they use them. Ask if they think credit cards are a good thing or a bad thing.
- Books open. Tell Ss to read the information in the box at the top of the page. Ask: Where should you first present your opinion? (Answer: in the thesis statement) What is in the body of the composition? (Answer: examples and details)
- Remind Ss that, when writing paragraphs, each paragraph should be about only one idea. In a composition that supports an opinion, one paragraph should state the opinion, and other paragraphs should be about each of the supporting details.
- Explain the task. Read the questions aloud. Have Ss read the composition silently to themselves. Check that Ss understand the following vocabulary.

Vocabulary

| percentage | a portion of a whole
| run up debts | to continually add to the money you owe
| go bankrupt | to officially declare that you do not have any more money and that any money owed to credit card companies, stores, or banks cannot be paid back
| accumulate | to gather a growing amount of

B
- Explain the task. Ss work individually to write their thesis statement. Brainstorm ideas for completing each opinion as a class, if necessary.
- Walk around the class and help as needed.
C
- Explain the writing task.
- Ss work individually to write their compositions.
- Walk around the class and help as needed.
D
- Ss work in pairs to exchange compositions and take turns answering the question.
- Walk around the class and help as needed.
- Encourage Ss to ask and answer follow-up questions about the composition and about anything they don’t understand.

Language note

Explain that the examples in the book show typical paragraph structure for a composition in English. Each paragraph has a topic sentence with the main idea, and the rest of the paragraph contains one or more examples to illustrate the main idea.

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. 4</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Workbook p. 45</td>
<td>Writing</td>
</tr>
</tbody>
</table>

Answers

1. There should be a limit to the total amount of credit someone is allowed in order to avoid problems.
2. High debt leads to bankruptcy. It causes problems for other people to whom money is owed.
Print advertisements

A Pair work Look at the three advertisements. Which kind do you think is the most effective? Where else do you see advertisements?

B Pair work Read these opinions about advertisements. Do you agree with them? What do you think makes a good advertisement?

- “I think consumers need to insist that advertisements be truthful in every respect.”
- “It seems to me that a good ad is a memorable ad – one that sticks in your head.”
- “I believe it is essential that an ad be clever and witty in order to be effective.”
- “Some ads seem to demand that the customer buy the product. I don’t like a ‘hard sell’ approach.”
- “I think it’s crucial that an ad clearly communicate the benefits of the product it is selling.”

Radio ads

A Pair work What types of products or services are typically advertised on the radio? Do you think radio is an effective advertising medium?

B Listen to three radio advertisements. What products are they for? Write the name and type of each product in the chart below.

C Listen again. What benefits of the products are highlighted in the ads? Complete the chart.

<table>
<thead>
<tr>
<th>Name of product</th>
<th>Type of product</th>
<th>Benefit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LESSON B • Consumer awareness

A Pair work
- Books closed. Ask Ss to say how they feel about advertising in general. Do they think ads are fun or are they annoying? Are there any ads that they like right now?
- Books open. Explain the task. Have Ss look at the ads and say which one they think is most effective. Read the questions aloud.
- Ss work in pairs to do the activity.

B Pair work
- Explain the task. Read the opinions aloud. Check that Ss understand the following vocabulary.

Vocabulary
- in every respect: in every way
- witty: funny in an intelligent way
- hard sell: direct and aggressive selling
- crucial: extremely important
- Ss work in pairs to discuss the opinions.
- Have Ss share their partner’s answers with the class.

2 Radio ads (listening)

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

A Pair work
- Books closed. Ask Ss if they listen to the radio and what kinds of radio programs they usually listen to. Ask them how advertising on the radio needs to be different from other kinds of advertising (e.g., print, Internet, and TV).
- Books open. 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.

B [CD 2, Track 19]
- Explain the task. Read the question aloud to the class. Ask Ss to predict what information they will hear in the advertisements. Check that Ss understand the following vocabulary.

Vocabulary
- appetite: the desire to eat
- dial-up connection: a connection to the internet using a standard telephone line

- Play the recording. Tell Ss to listen for the answers to the question. 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.

Answers

<table>
<thead>
<tr>
<th>Name of product</th>
<th>Type of product</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Healthy Go</td>
<td>energy drink</td>
</tr>
<tr>
<td>2. Meow Chow</td>
<td>cat food</td>
</tr>
<tr>
<td>3. Netspeed</td>
<td>DSL, Internet connection</td>
</tr>
</tbody>
</table>

Audio script: See page T-261.

C [CD 2, Track 18]
- Read the question aloud. Explain that Ss will listen again and write the benefits in the chart.
- Play the recording. Tell Ss to listen for the answers. Ss complete the chart. Play the recording as many times as needed. Ss listen and check their answers.
- Ss work in pairs to discuss their answers. Go over answers with the class.

Answers

<table>
<thead>
<tr>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It gives you energy.</td>
</tr>
<tr>
<td>2. It tastes great.</td>
</tr>
<tr>
<td>3. It’s fast.</td>
</tr>
</tbody>
</table>

Audio script: See page T-261.
3 Verbs in the subjunctive

Certain expressions and verbs such as demand, insist, propose, recommend, request, and suggest are followed by the subjunctive. The subjunctive uses the base form of the verb. It is generally used in formal language to express a wish or necessity.

I think consumers need to insist (that) advertisements be truthful in every respect.

Some ads seem to demand (that) the customer buy the product.

These expressions are frequently followed by the subjunctive:

- it is crucial
- it is imperative
- it is important
- it is essential
- it is vital
- it is critical

I believe it is essential that an ad be clever and witty in order to be effective.

A Look at the starting point on page 66 again. Which opinion does not use the subjunctive?

B Use verbs followed by the subjunctive instead of should or must to complete these sentences without changing the meaning.

1. Companies should increase advertising budgets to increase sales. (I / suggest)
   I suggest that companies increase advertising budgets to increase sales.

2. All ad agencies should use humor in their ads. (It is important)
   3. Cities should tear down billboards that obstruct city views. (I / demand)
   4. The government must regulate ads on the Internet. (It is essential)
   5. Everyone should buy a digital video recorder that skips commercials. (I / recommend)
   6. Industries selling harmful products must be stopped from advertising. (It is crucial)

C Group work: Use these verbs and expressions to give the people below advice on their problems with advertising. Do you ever have similar problems? Ask your group for advice.

Insist propose recommend suggest

Useful expressions

Asking for advice:
What do you think I should do?
What would you do if you were me?
What would you do if you were in my position?

Lesson 1 Consumer awareness 67
Verbs in the subjunctive (grammar)

Learning aim: Practice using verbs in the subjunctive (20–25 minutes)

Grammar notes
The subjunctive is used in a noun clause that follows certain verbs and expressions. These kinds of sentences often stress the importance of something.

The subjunctive does not have a past, present, or future form, nor does it have a singular or plural form.

The subjunctive is more common in American English than in British English.

Books closed. Write on the board:

It is important that an ad make a product seem useful.

Read the sentence aloud and ask Ss to identify the verbs. Ask a S to underline the noun clause. (Answer: make a product seem useful)

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

A

Have Ss look at the starting point on page 66 again. Explain the task and read the question aloud. Go over the answer with the class.

Answer

It seems to me that a good ad is a memorable ad—one that sticks in your head.

B

Explain the task. Read the sentences and example aloud. Ss work individually to complete the sentences.

Ss work in pairs to compare their answers. Go over answers with the class.

Answers

1. I suggest that companies increase advertising budgets to increase sales.
2. It is important that all ad agencies use humor in their ads.
3. I demand that cities tear down billboards that obstruct city views.
4. It is essential that the government regulate ads on the internet.
5. I recommend that everyone buy a digital video recorder that skips commercials.
6. It is crucial that industries selling harmful products be stopped from advertising.

C Group work

■ Explain the task. Read the quotations aloud. Answer any questions about vocabulary. Read the information in the useful expressions box.

■ Ss work in groups to take turns giving advice.

■ Have a S from each group tell the class about their discussion.

Possible answers

1. It is essential that you not believe everything you see in ads. They always look better than the real thing.
2. I recommend you speak with someone in the store about the promotion before you buy anything.
3. I suggest you buy a virus detecting software.
Marketing strategies

A These expressions are used to describe marketing strategies. Write the correct letter to complete the sentences below.

a. a free sample  d. telemarketing  g. a frequent buyer program
b. e-mail spam  e. behavioral targeting  h. an online TV commercial
c. product placement  f. a celebrity endorsement

1. allows products to be placed in movies or on TV shows  5. encourages loyalty by rewarding customers who shop a lot
2. links the names and images of famous people to products  6. often precede Internet news or clips so viewers are forced to watch them
3. lets people try a product they weren't planning on buying  7. sneaks through most Internet security software with unwanted offers
4. involves tracking customers' Web surfing habits in order to market to them what they want  8. allows salespeople to speak individually with potential customers over a wide area

B Pair work Do any of the expressions above describe undercover marketing strategies, in which people are not aware that they are being marketed to?

The ethics of undercover marketing

A Pair work How would you feel if you thought someone was being friendly to you, but was secretly trying to sell you something? Discuss your feelings with your partner.

B Group work Read about undercover marketing, and discuss the questions below with your group.

Undercover marketers [also called stealth marketers] try to find ways to introduce products to people without actually letting them know that they are being marketed to. Here are three actual techniques that have been used for undercover marketing.

The product is a video gaming glove that allows gamers to control games with small finger movements. Unknown actors go into coffee shops and enthusiastically use the glove. This attracts interested people. The actor lets them try it out, never saying who he is.

A top camera phone company sent 60 actors to ten cities with their latest model. The actors pretended to be tourists and asked people to take their picture. In this way, they put the new phone in people's hands and taught them how to use it.

To promote a newly released animated movie, a staff including teenagers as young as 13 went to Internet chat rooms, blogs, and message boards and posted positive reviews for the movie. The staff kept their true identity secret.

1. Which of these three marketing techniques seems the most unethical to you? Why?
2. Do you think undercover marketing should be controlled by the government? Why or why not?
4. Marketing strategies (vocabulary)

**Learning aim:** Learn and practice expressions for talking about marketing strategies (15–20 minutes)

**A**
- Books closed. Ask Ss to say anything they know about marketing. Ask them how certain products are usually marketed, such as cars, candy, or household cleaners.
- Explain the task. Read the phrases and definitions aloud.
- Ss work individually to complete the task. Go over answers with the class.

**Answers**

1. c  
2. f  
3. a  
4. e

5. The ethics of undercover marketing (discussion)

**Learning aim:** Talk about the ethics of undercover marketing and practice the lesson vocabulary (15–20 minutes)

**A** Pair work
- Books closed. Write *buyer beware* on the board. Ask Ss to say what they think it means. (Answer: You should always be careful when buying a product or service and not believe everything the advertising says.)
- Books open. Explain the task. Ss work in pairs to discuss the question.
- Have Ss tell the class about their discussion.

**B** Group work
- Explain the task. Read the text about undercover marketing aloud. Answer any questions about vocabulary.
- Ss work in groups to discuss the questions.
- Have Ss tell the class about their discussion.

Optional activity: Undcover marketing (15–20 minutes)

Ss think of ways to market a product.
- As a class, brainstorm different kinds of products. Write them on the board.
- Ss work in groups to think of an undercover marketing plan for one of the products, using the examples from Exercise B.
- Have each group present their marketing plan to the class.

For more practice discussing this topic, try Ad campaign on page T-190.
Stealth advertising

**A Pair work** Do you think consumers are more likely to take notice of an unusual advertising gimmick than they would a traditional TV commercial? Discuss with a partner. Then read the article to compare your ideas with the author’s.

**Guerrillas in Our Midst**

As consumers lose interest in traditional advertising, "guerrilla" marketing, which relies on eye-catching stunts, is becoming fashionable. But much of it misses the mark. Even by New York standards, things have been odd on the streets lately. Some 8,000 wallets were dropped onto Manhattan’s pavements last winter, but not by careless shoppers. Instead of cash inside, curious New Yorkers found a card and the address of a charity website, at which they could donate money.

More recently an Internet search engine sent 35 actors dressed as British butlers to the U.S. Open tennis tournament to guide visitors to their seats and answer tennis trivia questions. Established firms are acting oddly, too. This summer, a chain restaurant helped to bankroll Russia’s space agency by putting a ten-meter-high, $1.25 million ad on a booster rocket launched into space. In America, marketers have even approached a soft-drink company with the idea of projecting its logo onto the moon.

Marketing gimmicks are hardly new, but they are becoming more frequent, more extreme and, more ubiquitous - earning a label all of their own: guerrilla marketing. One advantage of guerrilla marketing, claim its fans, is that it is cheaper than typical TV or print advertising. This has particular appeal to Internet firms as they run out of cash, having poured too much money into traditional advertising. A health-advice site cut its monthly budget by 95%, to $50,000, by reducing paid TV advertising. Instead, it relies on buzz from marketing stunts, such as giving away free products.

Of course, guerrilla marketing’s appeal is often superficial. A quick Internet search throws up 12,000 references to the term, but most of the websites are surprisingly ordinary. Many stunts are neither memorable nor big enough to raise brand awareness and boost sales.

While there is no doubt that extreme marketing can create buzz, raising false expectations can lead advertisers open to criticism, especially if the products they push end up being nothing special. Good marketing simply helps word-of-mouth to spread. If advertisers are smart, guerrilla marketing could evolve into something that is as focused as it is fun. If not, it will do little but add to the noise.


**B Pair work** In your own words, take turns explaining how each of these companies conducted their guerrilla marketing. What do you think of each of the ideas?

1. the charity website
2. the search engine
3. the chain restaurant
4. the health-advice site
5. the soft-drink company

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

1. Which of the examples of guerrilla marketing mentioned in the article would be most and least effective where you are? Explain.
2. Why might some guerrilla marketing efforts backfire or raise false expectations? Give examples from the article and your own experience.
3. Choose a product and plan a guerrilla marketing gimmick to promote it in your country.
6 Stealth advertising (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
- Explain the task. Ask Ss what an advertising gimmick is. [Answer: a trick used to attract business] Ss work in pairs to discuss the question.
- Read the title of the article aloud. Ask Ss if they have ever seen the movie Gorillas in the Mist. Have them explain how the author of the article is trying to be humorous. [Answer: The author is doing a play on words by making her title similar to a well-known movie about gorillas. Help Ss define the words gorilla (large ape – an animal like a monkey that comes from western Africa) versus guerrilla and midst (a light rain or a collection of very small drops of water in the air that is like a fog) versus midst (in the middle of or surrounded by).]
- Have Ss read the article silently to themselves. Check that Ss understand the following vocabulary.

Vocabulary
- guerrilla someone who fights in a way that does not follow the accepted rules of war
- eye-catching noticeable because of its beauty or interesting look
- misses the mark doesn’t accomplish the intended goal
- pavements sidewalks
- butler male servant
- trivia small, nonessential facts about a subject
- firms companies
- bankroll to pay for
- logo a picture or symbol that represents a company
- ubiquitous found everywhere
- buzz exciting public talk
- superficial having to do only with insignificant outward features
- push to try to sell something (in this context) evolve to change and improve

B Pair work
- Explain the task. Read the ideas aloud.
- Ss work in pairs to do the activity.
- Go over answers with the class.

Possible answers
1. The charity website attracted people by dropping wallets in New York with their business card inside.
2. An internet search engine paid butlers to advertise their websites by escorting people to their stores at the U.S. Open.
3. A chain restaurant placed an ad on the side of a Russian rocket that was launched into space.
4. Marketers suggested a soft drink company project their logo on the moon.
5. The health-advice site gave away free stuff and organized live appearances to cut down marketing costs.

Optional activity: Fill in the blanks (15 minutes)
- Ss write a cloze exercise.
- Ss work in pairs to write three or four sentences about the article, leaving a word or two blank. (Examples: Many companies are now using ______ instead of traditional methods.) Make sure Ss understand that they shouldn’t copy sentences directly from the article, but write about the article in their own words.
- Tell Ss to close their books. Have pairs exchange sentences and fill in the blanks. Then have them check each other’s answers.

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. These Ss might give the report to their own group first at the end of the task to make sure the group agrees with the information presented.

Do your students need more practice?

Assign ... for more practice with ...
- Workbook p. 46 Grammar
- Workbook p. 47 Vocabulary
- Workbook p. 48 Reading

To help Ss develop reading accuracy in this exercise, try That’s my point! on page T-160.
Lesson A • Animals in our lives

1. Amazing animals

A. Read about these three famous animals. Have you heard of any of them before? Which do you think is the most impressive?

- **Shamu**
  Shim is the stage name for a number of performing orcas at SeaWorld adventure parks. Wherever there is a SeaWorld, the Shamu show is always the most popular attraction. When you train an orca, you need lots of patience, lots of love — and lots of fish!

- **Bart the Bear**
  Bart the Bear was a nine-foot Alaskan Kodiak bear. When he was a cub, he was raised by humans and trained to act in films. Whenever actors worked with him, they were always impressed. He worked with stars such as Brad Pitt and Steven Seagal.

- **N’Kisi**
  N’Kisi’s name is usually mentioned whenever experts talk about language use by animals. It is claimed that this African grey parrot can use over 950 words meaningfully. He takes part in scientific studies on interspecies communication.

B. Pair work. Discuss these questions and share your ideas with the class.

1. Do you think animals should be trained for entertainment? Is it ethical?
2. What other interesting talents or skills do animals have?

*"I think it's OK to train animals as performers, provided that the animals have been rescued by people and not captured from the wild."

2. Helping hands

A. Listen to these news reports on helper animals. What kinds of people does each animal help?

B. Listen again. How does each animal help the people?

Write **M** for monkey, **D** for dog, or **NC** for not given.

- 1. fetching objects
- 2. picking things up off the floor
- 3. helping them to cross streets
- 4. scratching an itchy nose
- 5. giving them something to look forward to
- 6. sparking memories of pets
- 7. giving them something to take care of
- 8. taking them places
- 9. doing tricks to make them laugh
9 Animals
LESSON A • Animals in our lives

1 Amazing animals (starting point)

Learning aim: Discuss famous animals and see whenever and wherever in context (10–15 minutes)

A
- Books closed. Ask Ss if they like animals and if they go to the zoo or watch shows about wild animals on TV. Ask them which wild animals they find the most interesting. Have them tell the class anything they know about that animal.
- Books open. Explain the task. Read the question and the descriptions aloud. Check that Ss understand the following vocabulary.

Vocabulary
- orca a black-and-white whale that eats fish and other marine mammals
- cub a baby bear
- interspecies happening between two different species
- Give Ss time to think about their answers to the questions. Then Ss work in pairs to discuss their answers.

B Pair work
- Explain the task. Read the questions and the example answer aloud.
- Ss work in pairs to do the activity.
- Have Ss share their partner’s answers with the class.

2 Helping hands (listening)

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

A [CD 3, Track 2]
- Explain the task. Read the question aloud. Ask Ss to predict what kinds of information will be in the report. Check that Ss understand the following vocabulary.

Vocabulary
- fetching retrieving
- foster family a family that cares for an animal or a child for a limited period of time
- nursing home a place where elderly people who cannot care for themselves anymore can live and receive personal care
- disposition a person’s or animal’s usual way of feeling or behaving
- spark to inspire or cause (in this context)
- fond memories happy memories
- 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.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Helper monkeys can help people who can’t use their arms or legs.</td>
</tr>
<tr>
<td>2. Dogs can help elderly people in nursing homes.</td>
</tr>
</tbody>
</table>

Audio script: See page T-261.

B [CD 3, Track 3]
- Explain that Ss will listen again and write the correct letters next to each task. Read the list of items aloud.
- Play the recording once as Ss listen. Play the recording again while Ss write the correct letters.
- Go over answers with the class.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
</table>

Audio script: See page T-261.

To help Ss with listening in this exercise, try Hands up! on page T-101.
Whenever and wherever contrasted with when and where

Grammar

Whenever and wherever mean “at any time” and “in any place.” They are used to introduce adverbial clauses. Notice their position in the sentence.

Whenever experts talk about language use by animals, NYka’s name is usually mentioned.

NYka’s name is usually mentioned whenever experts talk about language use by animals.

Wherever there is a SeaWorld, the Shamu show is always the most popular attraction.

The Shamu show is always the most popular attraction wherever there is a SeaWorld.

Sometimes when and where can be used interchangeably with whenever and wherever.

Whenever / When actors worked with Bart the Bear, they were always impressed.

Wherever / Where there are performances by orcas, there are always a lot of spectators.

Whenever and wherever cannot be used if the sentence refers to a specific time or location.

Whenever actors worked with him, they were always impressed. (at any time)

When Brad Pitt worked with Bart in Legends of the Fall, he was very impressed. (specific time)

Wherever there are performances by orcas, there are always a lot of spectators. (any place)

The orcas were performing where there were a lot of spectators. (specific place)

___ Look at the starting point on page 70 again. In which sentences can whenever and wherever be used interchangeably with when and where?

___ Complete the sentences with whenever or wherever.

If the time or place is specific, use when or where.

1. Large animals like tigers and bears need to be trained ______ they are still very young.

2. Dogs are good traveling companions.
   They will go _______ you take them.

3. ______ someone has an unusual pet, serious problems can arise.

4. _________ you see a dog wag its tail, you can assume it’s happy. But ________ a cat does the same thing, you should assume it’s angry.

5. ______ my sister lives, most people keep guard dogs to protect their property.

6. ________, a messenger pigeon is taken and released, it can always find its way home.

___ Match the clauses on the left with clauses on the right. Make logical sentences using when, whenever, where, or wherever.

1. We were very startled last night ________
2. Parrots become very sad ________
3. The sheep population grows quickly ________
4. A guide dog always stops ________
5. Police officers ride horses ________
6. Our helper monkey wakes us up ________

   a. the traffic light is red.
b. they can’t move quickly in cars.
c. a bat flew into the window.
d. there is plenty of grass to eat.
e. the sun comes up in the morning.
f. they are separated from people they love.

   we were very startled last night when a bat flew into the window.
Whenever and wherever contrasted with when and where (grammar)

Learning aim: Practice using whenever and wherever contrasted with when and where (20–25 minutes)

Grammar notes
Whenever and wherever are used when the specific place and time aren’t important.
When whenever or wherever are used as a subject or an object in a clause of a sentence with two clauses, it is not necessary to repeat the additional subject or object in the second clause.
Correct: Whenever I go on vacation is wonderful.
Incorrect: Wherever I go on vacation it is fun.
Sometimes when and where are interchangeable with whenever and wherever; however, whenever and wherever should be used to convey at any time or at any place, and when and where should be used to convey a more specific time and place.
If the adverbial clause with whenever, wherever, when, or when begins the sentence, a comma is required after the independent clause. There is no comma if the independent clause begins the sentence.

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

A
Have Ss look at the starting point on page 70 again. Explain the task and read the question aloud. Go over answers with the class.

Answers
Where / Whenever there is a Sea World, the Shamu show is always the most popular attraction.
When / Whenever you train an orca, you need lots of patience, lots of love – and lots of fish!
When / Whenever actors worked with him, they were always impressed.
N’Kia’s name is usually mentioned when / whenever experts talk about language use by animals.

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

Answers
1. when 4. Whenever, wherever
2. wherever 5. Where
3. Whenever 6. Whenever

C
- Explain the task. Read the clauses and the example aloud. Answer any questions about vocabulary.
- Ss work individually to complete the activity.
- Go over answers with the class.

Answers
1. c We were very startled last night when a bat flew into the window.
2. f Parrots become very sad when / whenever they are separated from people they love.
3. d The sheep population grows quickly where / wherever there is plenty of grass to eat.
4. a A guide dog always stops when / whenever the traffic light is red.
5. b Police officers ride horses when / whenever they can’t move quickly in cars.
6. e Our helper monkey wakes us up when the sun comes up in the morning.
Physical features of animals

**Vocabulary**

**Pair work.** Look at this list of animal body parts. Which type(s) of animal do they belong to? Write them in the correct column(s) in the chart.

<table>
<thead>
<tr>
<th>Antennae</th>
<th>Beaks</th>
<th>Claws</th>
<th>Fangs</th>
<th>Feathers</th>
<th>Finns</th>
<th>Fins</th>
<th>Fur</th>
<th>Gills</th>
<th>Hooves</th>
<th>Horns</th>
<th>Paws</th>
<th>Scales</th>
<th>Talons</th>
<th>Talons</th>
<th>Wings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birds</td>
<td>Fish</td>
<td>Insects</td>
<td>Mammals</td>
<td>Reptiles</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Pair work.** Think of two animals for each category. How are they the same? How are they different?

"Horses are an example of mammals with hooves. However, cats are mammals too, and they certainly don't have hooves. They have paws and claws."

**Is it right to do that?**

**Discussion**

**Pair work.** Look at these ways humans use animals. How acceptable do you think they are? Add one idea of your own, and complete the chart.

<table>
<thead>
<tr>
<th>ANIMAL ETHICS</th>
<th>I'm against it</th>
<th>I'm not sure</th>
<th>I'm OK with it</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. using ivory from elephant tusks in jewelry</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. using rhinoceros horns for medicines</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. using animals for medical research</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. wearing animal fur and leather</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. serving wild animal meat in restaurants</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6. using animals to test cosmetics</td>
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<td>7. training animals to perform in circuses</td>
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**Group work.** Share your answers with the group, and explain your reasons. Who in your group seems to be the most "animal-friendly"?

"For most answers, I'm not sure. I don't want animals to be harmed, but if using animals for medical research can help us find a cure for cancer, then I'm inclined to support it."
4. Physical features of animals (vocabulary)

**Learning aim:** Learn and practice using words for describing animal features (15–20 minutes)

**A. Pair work**
- Explain the task. Read the words aloud.
- Ss work in pairs to complete the chart.
- Go over answers with the class.

**Answers**
Birds: beaks, feathers, tails, talons, wings  
Fish: fins, gills, scales, tails  
Insects: antennae, tails, wings  
Mammals: claws, fangs, fur, hooves, horns, paws, tails, tusks  
Reptiles: beaks, claws, fangs, scales, tails

**Language note**
The singular form of antennae is antenna; the singular form of hooves is hoof.

**B. Pair work**
- Explain the task. Read the example answer aloud.
- Ss work in pairs to do the activity.
- Have Ss share their lists with the class.

**Optional activity: Guess the animal (15 minutes)**
Ss describe an animal and other Ss guess which one it is.
- Ss work in groups to make a list of five or six animals and think of how to describe them.
- Have groups take turns describing their animal while the other groups guess which one it is. Let guessing groups use their dictionaries, if necessary.

5. Is it right to do that? (discussion)

**Learning aim:** Talk about how humans use animals and practice the lesson vocabulary (15–20 minutes)

**A.**
- Ask Ss to define ethics. Explain the task. Read the survey aloud.
- Ss work individually to complete the survey and write one more idea. Brainstorm ideas as a class, if necessary.

**B. Group work**
- Explain the task. Ss work in groups to discuss their answers to the survey in Exercise A. Make sure they give reasons for their answers.
- Have a S from each group report on the group’s discussion to the class.

**Optional activity: Class debate (15–20 minutes)**
Ss have a class debate.
- Write on the board. The world would be better if everyone was a vegetarian.
- 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 to the class.

For more practice discussing this topic, try Pet match on page T-191.
Write an essay. What categories of dogs does
the writer mention?

Although most dogs offer their owners little more than
companionship, assistance dogs are specially trained to
assist people with disabilities or special needs. These dogs
devote themselves to helping their owners live more
independent lives. There are several types of assistance
dogs, but the most common are guide dogs, hearing dogs,
and service dogs.

Guide dogs help blind or visually impaired people
gain access to their homes and communities. Most guide dogs are large breeds like German
shepherds, which wear a harness with a U-shaped handle to allow the dog and its human
partner to communicate. The owner gives directional commands, and the dog’s role is to
ensure the human’s safety, even if it means disobeying an unsafe command.

Hearing dogs alert a person who is deaf or hearing-impaired to sounds like doorbells,
baby cries, and smoke alarms. They’re trained to make physical contact and lead their owner
to the source of the sound. Hearing dogs are generally small to medium-sized mixed-breed
dogs, and can be identified by their orange collar and vest.

Service dogs usually assist people who are confined to a wheelchair. The dogs are
trained to pick up dropped objects, open and close doors, help in getting people into or out of
a wheelchair, and help when needed. Because many of these tasks require strength,
most service dogs are large breeds such as golden or Labrador retrievers. These dogs
usually wear a backpack or harness.

Guide dogs, hearing dogs, and service dogs have one thing in common, however. Before
being matched with a human partner, each type of assistance dog undergoes a one- to two-
year training program. Once the dog and owner are matched, they begin to form a bond of
trust with each other and often become an inseparable team.

Choose one of these topics or one of your own. Brainstorm ways to classify
your topic into at least three categories, and make a list of ideas for each.

- pet owners
- types of cats
- types of pets
- types of friends

Write a classification essay that includes an introduction, three or more
paragraphs – each about a different category – and a conclusion.

Pair work: Read your partner’s essay. Does it have a strong thesis? Are the
categories distinct? Is each category described adequately? Do you have any
suggestions for improvement?
6. **Classification essay (writing)**

**Learning aim:** Write a classification essay using different categories (40–50 minutes)

**A**
- Tell Ss to read the information in the box at the top of the page. Ask: *What is a classification essay?* (Answer: an essay that organizes information into categories) *What is in the conclusion?* (Answer: an additional perspective on the topic)
- Remind Ss that, when writing paragraphs, each paragraph should be about only one idea. In a classification essay, each paragraph should be about only one category.
- Explain the task. Read the question aloud. Have Ss read the composition silently to themselves. Check that Ss understand the following vocabulary.

**Vocabulary**
- companionship: spending time together in friendship
- disability: the inability to do certain tasks because of physical impairments
- special needs: needing help doing regular everyday tasks because of a physical or mental impairment
- devote: to commit
- harness: a piece of leather or other material that goes around an animal’s body so the animal can be controlled by the owner
- source: the place where something begins
- mixed-breed: born of two different kinds of dogs

**B**
- Explain the task. Ss work individually to write a list for their categories. Brainstorm ideas for each topic as a class, if necessary.
- Walk around the class and help as needed.

**C**
- Explain the writing task.
- Ss work individually to write their essay.
- Walk around the class and help as needed.

**D** **Pair work**
- Ss work in pairs to exchange essays 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 classification essay and ask about anything they don’t understand.

**Language note**
Explain that the examples in the book show typical paragraph structure for a composition in English. Each paragraph has a topic sentence with the main idea, and the rest of the paragraph contains one or more examples to illustrate the main idea.

**Do your students need more practice?**

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<th>Assign...</th>
<th>for more practice with...</th>
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<tr>
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<td>Grammar</td>
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<td>Vocabulary</td>
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<tr>
<td>Workbook p. 51</td>
<td>Writing</td>
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LESSON B • People and their pets

1 Pet trends

A Read these blog comments about trends in the world of pets. Have you noticed these trends? What other pet trends have you noticed?

B Pair work Discuss these questions with a partner.

1. What are some products and services that an 11-story pet store might provide?
2. How do you feel about putting clothing on pets?
3. What should be done about people who sell illegal exotic pets?

2 Common ideas about pets

A Read these statements about pets. Check (√) the statements you agree with.

Pros and Cons

- 1. Cats are cute when they're kittens, but they're unpleasant when they're older.
- 2. Dogs and cats can't live in the same house. They fight whenever they are together.
- 3. Taking a dog for a walk is a good way to relax whenever you feel tense.
- 4. Dangerous exotic pets such as alligators should be outlawed, and whoever keeps them should be punished.
- 5. Whenever there are pets, there is an increased risk of germs and disease.

B Pair work Discuss your answers with a partner. Are your ideas about pets the same or different?
LESSON B • People and their pets

Pet trends (starting point)

Learning aim: Discuss pet trends and see clauses with whoever and whatever in context (10–15 minutes)

A
- Books closed. Have a brief class discussion about pets. Ask: Do you have a pet? What was your favorite pet? If you could have any kind of animal as a pet, what would it be?
- Books open. Explain the task. Read the questions and the trends aloud. Check that Ss understand the following vocabulary.

Vocabulary
- endangered: in danger of becoming extinct
- poached: taken an animal illegally
- luxury: high quality and usually high priced
- money to burn: extra money that can be spent on nonessential items

B Pair work
- Explain the task. Read the questions aloud.
- Ss work in pairs to do the activity.
- Have Ss share their partner’s answers with the class.

Possible answers
1. pet grooming, pet photography, and veterinarian services
2. Some animals might need clothes in cold weather.
3. They should be arrested or made to reveal their supplier.

Ss work in pairs to discuss the blog comments. Alternatively, have a class discussion.

Common ideas about pets (discussion)

Learning aim: Talk about pet pros and cons (15–20 minutes)

A
- Books closed. Ask Ss what they think the best pet trend is and what the worst one is. Write their answers on the board.
- Books open. Read the statements aloud. Answer any questions about vocabulary.
- Explain the task. Ss work individually to complete the activity.

B Pair work
- Explain the task. Read the question aloud.
- Ss work in pairs to do the activity.
- Have Ss share their partner’s answers with the class.

Optional activity: If I were an animal . . . (10 minutes)
- Ss talk about what kind of animal they would be.
- Ss work in groups of three or four to discuss this statement: If I were an animal, I would be a _______. Make sure Ss give reasons for their answer.
- Have a S from each group report on the group’s answers.
Noun clauses with *whoever* and *whatever*

**Grammar**

*Whoever* and *whatever* can begin noun clauses and function as either the subject or object of the clause.

*Whoever = the person who / anyone who / everyone who*

I don’t have money to buy, but whoever does might like to buy one.

*Whoever* travels with dogs knows how they jump all over.

*Whatever = anything that / everything that*

They’ll probably have whatever you’re looking for.

*Whatever you’re looking for can be found on the Internet, right?*

---

**A**

Look at the starting point on page 74 again. In which sentences are *whoever* or *whatever* used as the subject of a clause? When are they the object of a clause?

**B**

Complete the sentences with *whoever* or *whatever*. Then compare your answers with a partner.

1. Some cats are very curious. They have to investigate ___________ their owners bring into the house.
2. ___________ takes on the responsibility of owning a pet must provide food, water, shelter, and medical care for it.
3. ___________ feeds wild animals is doing them a disservice, as giving them food can alter their feeding and migration patterns.
4. It’s a good idea to own a guard dog that will bark at ___________ approaches your house.
5. Guide dogs should be provided to ___________ needs them.
6. People should do ___________, it is necessary to protect their pets.
7. Puppies seem to chew ___________ they find around the house – shoes, clothing, even furniture.
8. Cats aren’t always loyal to their owners – they become best friends with ___________ pets them.

**C**

**Group work** Complete the statements with your own ideas. Compare and discuss your ideas with your group.

1. *Whoever* has a strong desire to help stray animals should consider volunteering some of their time at an animal shelter.
2. If you have a dog that doesn’t listen and does whatever it wants, ___________
3. Cats make good pets for whoever ___________
4. It’s a bad idea to feed a pet whatever it wants. Instead, ___________
5. *Whoever* wants a quiet pet ___________
Noun clauses with whoever and whatever (grammar)

Learning aim: Practice using noun clauses with whoever and whatever (20–25 minutes)

Grammar notes
Whoever refers to people. Whatever refers to things. Whichever (see Grammar Plus) refers to people or things. Whoever and whatever function as pronouns. Whoever crosses the line first wins the race. Whatever can also function as a determiner. I like to eat whatever ice cream I can find in the freezer.

As with whoever and wherever, when whoever or whatever is used as a subject or object in a clause of a sentence with two clauses, it is not necessary to repeat the additional subject or object in the second clause.

Correct: Whatever you buy in that store is expensive.
Incorrect: Whatever you buy in that store it is expensive.

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

Have Ss look at the starting point on page 74 again. Explain the task and read the questions aloud. Go over answers with the class.

Answers
Subject:
Whoever travels with dogs knows how they jump all over.
I don't have money to burn, but whoever does might like to buy one.

Object:
They'll probably have whatever you're looking for. Whatever you're looking for can be found on the Internet, right?

B
Explain the task. Ss work individually to complete the sentences.

Ss work in pairs to compare their answers. Go over answers with the class.

Answers
1. whoever 5. whoever
2. Whoever 6. whoever
3. Whoever 7. whatever
4. whoever 8. whoever

C Group work
Explain the task. Read the beginning of each statement and the example answer aloud. Answer any questions about vocabulary.

Ss work individually to complete the statements.
Ss work in groups to discuss their answers.
Have a 5 from each group report on the group's discussion to the class.

Possible answers
1. Whoever has a strong desire to help stray animals should consider volunteering some of their time at an animal shelter.
2. If you have a dog that doesn't listen and does whatever it wants, you should take dog obedience classes.
3. Cats make good pets for whoever doesn't mind a lot of hair around the house.
4. It's a bad idea to feed a pet whatever it wants. Instead, you should feed it healthy pet food at the same time every day.
5. Whoever wants a quiet pet should consider a snake or lizard.
**Animal similes**

**vocabulary**

A  In English, we often describe people and their actions using similes that show animal characteristics. Complete the expressions with the most appropriate animal.

1. be as wise as __________
   a. a mouse
2. be as busy as _________
   b. a dog
3. be as sick as _________
   c. an owl
4. be as gentle as _________
   d. a bee
5. be as strong as _________
   e. a fox
6. be as quiet as _________
   f. a mule
7. be as stubborn as _________
   g. a lamb
8. be as sly as _________
   h. an ox

B  Look at these sentences. Use the expressions above to replace the phrase in boldface.

1. Beth seemed so kind and soft-spoken until she started yelling at the salesperson.
   Beth seemed as gentle as a lamb until she started yelling at the salesperson.
2. Maria couldn’t make it to work today because she’s terribly ill.
3. Juan is so smart and sensible. I always ask him for advice.
4. I can never tell whether my daughter Sarah is at home or not because she hardly makes a sound.
5. Pat easily convinces people to do whatever he wants. He’s quite clever and cunning.
6. Whenever I need to lift something heavy, I always ask my son to help me because he has extraordinary muscular strength.
7. My sister never sits down – even on the weekend. She’s always occupied with some activity.
8. It’s a waste of time to discuss things with him. If he’s convinced of something, he refuses to change his mind about it.

**A suitable pet**

**listening**

A  🐟 Listen to a pet shop owner talk about suitable pets for different types of people. Write the types of people in the chart below.

B  🐱 Listen again. What kind of pet is suitable for each type of person? Check (✓) the pets.

<table>
<thead>
<tr>
<th>Type of person</th>
<th>Fish</th>
<th>Cat</th>
<th>Small dog</th>
<th>Parakeet</th>
<th>Large dog</th>
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4 Animal similes (vocabulary)

Learning aim: Learn and practice using animal similes (10–15 minutes)

A
- Books closed. Write simile on the board. Explain that a simile is a sentence that describes one thing by comparing it with an unlike thing, and usually uses the word like or as. For example, He is as tall as a tree.
- Explain the task. Read the phrases and animals aloud.
- Ss work individually to complete the activity. Go over answers with the class.

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

B
- Explain the task. Read the sentences and the example answer aloud. Answer any questions about vocabulary.
- Ss work individually to complete the activity.
- Go over answers with the class.

Answers
1. as gentle as a lamb  6. as sly as a fox
2. as sick as a dog  7. as strong as an ox
3. as wise as an owl  8. as busy as a bee
4. as quiet as a mouse  9. as stubborn as a mule

Optional activity: More similes (15–20 minutes)
- Ss write more similes.
- Have Ss share their similes with the class.

5 A suitable pet (listening)

Learning aim: Develop skills in listening for gist and details (10–20 minutes)

A [CD 3, Track 4]
- 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 answers. Ss fill in the first column in 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.

Answers
Type of person: couch potatoes, outdoor sports enthusiasts, world travelers, full-house, city dwellers

Audio script: See page T-262.

B [CD 3, Track 5]
- Explain that Ss will listen again and write what kind of pet is suitable for each type of person.
- Play the recording. Tell Ss to listen for the answers. 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.

Answers
- couch potatoes: cat, parakeet
- outdoor sports enthusiasts: large dog
- world travelers: cat, small dog
- full-house: all
- city dwellers: fish

Audio script: See page T-262.
Pet psychologists

A Pair work  Do you think some pets could benefit from a psychologist? Discuss with a partner. Then read the article.

Kennel of the Mind

In the United States, dogs get the red-carpet treatment. Sweaters for dogs, hats for dogs. Doggy day care. So it only figures that dog psychologists are more in demand than ever. Just another case of dog owners treating their pets like children? Actually, dog psychologists – or dog behaviorists, as some prefer – say dehumanizing, confused, over-babied dogs is the bulk of their profession.

"With the projection of feelings that their dog is a human, owners are doing an injustice to the dog," says Rhonda Camfield, a practicing dog behaviorist based in Marco Island, Illinois. "When the dog begins to believe that he or she is really a human, that's when the real problems surface.

By using positive reinforcement – a tactic that differentiates dog behaviorists from obedience schools – these professionals help disordersly canines settle into a more natural relationship between man and beast. And however silly that profession may seem, it's badly needed. It's estimated that up to 50 percent of dogs in a shelter are there due to problem behavior, which could have been prevented," Camfield says. "Violent dogs make the news on a daily basis, and we put thousands of dogs to sleep every day across the U.S.

Thus, dog psychologists not only protect an owner from a volatile dog, they can save such a dog from being euthanized.

Only in the big cities, right? Well, no, actually. High-profile dog behaviorists have their map from small suburbs to rural backwaters. "People are willing to travel to save the dog they love," Camfield says. "I'm in a small town, central Illinois. Dogs have come to me from several states."

And it's easy to get started. "In the U.S., you do not need to be certified to be a dog trainer," says Dave Lorch, a canine behavior trainer in New Orleans for two years. Lorch recommends aspiring behaviorists "look for someone who currently trains dogs and apprentice with. Research a number of different methods – no one method is better than another."

Source: "Kennel of the Mind" by Drew Eilijoff, More New York

B Pair work  Write the expressions and words in boldface next to their definitions.

1. constructive feedback  5. train under someone  
   2. pampered, coddled  
   3. spoiled, treated like royalty  
   4. being unfair; mistreating  
   6. put to death  
   7. a remote place  
   8. be everywhere

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

1. Do you think animals can have humanlike qualities or emotions?
2. Why are owners doing their dogs an injustice by giving them human qualities? What kinds of problems do you think this can cause?
3. Would you bring your pet to a psychologist? Why or why not?
**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**
- Explain the task. Read the question aloud. Ss work in pairs to discuss the question.
- Have Ss read the article silently to themselves. Check that Ss understand the following vocabulary.

**Optional activity: Fill in the blanks (15 minutes)**
- Ss write a cloze exercise.
  - Ss work in pairs to write three or four sentences about the article, leaving a word or two blank. (Example: It is necessary to _____ pets that think they are people.) Make sure they understand that they shouldn’t copy sentences directly from the article, but write about the article in their own words.
  - Tell Ss to close their books. Have pairs exchange sentences and fill in the blanks. Then have them check each other’s answers.

**Vocabulary**
- doggy day-care: a business that takes care of dogs while owners are away
- behaviorists: scientists who study behavior
- dehumanizing: causing to no longer be humanlike (in this context)
- obedience schools: schools that train dogs to behave properly
- canines: dogs
- beast animal
- shelter: a place for lost pets (in this context)
- put to sleep: to end the life of an animal (a euphemism for kill)
- volatile: with an uncontrollable character (in this context)
- high-profile: famous

**B Pair work**
- Explain the task. Ss work in pairs to do the activity.

**Answers**
1. positive reinforcement
2. over-babied
3. red-carpet treatment
4. doing an injustice
5. apprentice
6. euthanized
7. backwaters
8. litter the map

**Optional activity: Vocabulary (15–20 minutes)**
- Ss practice the vocabulary from the reading.
  - Have Ss look at the article again. Tell them to write down any words that they did not know before.
  - Ask Ss to call out their words and write them on the board. As a class, write definitions for each word.
  - Have Ss write a sentence using each word. Make sure they write sentences that show they understand the meaning of the word.
  - Ask Ss to read their sentences to the class.

**Do your students need more practice?**

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<th>Assign . . .</th>
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**For an alternative reading text or extra practice, try Rent a pet on page T-180.**
Communication review

UNITS 7–9

Self-assessment

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

- Discuss trends using relative pronouns and adjectives with negative prefixes (Ex. 1)  __________
- Describe ways of marketing new products using the subjunctive (Ex. 2)  __________
- Discuss animals and give opinions on if they would be suitable as pets (Ex. 3)  __________
- Listen to a radio interview using whoever and direct and indirect objects (Ex. 4)  __________

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

Trends and attitudes

discussion

A Pair work. Read what these people have to say about recent trends. Who do you agree with the most, and who do you agree with the least? Discuss your ideas with a partner, and give reasons for them.

CARLOS

"I think it's great that so many companies allow employees to telecommute. It's illogical, even irresponsible, for companies to require employees who don't live nearby to come in to work every day."

LIN

"Something that worries me is the way people risk their health by experimenting with alternative medicines and therapies that haven't been properly tested. No one really knows how safe they are."

STEPHANIE

"I'm hoping attitudes toward consumption — like constantly buying new clothes — are changing. Celebrities like actors, musicians, and athletes, whom young people look up to, need to set the right example and start facilitating change."

"I disagree with Lin. I don't think alternative medicines are dangerous. Many of them are traditional medicines that have been used for years."

B Group work. Discuss how you feel about these life choices. Then share your answers with the class.

- adult children returning home to live with their parents
- people choosing to adopt children rather than having children of their own
- people using the Internet for social networking
- senior citizens going back to school to earn degrees
- people choosing to spend more of their free time doing volunteer work
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.

- Ss work individually to do the assessment.
- As a class, discuss which skills were easy for Ss and which were more difficult and why.

Trends and attitudes (discussion)

Review aim: Discuss trends using relative pronouns and adjectives (20–25 minutes)

A Pair work

- Read the statements aloud. Check that Ss understand the following vocabulary.

Vocabulary

- alternative medicines: medicines that are not normally used by mainstream doctors but that may also be effective
- therapies: medicines and other methods that are supposed to cure illness or medical problems
- telecommute: to work at home and use technology such as fax, e-mail, and the Internet to send your work to the office
- consumption: eating, drinking, or otherwise using something

- Explain the task. Read the example answer aloud.
- Give Ss time to think of their answers.
- Ss work in pairs to discuss their answers. Make sure they give reasons for their answers.
- Have Ss share their partner’s answers with the class.

B Group work

- Read the life choices aloud. Check that Ss understand the following vocabulary.

Vocabulary

- adopt: to legally take a child into your home and raise him or her as your own
- social networking: making friends, meeting people, and making social contacts
- senior citizens: generally, people age 65 and older

- Ss work in groups to discuss their answers.
- Have a S from each group report on the group’s answers to the class.
New products and marketing plans

A Group work. Think of a new product or service you think would be successful. What is it? Who is it for? How does it work? What’s the best way to advertise and promote it?

"Well, I’m thinking about a concierge service for people who are new in town. The concierge could provide the same services as a concierge in a hotel."

"I suggest we offer information and advice to help them cope with all the changes that living in a new community brings."

"Good idea. I recommend we advertise on the town’s website..."

B Present your product or service and advertising plans to the class. Which group has the best ideas?

Suitable pets?

A Would you consider keeping any of these animals as pets? Why or why not?

B Pair work. Compare your ideas with a partner. Explain your reasons.

"I really love tropical fish. Whenever I get the chance, I go snorkeling. I wouldn’t keep them as pets, though. I would rather see them in the ocean than in an aquarium."

Bird talk

A Listen to an interview with a parrot expert. She mentions three things that are important for a person to have before getting an African grey parrot. Check (✓) the three basic requirements she mentions.

☐ a. time  ☐ c. space  ☐ e. children  
☐ b. a DVD  ☐ d. interest in parrots  ☐ f. asthma

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

1. It is illegal to import wild African grey parrots.  ☐  ☐
2. Parrots cause asthma.  ☐  ☐
3. Parrots are intelligent and unpredictable.  ☐  ☐
4. Parrots need some time outside of their cage each day.  ☐  ☐
5. Research has been done on African grey parrots talking.  ☐  ☐
6. Parrots can eat all fruits and vegetables.  ☐  ☐
2. New products and marketing plans (discussion)

**Review aim:** Discuss ways of marketing new products using the subjunctive (20–25 minutes)

**A Group work**
- Explain the task. Have three Ss read the example conversation aloud. Brainstorm new products or services as a class, if necessary.
- Ss work in groups to do the activity.

**B**
- Explain the task. Have groups present their products and marketing plans to the class. Ask the class to vote on the best ideas.

3. Suitable pets? (speaking)

**Review aim:** Give opinions about different animals as pets (20–25 minutes)

**A**
- Explain the task. Read the questions aloud. Give Ss time to think of their answers individually.

**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.

4. Bird talk (listening)

**Review aim:** Develop skills in listening to a radio program (20–25 minutes)

**A** [CD 3, Track 6]
- Explain the task. Read the requirements aloud. Check that Ss understand the following vocabulary.

**Vocabulary**
- reputable: well respected and highly thought of
- captivity: the state of being in a cage or zoo, not in nature
- asthma: a medical problem that causes difficulty in breathing
- affectionate: openly loving in words and actions
- vital: extremely important
- stimulation: something that causes interest or excitement
- supervised: watched over

- Play the recording while Ss check the correct boxes. Replay as many times as needed.
- Ss work in pairs to compare answers. Go over answers with the class.

**Answers**
- a, c, d

**B** [CD 3, Track 7]
- 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**

**Audio script:** See page T-262.
- 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.
A Effective communicators

Read about these effective communicators. What else do you know about them?

Mark Twain
could be considered America’s greatest
humorist. His speeches were full of
wit and wisdom, and his sayings, like
“I have never let my schooling
interfere with my education,”
are still often quoted today. His
books, such as The Adventures
of Huckleberry Finn, have been
translated into every major language
and are still being read all over
the world. Several schools have
even been named after him.

Nelson Mandela
was awarded the Nobel
Peace Prize in 1993. Even while in
prison for 27 years, his fight to end
apartheid in South Africa was being kept alive by
activists around the world. Mandela is always going
to be remembered for his great speeches and eloquent
quotations, such as, “Education is the most powerful
weapon which you can use to change the world.”

B Pair work Who are some other effective communicators? Why are they effective?

A Fear of public speaking

Studies have shown that public speaking is most people’s biggest fear. Do you
share this fear? Complete the survey. Add a statement of your own.

Are you afraid to talk?

<table>
<thead>
<tr>
<th>1. I can’t sleep the night before a presentation.</th>
<th>Always true</th>
<th>Sometimes true</th>
<th>Never true</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. I rarely participate in discussions at work or in class.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I avoid situations in which I might have to give an impromptu speech.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. When talking to others, I find it hard to look people in the eye.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I can speak only from a prepared speech.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I am intimidated by job interviews.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I’d rather go to the dentist, pay taxes, or clean closets than give a presentation.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B Pair work Compare your answers. What do you have in common? How are
you different?
10 Language

LESSON A • Communication skills

Effective communicators (starting point)

Learning aim: Discuss effective communicators and see passives in context (10–15 minutes)

A
- Books closed. Ask Ss to define effective communicator. Ask them whether or not they think they are effective communicators and why.
- Books open. Explain the task. Read the descriptions aloud. Check that Ss understand the following vocabulary.

Vocabulary
- humorist: a person whose writings and/or speeches are noted for being funny
- schooling: the time a person spends attending school
- apartheid: official government policy that discriminated against nonwhite people in South Africa
- activist: a person who takes one side of a controversial issue and works to make changes
- eloquent: fluent and expressive

- Give Ss time to think about their answer to the question. Then have Ss work in pairs to discuss their answers.
- Have Ss tell the class anything they know about Mark Twain or Nelson Mandela.

Teacher note

Mark Twain
Mark Twain was born Samuel Langhorne Clemens in 1835. He was extremely popular during his time, and became friends with presidents, artists, and European royalty. He is generally thought of as “the father of American literature.”

As a young man, he wrote humorous articles for a Missouri newspaper and then became a steamboat pilot on the Mississippi River. After the American Civil War, Clemens traveled around the United States, Hawaii, Europe, and the Middle East. These trips were the inspiration for many of his novels and short stories.

Nelson Mandela
Nelson Mandela is a former president of South Africa. Born in 1918, he was an anti-apartheid activist and was sentenced to life imprisonment for sabotage. He spent 27 years in jail and became a symbol of the struggle against discrimination. He was released in 1990 and helped to make South Africa into a multiracial democracy.

B Pair work
- Explain the task. Read the questions aloud. Ss work in pairs to do the activity.
- Have Ss share their partner’s answers with the class.

Fear of public speaking (discussion)

Learning aim: Talk about speaking in public (15–20 minutes)

A
- Books closed. Ask Ss if they have ever had to speak or perform in public. Have them describe the circumstances and whether or not they were nervous. Have Ss name different occupations where speaking in public or to people you don’t know is an important skill.
- Books open. Explain the task. Read the survey aloud. Answer any questions about vocabulary. Ss work individually to complete the activity. Brainstorm additional fears with the class, if necessary.

B Pair work
- Explain the task. Ss work in pairs to discuss what they have in common and how they are different.
- Have Ss share their partner’s answers with the class.
- Put pairs together to make a list of practical suggestions for overcoming the fear of public speaking.
- Have a S from each group read their list to the class. Ask the other Ss if they have ever used any of the advice before.

For more practice discussing this topic, try Language survey on page T-193.
Overview of passives

Passive sentences focus on the receiver of the action by making it the subject of the sentence. The agent that performs the action can be omitted or follow by after the verb.

Passive = subject + form of be + past participle (+ by + agent)

Simple present: Mark Twain’s sayings are still often quoted today (by scholars).

Present continuous: Twain’s books are still being read all over the world.

Present perfect: Twain’s books have been translated into every major language.

Simple past: Nelson Mandela was awarded the Nobel Peace Prize in 1993.

Past continuous: Mandela’s fight was being kept alive (by activists) around the world.

Future with going to: Mandela is always going to be remembered for his great speeches.

Modals: Mark Twain could be considered America’s greatest humorist.

Past modals: No one should have been surprised.

A Look at the starting point on page 80 again. Can you find another example of the passive? What verb form is it in?

B Change these active sentences to the passive. Keep or omit the agent as appropriate.

1. The Internet has changed the way the world communicates. (The way the world communicates has been changed by the Internet.)
2. People should deliver wedding speeches confidently and cheerfully.
3. Someone should have told the students to speak louder during their speeches.
4. Many counselors are advising married couples to communicate more openly.
5. Long ago, people used smoke signals to send simple messages in China.
6. After the ceremony, the president is announcing the scholarship recipients.
7. Translators are going to translate the president’s speech into 35 languages.
8. The principal was making an announcement when the microphone went dead.

C Complete these sentences with information about language that is true for you. Then add another sentence of your own using a passive verb form.

1. I’ve been told by many people that . . .
   my English sounds quite formal.
2. My classmates and I are encouraged to . . .
3. I hope that someday I will be offered . . .
4. Not long ago, I was told that . . .
5. Languages should be taught . . .
6. I’ve been advised . . .
7. Students should / shouldn’t be forced to . . .
8. . . .
Overview of passives (grammar)

Learning aim: Practice using passives (20–25 minutes)

Grammar notes
In spoken English, many conversations involve the speaker as the doer of the action (active voice). For this reason, the passive voice is used less frequently than the active voice.

The passive can be used with all verb forms, tenses, and modals.

- Books closed. Write on the board:
  She spilled the milk.
  The milk was spilled by her.

  Ask Ss if the sentences mean the same thing. (Answer: yes) Ask what the differences are between the two sentences. (Answer: The first sentence is active; the subject is she. The second sentence is passive; the subject is The milk.)

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

A
- Have Ss look at the starting point on page 80 again.
  Explain the task and read the questions aloud. Go over answers with the class.

B
- Explain the task. Read the sentences and the example sentence aloud. Answer any questions about vocabulary.
- Ss work individually to complete the activity.
- Go over answers with the class.

Answers

1. The way the world communicates has been changed by the Internet.
2. Wedding speeches should be delivered confidently and cheerfully.
3. The students should have been told to speak louder during their speeches.
4. Married couples are being advised by counselors to communicate more openly.
5. Long ago, smoke signals were used to send simple messages in China.
6. After the ceremony, the scholarship recipients are being announced by the president.
7. The president's speech is going to be translated into 35 languages.
8. An announcement was being made by the principal when the microphone went dead.

Possible answers

1. I've been told by many people that my English sounds quite formal.
2. My classmates and I are encouraged to speak by our teacher.
3. I hope that someday I will be offered my dream job.
4. Not long ago, I was told that I had a great French accent.
5. Languages should be taught by someone who has a passion for language learning.
6. I've been advised by my professor to study Latin.
7. Students should be forced to take a foreign language.
8. I should have been chosen for the language exchange program.
**4. Discourse markers**

**vocabulary**

Discourse markers are expressions that make communication flow more smoothly. Match each expression below with a function it serves.

- a. to open a presentation
- b. to sequence information
- c. to add information
- d. to introduce similarities
- e. to introduce contrasts
- f. to close a presentation

1. in conclusion
2. next
3. similarly
4. to begin
5. nevertheless
6. in addition
7. to sum up
8. first of all
9. likewise
10. yet
11. first / second / third
12. furthermore

**B Pair work.** Complete each sentence with an expression from Exercise A. Sometimes more than one answer is possible.

---

(1), let me thank everyone for your interest and attention as I speak on the topic of petroleum dependency – our dependency on oil for our energy needs.

There are several reasons why we should be concerned about our dependency on petroleum: (2) petroleum-based fuels contribute to both air pollution and global warming, two very serious problems today. (3) there is a limited supply of oil in the world; therefore, we must be prepared to replace petroleum with other sources of energy. There are many ways in which to do this on a large scale. First, we must produce fuel-efficient cars: (4) we must encourage the use of public transportation. Finally, tax breaks could be offered to businesses that conserve fuel. (5) homeowners could also be offered tax incentives for fuel conservation. It’s true that cutting down on consumption is beneficial to the environment; (6) we should keep in mind that cutting down too quickly could have a negative affect on the economy.

(7) this problem has no simple answers, but if the government, corporations, and private citizens all work together, I feel we can solve the problem.

---

**5. Getting your message across**

**listening**

A ✍️ Listen to advice about speaking in public. Check (✓) the items the speaker mentions in the chart below.

B 🎧 Listen again. Complete the chart with the advice you hear.

<table>
<thead>
<tr>
<th>Advice</th>
<th>Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>the audience</td>
<td>posture</td>
</tr>
<tr>
<td>the outline</td>
<td>eye contact</td>
</tr>
<tr>
<td>pronunciation</td>
<td>voice</td>
</tr>
<tr>
<td>practicing</td>
<td>questions</td>
</tr>
<tr>
<td>humor</td>
<td>speed</td>
</tr>
</tbody>
</table>
4 Discourse markers (vocabulary)

Learning aim: Learn and practice using discourse markers (10–15 minutes)

A
- Explain that discourse means thoughts and/or information organized into speech or writing.
- Explain the task. Read the expressions and definitions aloud.
- Ss work individually to do the matching activity.
- Go over answers with the class.

Answers

|------|------|------|------|------|------|------|------|------|

B Pair work
- Explain the task. Read the text aloud. Answer any questions about vocabulary.
- Ss work in pairs to complete the activity.
- Go over answers with the class.

Answers

1. First of all / To begin
2. First
3. Second / Next / Furthermore / In addition
4. third / next / furthermore / in addition
5. Similarly / Likewise
6. nevertheless / yet
7. In conclusion / To sum up

5 Getting your message across (listening)

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

A [CD 3, Track 8]
- Explain the task. Ask Ss to predict what kinds of advice they will hear.
- Focus Ss’ attention on the chart in Exercise B. Read the items aloud. Explain that Ss should only check the items they hear in the recording and not fill in any of the advice yet.
- Play the recording while Ss check the items the speaker mentions. Play as many times as needed. Check answers as a class.
- Ss work in pairs to compare answers. Go over answers with the class.

Answers

These items should be checked: the audience, the outline, practicing, humor, posture, eye contact, voice, questions.

Audio script: See page T-263.

B [CD 3, Track 9]
- Explain that Ss will listen again and fill in the Advice columns in the chart.
- Play the recording. Tell Ss to listen for the answers. 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.

Answers

The audience: The presentation is for the audience; keep in mind what they want to hear.
The outline: Include ideas for introduction, main points, and conclusion. Keep it clear and simple.
Practicing: Practice in front of a mirror or record the presentation and listen to it.
Humor: It puts the audience at ease.
Posture: Try to look natural and relaxed.
Eye contact: Move your eyes around the room.
Voice: Your voice should sound friendly, natural, and expressive.
Questions: Always welcome questions from the audience. Too many questions from one person can be tedious.

Audio script: See page T-263.
Persuasive writing

In persuasive writing, you take a position on an issue and try to convince the reader that your position is correct. To do so, you should provide examples and reasons that support your case, as well as present the opposing point of view and argue against it.

A Read the following composition. What is the writer’s position? What are the reasons the writer gives to support the position? Do you think the writer’s case is convincing?

Every Student Should Be Required to Study a Foreign Language

Recently, a student organization at our university proposed that we do away with our foreign language requirement, which mandates that all students complete two years of foreign language study. The main reason for this proposal seems to be to eliminate unnecessary courses; however, the proponents of this change are overlooking the great benefits foreign language study provides to students of any major.

Students who oppose the language requirement argue that university study should be more career focused. They feel that the language requirement steals time that could be spent on courses directly related to a student’s major. This is a shortsighted position. Statistics show that bilingual candidates have an increased chance of getting jobs...

Another point often made by the proponents of the change is that a large number of students who study a language for two years rarely use it again in their lives. While this may be true in some cases, study of a foreign language has been shown to increase proficiency in one’s native language. Similarly, the understanding of oneself and one’s own culture is increased through contact with another language and its culture...

In conclusion, it is crucial that we keep the foreign language requirement. To eliminate it would be doing a great disservice to our university and its students. Foreign language learning benefits us in concrete and subtle ways as it broadens our minds and expands our opportunities.

-James Baker

B Pair work With a partner, take a position on one of these issues related to language, or use your own idea. Then brainstorm reasons supporting this position.

- Schools should teach a second language starting in kindergarten.
- Every student should be required to study abroad.
- Institutions should be created to preserve and conserve languages.

C Write a multiparagraph composition supporting your position with the reasons you have brainstormed. Make sure you argue against the opposing position.

D Pair work Take turns reading your compositions. Suggest ways your partner’s writing could be made more persuasive.
Persuasive writing (writing)

Learning aim: Write a persuasive essay using examples and reasons (40 - 50 minutes)

A
- Books closed. Have a brief class discussion about foreign languages. Ask Ss what other language they would like to learn and why. Ask them if they think learning a foreign language is important, and what foreign language will be the most important one for the future.
- Books open. Tell Ss to read the information in the box at the top of the page. Ask: What does persuasive mean? [Answer: convincing; making others agree with your opinion] What should you include in a persuasive essay? [Answer: examples and reasons that support your opinion] What should be included? [Answer: the opposing view and your argument against it]
- Remind Ss that, when writing paragraphs, each paragraph should be about only one idea. In a persuasive essay, one paragraph should state your opinion, so these paragraphs should all be about the same topic. The rest of the paragraph should include the opposite view and why you disagree with it.
- Explain the task. Have Ss read the essay silently to themselves. Check that Ss understand the following vocabulary.

Vocabulary
- proposed: put forward (a plan, an offer, an idea, etc.)
- mandates: makes something required
- proponents: people who are in favor of an idea and who generally work to further it
- shortlisted: unable to see how a situation will be in the future
- disservice: something harmful or unhelpful

- Ss work individually to underline the writer's position and answer the questions.
- Ss work in pairs to compare their answers.

Answers
- Position: The writer believes that the university should keep the foreign language requirement.
- Reason: There are many benefits, such as bilinguials have an increased chance of getting a job, increased proficiency in one's native language, increased understanding of one's culture.

B Pair work
- Explain the task. Read the positions aloud.
- Ss work in pairs to do the activity. Brainstorm other positions as a class, if necessary.
- Walk around the class and help as needed.

C
- Explain the writing task.
- Ss work individually to write their compositions.
- Walk around the class and help as needed.

D Pair work
- Ss work in pairs to exchange compositions and take turns suggesting improvements.
- Walk around the class and help as needed. Encourage Ss to ask and answer follow-up questions about the position in the composition and about anything they don't understand.

Language note
- Explain that the examples in the book show typical paragraph structure for a composition in English. Each paragraph has a topic sentence with the main idea, and the rest of the paragraph contains one or more examples to illustrate the main idea.

Do your students need more practice?
- Assign... for more practice with...
  - Grammar Plus p. 124
  - Workbook p. 55
  - Workbook p. 56, Ex. 3
  - Workbook p. 57
What's correct language?

A Read these statements about language, and check (✓) the statements you agree with.

**Proper English**

- [ ] 1. Most people don't need to write well. Speaking is more important.
- [ ] 2. The majority of teenagers use too much slang.
- [ ] 3. Three-quarters of e-mail messages contain grammar errors.
- [ ] 4. No one expects e-mail to be correct.
- [ ] 5. There are plenty of people with accents who speak English well.
- [ ] 6. None of us has the right to correct other people's grammar.
- [ ] 7. All varieties of English are equally valid. Every variety is correct.
- [ ] 8. A lot of advanced grammar is complicated even for native speakers.
- [ ] 9. Only a minority of my friends cares about speaking correctly.

B Pair work. Discuss your opinions with a partner.

"I disagree with the first sentence. A lot of people need to write well for their jobs."

Text speak

A Pair work. Read about the phenomenon of "text speak." Then try to figure out what the six examples of text speak mean, and write the meaning. (For the answers, turn to page 152.)

"Text Speak" refers to shortened forms of words used primarily in text-messaging.

When texting began, telephone companies would charge by the word, so fewer words and letters meant cheaper messages. These days, many young people find text speak convenient and cool, and it is creeping into e-mails and even classroom work. Examples of text speak include:

- B4 before
- CUL8R later
- G88 great
- RUOK are you ok
- KLAT latest
- 2nite tonight

B Group work. Read these opinions about text speak. Which one do you most agree with? Discuss your opinions about text speak with the group.

| I try not to use text speak – except in text messaging, of course – because it's annoying. I think people who use it in schoolwork and in e-mails look idiotic and immature. -Raphael |
|:---:|:---:|
| People are free to use text speak if they think it's more convenient – after all, it's a free country. But, I do hope it remains an alternative style, and that grammar is maintained. -So Jin |
| Text spk is gr8! It's much easier and quicker, and u can use it for e-mail, taking notes in class, writing letters, and even in some homework assignments. -Wendy |
| I really feel sad when my younger sister writes to me using text speak, and I'm only 24! Nevertheless, I know that language always evolves. Just think of the difference between our English and Shakespeare's! -Rob |
LESSON B • Natural language

1. What’s correct language? (starting point)

Learning aim: Discuss correctness in language and see quantifiers in context (10–15 minutes)

A
- Books closed. Ask Ss to say if they think writing in English is easier than speaking English. Ask them if they worry about making mistakes in English, or if they think it is more important just to be understood.
- Books open. Explain the task. Read the survey aloud. Check that Ss understand the following vocabulary.

Vocabulary
- majority the largest amount of a whole
- slang informal, nonstandard words and phrases
- has the right is allowed (in this context)
- minority the smallest amount of a whole

- Ss work individually to complete the survey.

2. Text speak (discussion)

Learning aim: Talk about text speak (15–20 minutes)

A
- Pair work
  - Books closed. Ask Ss what text speak is and if they ever use it.
  - Books open. Read the text aloud. Explain the task.
  - Ss work in pairs to complete the activity.
  - Go over answers with the class.

Optional activity: Text speak (10–15 minutes)

Ss write their own text speak.
- Ss work in pairs to write a message using text speak. The message could be about something they did yesterday or what they will do over the weekend, or they can use their imaginations and pretend they are on vacation and writing about it to a friend. Tell them to use as much text speak as possible.
- Have pairs exchange messages and read them.

B
- Pair work
  - Explain the task. Read the example answer aloud.
  - Ss work in pairs to do the activity.
  - Have Ss share their partner’s opinions with the class.

- Group work
  - Ss work in groups to do the activity.
  - Have a S from each group report on the group’s discussion to the class.

Optional activity: Text speak (10–15 minutes)

Ss write their own text speak.
- Ss work in pairs to write a message using text speak. The message could be about something they did yesterday or what they will do over the weekend, or they can use their imaginations and pretend they are on vacation and writing about it to a friend. Tell them to use as much text speak as possible.
- Have pairs exchange messages and read them.

B
- Pair work
  - Explain the task. Read the example answer aloud.
  - Ss work in pairs to do the activity.
  - Have Ss share their partner’s opinions with the class.

- Group work
  - Ss work in groups to do the activity.
  - Have a S from each group report on the group’s discussion to the class.

Optional activity: Text speak (10–15 minutes)

Ss write their own text speak.
- Ss work in pairs to write a message using text speak. The message could be about something they did yesterday or what they will do over the weekend, or they can use their imaginations and pretend they are on vacation and writing about it to a friend. Tell them to use as much text speak as possible.
- Have pairs exchange messages and read them.

To help Ss with participation in this exercise, try Face up, face down on page T-169.
3 Subject-verb agreement with quantifiers

**Grammar**

All (of), a lot of, lots of, plenty of, some (of), most (of), and fractions take a singular verb if the noun they modify is uncountable or singular. They take a plural verb if the noun they modify is plural.

Most people don’t need to write well.

Three-quarters of e-mail messages contain grammar errors.

A lot of advanced grammar is complicated.

Each of, every one of, none of, and collective nouns, such as majority (of) and minority (of), typically take a singular verb, but often take a plural verb after a plural noun in informal speech.

The majority of teenagers use/uses too much slang.

A minority of my friends care/cares about speaking correctly.

None of us has/have the right to correct other people’s grammar.

_Everyone, someone, anyone, no one, each + noun, and every + noun are followed by a singular verb._

_Every variety is correct._

No one expects e-mail to be correct.

---

**A** Look at the starting point on page 84 again. Can you find other quantifiers? Are they followed by a singular or plural verb?

**B** Complete these sentences with the correct form of the verb in parentheses.

1. A lot of people _________ agree that spelling and grammar shouldn’t change. (agree)
2. All of the students in my class __________ English club meetings. (attend)
3. Most of the faculty at school __________ at least three languages. (speak)
4. A quarter of my classmates __________ going to study abroad next semester. (be)
5. The majority of people __________ text speak in their e-mails. (use)
6. None of the information in the e-mail __________ correct. (be)
7. Every letter I receive usually __________ one or two spelling mistakes. (contain)
8. A lot of the language that people use every day __________ inappropriate in writing. (be)

**C** _Group work_ Complete these sentences with information about how people use language in different situations. Then discuss your answers.

1. A lot of the slang people use these days . . .
2. The majority of people my age . . .
3. A lot of the language older people use . . .
4. None of my friends . . .
5. Most of the news anchors you see on TV . . .
6. Every one of my teachers . . .

*"A lot of the slang people use these days comes from popular music."*

*"That’s true. In hip-hop slang, ‘crib’ means home, and ‘bling’ means flashy jewelry."*
3. Subject-verb agreement with quantifiers (grammar)

Learning aim: Practice using subject-verb agreement with quantifiers (20–25 minutes)

Grammar notes
Some other examples of collective nouns are audience, class, couple, crowd, family, government, group, team.
Generally, when a collective noun refers to a single, impersonal unit, a singular noun is used.
*My baseball team has a lot of great players on it.*
When it refers to a collection of various individuals, a plural pronoun is used.
*My baseball team is great. They are all my friends.*

- Books closed. Write on the board:
  *Each person in the class _____ (be) very nice.*
  *Half of my classmates _____ (be) from Japan.*
Read the sentences aloud and ask Ss to fill in the blanks. Ask them why they think the verb should be singular or plural.
- Books open. Discuss the information in the grammar box and read the example sentences.

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
There are plenty of people with accents who speak English well. (plural)
All varieties of English are equally valid. (plural)

B
- Explain the task. Ss work individually to complete the sentences.
- Ss work in pairs to compare their answers. Go over answers with the class.

Answers
1. agree
2. attend
3. speaks
4. are
5. use(s)
6. is
7. contains
8. is

C Group work
- Explain the task. Read the beginnings of each sentence aloud. Answer any questions about vocabulary. Read the example answer aloud.
- Ss work individually to complete the sentences.
- Ss work in groups to discuss their answers.
- Have a S from each group report on the group’s discussion to the class.

Possible answers
1. A lot of the slang people use these days comes from popular music.
2. The majority of people my age do not care about proper grammar.
3. A lot of the language older people use has richer vocabulary.
4. None of my friends corrected my English.
5. Most of the news anchors you see on TV are well spoken.
6. Every one of my teachers assigns homework.
4) Idiomatic expressions

**vocabulary**

The expressions on the left can be used to comment on people and the way they speak. Match them with their definitions on the right.

1. have a sharp tongue  
2. have a way with words  
3. hem and haw  
4. stick to the point  
5. talk behind someone’s back  
6. talk someone into something  
7. talk someone’s ear off  
8. love to hear oneself talk

a. talk indecisively; avoid saying something directly  
b. enjoy talking even if nobody is listening  
c. talk about people without their knowing  
d. continue talking about a main idea  
e. talk in a bitter, critical way  
f. convince a person to do something  
g. talk until the other person is tired of listening  
h. have a talent for speaking

**Pair work** Use expressions from above to comment on these people and the way they are speaking.

1. Klaus  
   *I wouldn’t say I dislike him, or at least I don’t think so. I guess it’s hard to say.*

2. Risa  
   *Why don’t you want to go? Come on! It’ll be fun, and it’s cheap. I’ll even drive!*

3. Sandra  
   *Just be quiet! You don’t know what you’re talking about, so stop wasting my time!*

4. Philip  
   *Diane got an F on her test. She tried to put it away quickly, but I saw it anyway.*

5) Assert yourself!

**listening & speaking**

**A** 🔊 Listen to three rather one-sided conversations. Write the number of the conversation beside each description.

___  a. One person is talking the other person’s ear off.
___  b. One person is trying to talk the other person into doing something.
___  c. One person isn’t sticking to the point.

**B** 🎤 Listen again. Which expressions do you hear used in the conversations? Write the number of the conversation beside each expression.

___  a. Could I say something?  
___  b. Thanks for asking, but . . .  
___  c. I just wanted to say . . .

___  d. That’s nice, but we really need to . . .  
___  e. That’s really nice of you, but . . .

___  f. Getting back to what we were talking about . . .

**C** Pair work  Prepare a dialogue similar to those from the listening. Use the expressions above. Then perform the scene for the class.
4. Idiomatic expressions (vocabulary)

Learning aim: Learn and practice using idiomatic expressions (10–15 minutes)

A
- Books closed. Ask Ss to define *idiomatic expression*. Ask them to say any idiomatic expressions they already know and write them on the board.
- Books open. Explain the task. Read the expressions and definitions aloud. Answer any questions about vocabulary.
- Ss work individually to complete the task. Go over answers with the class.

**Answers**

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

B Pair work
- Explain the task. Read the text aloud. Answer any questions about vocabulary.
- Ss work in pairs to comment on each person using the expressions from Exercise A.
- Go over answers with the class.

**Answers**

1. her and how
2. talk someone into something
3. have a sharp tongue
4. talk behind someone’s back

5. Assert yourself! (listening & speaking)

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

A [CD 3, Track 10]
- Explain the task. Read the descriptions aloud.
- Tell students to listen and write the number of each conversation beside the correct description. Play the recording once as Ss listen. Play the recording again while Ss number the descriptions. Replay as many times as needed. Ss listen and check their answers.
- Ss work in pairs to compare their answers. Go over the answers with the class.

**Answers**

a. 2 b. 3 c. 1

Audio script: See page T-263.

B [CD 3, Track 11]
- Read the expressions aloud. Explain that Ss will listen again and write the number of the conversation each expression appears in.
- Play the recording once as Ss listen. Play the recording again while Ss write the correct numbers. Replay as many times as needed. Ss listen and check their answers.
- Go over answers with the class.

**Answers**

a. 2 b. 3 c. 2 d. 1 e. 3 f. 1

Audio script: See page T-263.

C Pair work
- Explain the task.
- Ss work in pairs. Suggest the following possible role-play scenario:
  1. Friend A is talking about the crowded transportation and traffic in the city. Friend B is trying to occasionally interrupt and express an opinion or two.
  2. Two friends are planning a birthday party. Friend A keeps talking about other things and won’t stick to the point. Friend B keeps reminding Friend A to concentrate on the party.
  3. Friend A is trying to talk about something dangerous, for example, skydiving. Friend B keeps politely refusing and explaining why he or she isn’t interested.
- Have pairs choose a role play, write a dialogue, and practice it. Make sure they use expressions from Exercise B.
- Have pairs perform their scene for the class.
English varieties

A Pair work. Read the quote in the first line of the article. What do you think it means? Then read the article to compare your ideas to the author’s.

George Bernard Shaw said, “England and America are two countries separated by a common language.” I never really understood the meaning of this quote until a friend and I stopped in a London convenience store. We had some trash to throw away, so I, in as polite a manner as I could muster, asked the clerk for a trash can. Then I asked him again, thinking he didn’t hear me. And then I asked again, only this time while speaking the international language (loudly and slowly while pointing to the object I wanted to throw away). After this horridly rude display, he politely asked me what a trash can was. So I held him it was a place for my garbage. I guess this weak explanation worked. The clerk then produced a small trash can from behind the counter and in the most you-must-be-from-around-here tone he could muster said, “rubbish bin.”

Different names for objects, however, is not the main problem. Anyone can learn a language. But to really be a speaker of the language, you need to understand its idioms and its slang. There is a distinct difference between someone who learned a language in a classroom and someone who is a native speaker. Using slang proves that the speaker has been in a country long enough to learn it, and that offers a benefit greater than just being able to converse on a casual level. It allows the two speakers to get much closer much more quickly.

Eventually, after living somewhere for a while you pick up a few things, and this new language education gives a credibility that just pronouncing a city address cannot. It shows a belonging and membership in the club of permanent residents and that one is a true extended tourist. I know it sounds superficial, but by being able to understand words that may or may not be in a dictionary, we can fool people into thinking we belong, but it isn’t. What knowing and using slang shows is a basic understanding of a culture. It offers both members of the conversation a common ground.

And that’s the point. Britain and America are two countries separated by a common language, but then again so are Mexico and Spain, Brazil and Portugal, and France and Haiti. While these countries’ languages may all seem the same on paper, they’re not. Really learning the languages can only be done on the ground. And once that learning is done, something far greater is achieved than not sounding like a fool.

B Which of these statements would the author probably agree with? Compare and discuss your answers.

1. Knowing one variety of a language doesn’t mean you can speak it everywhere.
2. Studying books about slang is an effective way to learn how it’s used.
3. Idiomatic use of language is a superficial part of a country’s culture.
4. Really learning a language means learning how local people actually use it.

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

1. Do you agree with the author’s idea that one can only really learn a language by living in a country where it’s spoken? Why or why not?
2. Have you ever had any experiences like the one in the first paragraph? What happened? Do you think such misunderstandings are common?
English varieties (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 Ss which countries have English as their main language, or have a high percentage of their population who can speak it. (Possible answers: the United States, the United Kingdom, Australia, New Zealand, Canada, Antigua, Bahamas, Botswana, Fiji, India, Israel, Kenya, Malawi, Nigeria, Pakistan, the Philippines, the Virgin Islands, South Africa, etc.) Ask Ss if they have heard native speakers from different English language-speaking countries speak English, in person or in movies or on TV. Ask them if they can hear a difference in accent or idioms, and ask if they think one country’s English is easier to understand than another’s.
- Books open. Explain the task. Read the title of the article aloud. Ask Ss to define aloud. (Answer: not in your country)
- Ss work in pairs to discuss the question.
- Have Ss read the article silently to themselves. Check that Ss understand the following vocabulary.

Vocabulary
convenience store a store that sells many everyday items and is open 24 hours
muster create within yourself (in this context)
converse to have a conversation
credibility the power of inspiring belief in others
merely only
fool make people believe something that is not true
belong the state of not being seen as a foreigner (in this context)
common ground the basis for mutual agreement
seem the same on paper to seem to be true in an abstract description, but may not be true in the real world
on the ground in everyday practice (in this context)

B
- Explain the task. Ss work in pairs to do the activity.
- Go over answers with the class.

Answers
1 and 4

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 reports. These Ss might give the report to their own group first at the end of the task to see if the group agrees with the information presented.
- As a final class discussion, ask Ss for some examples of the differences between British and American English that they know about. Have them explain whether they think the differences are significant or not.

Optional activity: Fill in the blanks (15 minutes)

Ss write a cloze exercise.
- Ss work in pairs to write three or four sentences about the article, leaving a word or two blank. (Example: There can be many ______ in the same language spoken in two countries.) Make sure they understand that they shouldn’t copy sentences directly from the article, but write about the article in their own words.
- Tell Ss to close their books. Have pairs exchange sentences and fill in the blanks. Then have them check each other’s answers.

Do you students need more practice?
Assign . . . for more practice with . . .
Workbook p. 58 Grammar
Workbook p. 59 Vocabulary
Workbook p. 60 Reading
1 They had an impact!

A Read about the exceptional people below. Have you heard of any of these people? What sort of impact have they had on other people?

- **Mahatma Gandhi** (1869-1948) was a great political and spiritual leader in India. Although he was educated in England, Gandhi’s best remembered for his struggle for Indian independence, which had far-reaching effects. His speech-making abilities and peaceful means later inspired other great leaders, like Martin Luther King Jr. and Aung san Suu Kyi.

- **Natalia Vodianova** (1982- ) was a Russian actress. Although she was working in a fruit stand by age 14, at 15, she signed with a modeling agency and soon after moved to Paris, where she was well-received and quickly became a popular fashion model. A kind-hearted superstar, she created the Naked Heart Foundation to build playgrounds for underprivileged children in Russia.

- **Pele** (1940- ) a Brazilian soccer player, has won three World Cup titles with Brazil. He is also known for his care-taking dedication to improving social conditions for the poor.

B Group work Think of people who have had an impact on the world. Discuss their achievements, then choose the person who has had the biggest impact.

2 Exceptional values

A Think about the people you talked about in the starting point above. What values do you think were most important to each of them?

"I think Gandhi valued patience. He had patience with people and patience to achieve his goal through nonviolent measures."

B Look at this list of life values. Check (✓) the three that are the most important in your life. If your top values aren’t here, add them to the list.

☐ achievement    ☐ health    ☐ spirituality
☐ being a "team player"    ☐ independence    ☐ the environment
☐ concern for others    ☐ money    ☐ creativity
☐ responsibility

C Group work Discuss your choices with the members of your group. Then make a list of the three life values that are the most important to your group as a whole.
11 Exceptional people

LESSON A • High achievers

They had an impact! (starting point)

Learning aim: Discuss effective communicators and see compound adjectives in context (10–15 minutes)

A
- Books closed. Ask Ss to think about important achievements that have taken place in the world or in their country during their lifetime. Tell Ss that these achievements can be of any kind (e.g., political, medical, technological, artistic, or philanthropic). Give them a few minutes to think about and jot down their ideas. Then ask Ss to share their ideas as you write them on the board. Ask them to identify the qualities that these people probably have in common (e.g., intelligent, independent, hardworking, brave).
- Books open. Direct Ss’ attention to the three photos and ask them if they know anything about the three people. Make three columns on the board, one for each person, and write any facts Ss call out in the appropriate column.
- Explain the task. Read the descriptions aloud. Check that Ss understand the following vocabulary.

Exceptional values (discussion)

Learning aim: Talk about the values of exceptional people (15–20 minutes)

A
- Explain the task. Read the question and the example answer aloud.
- Ss work individually to think about their answers. Tell them to use the values and qualities that they talked about in Exercise 1A.

B
- Explain the task. Read the list of values aloud.
- Answer any questions about vocabulary.
- Ss work individually to complete the task.

C Group work
- Explain the task. Ss work in groups to complete the activity.
- Have a S from each group read their list to the class.

Optional activity: Class debate (15–20 minutes)

- Ss have a class debate.
- Write on the board: Caring for the environment is the single most important life value we have today.
- 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 with their group.
- Have each group take turns presenting their ideas to the class.

In this unit, Ss use compound adjectives and superlative compound adjectives to talk about the qualities of role models and heroes.

Vocabulary
- epoch-making: bringing in a new period of history
- means ways or methods
- underprivileged: not having enough money, food, educational opportunities, or other basic resources
- universally: done or thought by everyone everywhere
- athleticism: athletic ability
- pioneer: someone who is the first to do something
3 Compound adjectives

Grammar

Compound adjectives are modifying phrases made up of two or more words. They can be joined by a hyphen, appear as a single word, or appear as two separate words. Always check your dictionary before using compound adjectives in writing.

Three common patterns for compound adjectives in English are:

a. adjective + noun + -ed (absent-minded, high-spirited, long-winded, soft-hearted)
When preceding a noun, these compounds are usually written with a hyphen unless they are one word.

b. adverb + past participle (much-loved, well-dressed, highly acclaimed, widely respected)
Compounds with adverbs ending in -ly are never hyphenated. Other adverbs are usually hyphenated before but not after the noun.

c. adjective, adverb, or noun + present participle (assisting, hard-working, thought-provoking)
When preceding a noun, these compounds are usually written with a hyphen unless they are one word.

A Look at the starting point on page 88 again. Can you find more compound adjectives? Which patterns from the grammar box do they follow?

B Rewrite these sentences using the compound adjectives from the starting point to replace the words in boldface. Sometimes more than one answer is possible.

1. Tiger Woods is a golfer everybody knows.
   Tiger Woods is a well-known golfer.

2. The play, which was praised by every critic in the city, is sold out.

3. Many charities are set up to help children who are poor.

4. The very generous celebrity gave money to the homeless.

5. The work of Gandhi had effects that reached around the world.

6. The child with brown eyes was adopted by a celebrity.

4 Compound adjectives related to the body

Vocabulary

A Pair work Combine the words from both boxes to create compound adjectives. How many combinations can you think of?

<table>
<thead>
<tr>
<th>absent</th>
<th>cool</th>
<th>hard</th>
<th>narrow</th>
<th>soft</th>
<th>bloody</th>
<th>headed</th>
<th>minded</th>
</tr>
</thead>
</table>

B Match the compound adjectives you created to their synonyms below. Sometimes more than one answer is possible.

1. silly and brainless ____________
   empty-headed

2. quick to anger ____________
   headstrong

3. uncaring or unkind ____________
   heartless

4. sweet and loving ____________
   gentle

5. stubborn and unyielding ____________
   inflexible

6. tolerant and unbiased ____________
   unbiased

7. intolerant and disapproving ____________
   critical

8. forgetful ____________
   forgettable

9. calm and unexcitable ____________
   quiet

10. friendly and kind ____________
    amiable
3. Compound adjectives (grammar)

Learning aim: Practice using compound adjectives (20–25 minutes)

Grammar notes

Compound adjectives usually cannot be separated into a noun + be > adjective construction even though it might seem like it would mean the same thing.

Correct: He is a very absent-minded professor.

Incorrect: His mind is very absent.

Some compound adjectives that can be separated are kind-hearted, cold-hearted, blue-eyed (or any other color), and brown-haired (or any other color).

Books closed. Write on the board:
No one likes him. He is a cold-hearted man.

Ask Ss to identify the adjective. Ask them why it is different from other adjectives. [Answer: It is two words together.] Ask Ss what they think it means.

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

Pattern a: blue-eyed, brown-haired, kind-hearted
Pattern b: best remembered, well received, underprivileged, well-known, universally praised
Pattern c: far-reaching, epoch-making, painstaking

B

- Explain the task. Read the sentences and the example sentence aloud.
- Ss work individually to complete the activity.
- Go over answers with the class.

Answers

1. Tiger Woods is a well-known golfer.
2. The universally praised play is sold out.
3. Many charities are set up to help underprivileged children.
4. The kind-hearted celebrity gave money to the homeless.
5. The work of Gandhi had far-reaching effects.
6. The brown-eyed child was adopted by a celebrity.

4. Compound adjectives related to the body (vocabulary)

Learning aim: Learn and practice using compound adjectives related to the body (10–15 minutes)

A Pair work

- Explain the task. Read the words aloud.
- Ss work in pairs to complete the activity.
- Go over answers with the class.

Answers

absent-minded hard-headed open-hearted
cold-blooded hard-hearted open-minded
cold-hearted hot-blooded soft-hearted
cool-headed hot-blooded warm-blooded
empty-headed narrow-minded warm-hearted

B

- Explain the task. Read the words and example answer aloud.
- Ss work individually to complete the activity.
- Go over answers with the class.

Answers

1. empty-headed, absent-minded
2. hot-headed, hot-blooded
3. cold-hearted, hard-hearted
4. open-hearted, warm-hearted, soft-hearted
5. hard-headed
6. open-minded
7. narrow-minded
8. absent-minded
9. cool-headed
10. warm-hearted, soft-hearted

For more practice with vocabulary, try In your opinion on page T-195.
5 Do you want to be a high achiever?

A Listen to a motivational speaker talk about the qualities of high achievers. Check ✓ the four qualities he talks about in the chart below.

B Listen again. What does the speaker suggest people do in order to build the four qualities of high achievers? Write the suggestions in the chart.

<table>
<thead>
<tr>
<th>Suggestion</th>
<th>Suggestion</th>
</tr>
</thead>
<tbody>
<tr>
<td>lifelong learning</td>
<td>positive attitude</td>
</tr>
<tr>
<td>high self-esteem</td>
<td>risk-taking</td>
</tr>
<tr>
<td>responsibility</td>
<td>creativity</td>
</tr>
</tbody>
</table>

6 Memorable quotations

A Pair work Read these quotations from exceptional people. Can you restate these quotations in your own words?

Eleanor Roosevelt 1884-1962
American humanitorian
“I believe that anyone can conquer fear by doing the things he fears to do.”

Leo Tzu
Chinese sage
“A journey of a thousand miles begins with a single step.”

Thomas Edison 1847-1931
American inventor
“Genius is one percent inspiration and ninety-nine percent perspiration.”

Gertrude Stein 1874-1946
American author
“We are always the same age inside.”

Mahatma Gandhi 1869-1948
Indian leader
“Learn as if you were going to live forever.”

B Group work Which of the quotations above might be useful for the following kinds of people? Do you know any other sayings or quotations that might be helpful?

1. someone who wants to write a book and become an author
2. someone who wants to learn another language, but can’t speak one word yet
3. someone who wants to study abroad but is afraid to live in a foreign country
4. someone who thinks he or she is too old to travel abroad
5. someone who is hesitant to register for an class because of a lack of time
5. Do you want to be a high achiever? (listening)

**Learning aim:** Develop skills in listening for details about qualities of high achievers (15–20 minutes)

**A** [CD 3, Track 12]
- Explain the task. Read the qualities aloud. Check that Ss understand the following vocabulary.

**Vocabulary**
- comfort zone: life situations that are familiar and safe
- no pain, no gain: a common saying that means to achieve anything in life, you have to work hard

- Play the recording while Ss check the four qualities in the chart. Replay as many times as needed.
- Ss work in pairs to compare answers. Go over answers with the class.

**Answers**
- These qualities should be checked: lifelong learning, responsibility, risk-taking, creativity.

**Audio script:** See page T-264.

6. Memorable quotations (discussion)

**Learning aim:** Talk about quotations (15–20 minutes)

**A** Pair work
- Draw Ss’ attention to the photos. Ask them to identify each person and to say anything they know about him or her.
- Explain the task. Read the quotations aloud. Answer any questions about vocabulary. Read the phrases in the useful expressions box aloud. Give an example of how to use each one.
- Have Ss work individually to think about their answers. Ss work in pairs to compare their answers.
- Have Ss share their answers with the class.

**B** Group work
- Explain the task. Read the list of descriptions aloud.
- Ss work in groups to complete the activity.
- Have a S from each group report on the group’s answers to the class.

**Optional activity: More quotes (15–20 minutes)**
- Ss paraphrase more quotations.
- Write on the board:
  - “Try not to become a man of success but rather to become a man of value.” Albert Einstein (1875–1955)
  - “Life is what happens to you when you are busy making other plans.” John Lennon (1940–1988)
  - “Never bend your head. Hold it high. Look the world straight in the eye.” Helen Keller (1880–1968)
- Ask Ss to say anything they know about each famous person.
- Ss work in pairs to paraphrase the quotations. Have pairs share their answers with the class.
- Alternatively, ask Ss to write their favorite quotations on the board and then paraphrase them for the class.
A The paragraphs in this biographical profile about J. K. Rowling have been scrambled. Read the composition and put the paragraphs in order.

- Rowling received a grant allowing her to finish the book in 1995, but it was rejected by 15 publishers before a small company called Bloomsbury published it in 1997. In 1998, the book was published in the United States as Harry Potter and the Sorcerer's Stone. It wasn't long before the book was winning awards and rising to the top of the bestsellers lists. Rowling went on to write and publish the second book in the series in 1999, and then several more in the seven-book series between then and 2007. Today she's the bestselling author of all time.

- Born in Gloucestershire, England, in 1965, Rowling was a good student whose favorite subjects were English and foreign languages, and after graduating from high school she studied French at Exeter University. Following her graduation from Exeter, Rowling worked as a bilingual secretary. On a train trip during this time, Rowling got the idea for a book about a boy named Harry Potter, an orphan who learns he is a wizard and enters a school of wizardry and witchcraft. Rowling began writing the book during lunch breaks and meetings, before finally quitting her job at age 26 and moving to Portugal to work as an English teacher.

- If you don't know who J. K. Rowling is, you must be from another planet. Her Harry Potter books have been translated into 28 languages and are sold in 115 countries. They have been turned into popular movies. Although Rowling has made over one billion dollars for her work and has been called a genius by many, life wasn't always easy for her.

- In Portugal, Rowling's schedule allowed her to write during the mornings, and she continued working on the book. While there she married a Portuguese journalist, but after the birth of their daughter, Rowling returned to England with a suitcase full of Harry Potter notes. She continued to write, and went to a café with her daughter every day to work on her Harry Potter book.

B Choose a famous person you know a lot about. Make notes and list events from this person's life in chronological order. Then use your notes to write a biographical profile.

C Pair work Exchange profiles with a partner, and answer these questions.

1. Does your partner's profile begin with an introduction and include a thesis statement?
2. Is the information in the profile arranged in chronological order?
3. Can you suggest any improvements to make the profile more interesting or effective?
4. What else would you like to know about the person your partner wrote about?
Biographical profile (writing)

Learning aim: Write a biographical profile (40–50 minutes)

A

- Books closed. Have a brief class discussion about biographies. Ask: Do you like to read biographies? What kind of information is usually included in a biography? What information would be included in a biography about you?

- Books open. Tell Ss to read the information in the box at the top of the page. Ask: What is in the thesis statement of a biographical profile? (Answer: what makes the person interesting or special.) How are paragraphs arranged? (Answer: in chronological order)

- Remind Ss that, when writing paragraphs, each paragraph should be about only one idea. In a biographical profile, one paragraph should state your thesis, and the following paragraphs should be about important events in the person’s life organized in chronological order.

- Explain the task. Have Ss read the essay silently to themselves. Check that Ss understand the following vocabulary.

Vocabulary

- orphan a child whose parents are both deceased
- if you don’t know . . . you must be from another planet a common expression that means “You must know about . . . because it is so well known that everyone knows about it”
- genius a person who has extraordinary abilities or intelligence

- Ss work individually to number the paragraphs in the correct order.

- Go over answers with the class. Have Ss say what information in the paragraph made them put it in that particular order.

B

- Explain the writing task.
- Ss work individually to write their profiles.
- Walk around the class and help as needed.

C

- Pair work
- Ss work in pairs to exchange profiles and take turns answering the questions.
- Walk around the class and help as needed. Encourage Ss to ask and answer follow-up questions.

Language note

Explain that the examples in the book show typical paragraph structure for a composition in English. Each paragraph has a topic sentence with the main idea, and the rest of the paragraph contains one or more examples to illustrate the main idea.

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. 126</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 61, Ex. 2</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Workbook p. 62</td>
<td>Grammar</td>
</tr>
<tr>
<td>Workbook p. 63</td>
<td>Writing</td>
</tr>
</tbody>
</table>
LESSON • People we admire

1 Role models

A Read these posts about role models on an Internet discussion board. What life values are reflected in each of the posts?

They may not be the smartest or the best-looking people in the world, but I’d say my friends are my real role models. We stick together and watch out for each other – and learn a lot from each other too.

My father has always been my role model. He’s the hardest-working and the least narrow-minded man I know. He’s always taught me that hard work is the surest way to be successful.

My soccer coach is a role model for me. He’s a tough competitor, and he’s the best-trained soccer player I know. He’s also one of the most warm-hearted.

I’ve always wanted to be more like my sister Tonya. Whereas I tend to worry a lot, Tonya is the most easygoing person in our family. She never lets little problems bother her.

My philosophy professor is my role model, definitely. Her class is the most thought-provoking one that I’ve ever attended. Someday, I’d like to be as well respected as she is.

I’m not sure I have a role model. I mostly like to do my own thing. I think it’s because I’m not the most easily impressed person when I meet someone new, and I’m pretty slow to trust people.

B Pair work Create a post for the discussion board about one of your important role models. Share it with the class.

“My grandfather is a very important role model in my life. He started his own business when he was 18 years old.”

2 People who make a difference

A Listen to Luisa talk about her grandmother and Chu-lan talk about his parents. How do Luisa and Chu-lan feel about the people they are describing?

B Listen again. In what ways did these people influence Luisa and Chu-lan? Write two ways for each.

<table>
<thead>
<tr>
<th>How did Luisa’s grandmother influence her?</th>
<th>How did Chu-lan’s parents influence him?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
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</tbody>
</table>
LESSON B • People we admire

1 Role models (starting point)

Learning aim: Discuss role models and see superlative compound adjectives in context (10–15 minutes)

A
- Books closed. Ask Ss to define role model. (Answer: a person whose life is imitated by others) Ask them if they think it is important to have role models.
- Books open. Explain the task. Read the posts aloud. Check that Ss understand the following vocabulary:
  - Vocabulary:
    - stick together: support and help each other
    - thought-provoking: causing someone to think about a topic in a more active, intense way

  - Ss work individually to answer the question.
  - Go over answers with the class.

Answers
- Izzy's mum: friendship
- Dog walker: hard work and respect for parents
- Taipei girl: kindness and dedication
- Amber 334: esteem and admiration
- Thoughtful: respect and veneration
- Own Drummer 23: independence

B Pair work
- Explain the task. Read the example post aloud. Ss work in pairs to do the activity.
- Have pairs share their posts with the class.

2 People who make a difference (listening)

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

A [CD 3, Track 14]
- Explain the task. Read the question aloud to the class. Ask Ss to predict what kinds of things Luisa and Chu-lan will say. Check that Ss understand the following vocabulary:
  - Vocabulary:
    - transferred: changed job location
    - heritage: cultural history and background

  - 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.
  - Ss work in pairs to compare answers. Go over the answer with the class.

Answers
- Luisa feels that her grandmother was very strong and very smart. She had respect for her.
- Chu-lan feels that his parents were very strong people and very successful.

Audio script: See page T-264.

B [CD 3, Track 15]
- Explain that Ss will listen again and answer the questions in the chart. 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 answers. 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.

Answers
- How did Luisa's grandmother influence her?
  1. She taught Luisa how to respect other people.
  2. Her grandmother helped the whole family very close.

- How did Chu-lan's parents influence him?
  1. They raised their family and made sure their children were proud of both their heritages.
  2. They taught him the value of hard work.

Audio script: See page T-264.
Superlative compound adjectives generally follow the same hyphenation rules as compound adjectives.

The superlative form of compound adjectives is most often formed by adding the most and the least. There is never a hyphen after most or least.

I'm not the most easily impressed person.
Tonya is the most easy-going person in our family.
He's the least narrow-minded man I know.

The superlative form of a compound adjective can also be formed by adding the and -est to an adjective or adverb having one or sometimes two syllables.
He is the hardest-working man.
They may not be the smartest or the best-looking people in the world.

Compound adjectives in their superlative form can also occur after the verb be without a noun.
Of all the men I know, he's the hardest working.

A Look at the starting point on page 92 again. How many superlative compound adjectives can you find?

B Rewrite these phrases using the superlative form of the compound adjective.
1. an awe-inspiring place
2. a widely read book
3. a good-looking man
4. a thirst-quenching beverage
5. a highly developed mind
6. a warm-hearted friend
7. a far-sighted plan
8. a thought-provoking novel
9. a well-defined project
10. a bad-intentioned person

C Complete these sentences with the superlative compound adjectives you wrote above and your own ideas. Share your answers with a partner.
1. . . . natural place I've ever been to is . . .
   The most awe-inspiring natural place I've ever been to is the Grand Canyon.
2. . . . newspaper in the country is probably . . .
3. In my opinion, . . . actor / actress in the world is . . .
4. On a hot day, . . . drink is . . .
5. . . . movie I've ever seen is . . .
6. . . . person I know is . . .
7. . . . leader my country has ever had is / was . . .
3 Superlative compound adjectives (grammar)

Learning aim: Practice using superlative compound adjectives (20–25 minutes)

Grammar notes
Irregular forms of superlative compound adjectives are the same as single-adjective superlatives.

Single-adjective superlatives:
He is a good writer.
He is the best writer in our country.

Superlative compound adjectives:
He is a well-known writer.
He is the best-known writer in our country.

A

Books closed. Write on the board:
One of the most inspiring people I've ever known is . . .
Ask Ss to complete the sentence, and then give any details to explain their answer.

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 question aloud.

Go over answers with the class.

B

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

Answers

1. the most awe-inspiring place
2. the most widely read book
3. the best-looking man
4. the most thirst-quenching beverage
5. the most highly developed mind
6. the most warm-hearted friend / warmest-hearted friend
7. the most far-sighted plan / furtherest-sighted plan
8. the most thought-provoking novel
9. the best-defined project / most well-defined project
10. the worst-intentioned person

C

Explain the task. Read the phrases and the example answer aloud. Answer any questions about vocabulary.
Ss work individually to complete the sentences. Then Ss work in pairs to compare answers.
Go over answers with the class.

Possible answers

1. The most awe-inspiring natural place I've ever been to is the Grand Canyon.
2. The most widely read newspaper in the country is probably The New York Times.
3. In my opinion, the most highly developed actor in the world is Meryl Streep.
4. On a hot day, the most thirst-quenching drink is iced tea.
5. The most thought-provoking movie I've ever seen is To Kill a Mockingbird.
6. The warmest-hearted person I know is my mother.
7. The best-looking leader my country has ever had was John F. Kennedy.
**Phrasal verbs**

**vocabulary**

A. Read the sentences below. Then match the phrasal verbs in boldface with their definitions.

- a. take care of
- b. defend or support
- c. go see if someone is all right
- d. rely on
- e. confront
- f. experience
- g. resemble (a parent) in looks or character
- h. perform in a way equal to expectations

1. It's only natural for children to look to their parents for advice.
2. Life isn't all good times; we need to go through difficulties too.
3. Before parents go to bed, they should check on their kids and see if they're OK.
4. Parents need to teach their children to face up to their problems and solve them.
5. I expect my children to look after me when I reach old age.
6. Whenever I argue with my sister, it seems like my mother and father side with her.
7. The children of accomplished parents often find it difficult to live up to the high expectations people have for them.
8. When it comes to finances, I take after my dad; he could never save money either.

B. Pair work. Discuss the sentences in Exercise A with a partner. Comment on the statements, and talk about how they apply to your life situation.

"I find that the older I get, the more I look to my parents for advice."

---

**Everyday heroism**

**discussion**

A. Pair work. Read what Farah says about heroic behavior. What is her definition of a hero? Do you agree with the definition? Do you have other examples?

"To me, heroes often aren't the most widely recognized people, and on the surface their actions don't necessarily seem to be the most awe-inspiring. A hero could be a parent who, after an exhausting day, helps a child with a difficult homework assignment. It could be a person on the street who picks up and returns something you didn't realize you'd dropped, someone who steps by to check on you when you're ill, someone who sides with you when you've been wronged, someone who takes time out of a busy schedule to help you with a problem. A hero is not just a person who has the courage to take a risk, he or she is also a person who has the courage to always be kind to people no matter what they're going through."

Farah, 26

B. Group work. Discuss these situations. What would you do to make a difference?

1. Your next-door neighbor fell and broke her leg. She lives by herself.
2. The condition of your neighborhood park has deteriorated, and fewer and fewer people are using it.
3. Children in a nearby low-income neighborhood seem to have few opportunities for academic success.
4. A friend of yours has lost his or her job and can't seem to find another one.

"I would check on her from time to time and help her with some of her daily chores."
4. **Phrasal verbs (vocabulary)**

**Learning aim:** Learn and practice using idiomatic phrasal verbs (10–15 minutes)

**A**
- Books closed. Ask Ss to define *phrasal verb* (Answer: a verb plus a particle, such as *down, into, out, or up*; the meaning of a phrasal verb is different from the meaning of its parts). Ask them to say any phrasal verbs they already know and write them on the board.
- Explain the task. Read the phrasal verbs and sentences aloud. Answer any questions about vocabulary.
- Ss work individually to complete the task. Go over answers with the class.

**Answers**

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

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

5. **Everyday heroism (discussion)**

**Learning aim:** Talk about everyday heroes and practice the lesson grammar (15–20 minutes)

**A** Pair work
- Explain the task. Read the questions and text aloud. Answer any questions about vocabulary.
- Have Ss think about their answers individually. Ss work in pairs to compare their answers.
- Have Ss share their partner’s answers with the class.

**Possible answers**

a. I would check on her from time to time and help her with some of her daily chores.
b. I would try to organize a community group to clean it together and restore it.
c. I would volunteer to tutor.
d. I might help him or her do a job search.

**B** Group work
- Explain the task. Read the situations aloud. Answer any questions about vocabulary.
- Ss work in groups to complete the activity.
- Have a S from each group report on the group’s answers to the class.

**Optional activity: My hero (15–20 minutes)**

Ss discuss heroes.
- Ss work in groups to choose one modern day hero.
- Have one S from each group tell the class the hero they chose and why. Make a chart on the board that has the name of each hero. Ask a S from each group to write their reasons in the chart.
- Have the class choose one hero from the chart. If Ss can’t agree, have the class vote on one hero.

To help Ss with the discussion in this exercise, try *Can I add something here?* on page T-161.
**A**

**Pair work** Do you know any nongovernment organizations (NGOs)? Discuss some of the ways they are making a change. Then read the article.

**ANN COTTON, SOCIAL ENTREPRENEUR**

The following is an interview from a British newspaper with Ann Cotton, founder and chief executive of the Campaign for Female Education (Camfed), an NGO which currently helps over 250,000 women in Zimbabwe, Zambia, Ghana, and Tanzania.

How do you define a social entrepreneur? Someone who witnesses the pain and struggle in the lives of others and is compelled to act and to work with them.

What skills are needed to be a social entrepreneur? You need to be absolutely dogged. You need to listen to the people experiencing the problems, and their ideas need to crowd out the words of the “can’t be done-ers.”

How did your work as a former teacher and head of children’s assessment help in setting up Camfed? There will always be children who don’t fit the institution and whose sense of exclusion is reinforced day by day. Their experience shaped my approach to children and young people in Africa.

How did you learn how to run a successful charity? I learned by doing, and from others who were encouraging and generous in their help. I belonged to a community of activists that was inspirational.

How did you manage the growth of Camfed from supporting 32 girls, with £2,000 raised from selling your homemade cakes, to a £3,000,000 NGO? Lucy Lake, now deputy executive director, and I built the whole model from the grass roots up. Donors could see it was working and began to get behind us in increasing numbers. We attract and retain outstanding individuals. In Africa, the early beneficiaries head the programs – young women who share a background of rural poverty, transformation through education, and the courage to bring about change.

What has been the key to the success of Camfed?

Never take your eye of the ball. Always remember that you and everyone on the team is the servant of the cause – in our case, girls’ education and young women’s leadership in Africa.

What advice would you give tomorrow’s social entrepreneurs? Be greedy for social change, and your life will be endlessly enriched. The only future lies in not trying, or giving up.

What is the best piece of management advice you have received? Have faith in your intuition and listen to your gut feeling.

Source: “Leading questions,” interview by Alison Benjamin, The Guardian

**B**

Are these statements about the reading true (T), false (F), or is the information not given (NG) in the article? Write the correct letters.

1. A social entrepreneur works with people who struggle or have pain. __________ 4. Camfed’s programs are run by the most highly trained experts in management. __________

2. Ann Cotton used to work as a teacher. __________ 5. Camfed’s cause is girls’ education and young women’s leadership in Africa. __________

3. Today, Camfed continues to raise money by selling homemade cakes. __________ 6. Ann Cotton’s advice to young social entrepreneurs is to be greedy for money. __________

**C**

**Group work** Discuss these questions in groups.

1. Do you think Ann Cotton is a very exceptional individual, or could any person have done what she did? Explain your answer.

2. Would you like to be a social entrepreneur? Why or why not?
A champion for women in Africa (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 Ss what NGOs are and what they do. (Answer: private institutions that are independent from the government; they usually work to make positive changes in a country or a particular area)
- Books open. Explain the task. Read the title of the article aloud. Ask Ss to define social entrepreneur. (Answer: someone who creates an organization to help underprivileged people)
- Ss work in pairs to discuss the question.
- Have Ss read the article silently to themselves. Check that Ss understand the following vocabulary.

Vocabulary
- dogged persistent
- can’t be done-ers people who say that something can’t be done
- grass roots beginning with individual people
- beneficiaries people who benefit
- never take your eye off the ball a common expression that comes from baseball meaning “don’t become distracted by other influences, and keep your main goal as your priority”
- gut feeling a spontaneous, emotional response to something; a feeling that is not necessarily logical or well thought out, but feels like the right thing to do anyway

Optional activity: Fill in the blanks (15 minutes)
- Ss write a cloze exercise.
  - Ss work in pairs to write three or four sentences about the article, leaving a word or two blank. (Examples: Ann Cotton, a _______ _______ ______, makes a big difference in women’s lives.) Make sure they understand that they shouldn’t copy sentences directly from the article, but write about the article in their own words.
  - Tell Ss to close their books. Have pairs exchange sentences and fill in the blank. Then have them check each other’s answers.

Optional activity: Vocabulary (15–20 minutes)
- Ss practice the vocabulary from the reading.
  - Have Ss look at the article again. Tell them to write down any words that they did not know before.
  - Ask Ss to call out their words and write them on the board. As a class, write definitions for each word.
  - Have Ss write a sentence using each word. Make sure they write sentences that show they understand the meaning of the word.
  - Ask Ss to read their sentences to the class.

B  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. These Ss might give the report to their own group first at the end of the task to see if the group agrees with the information presented.

For an alternative reading text or extra practice, try Goodwill ambassador on page T-196.

Possible answer
UNICEF – helps educate and feed underprivileged and impoverished children

Answers

Do your students need more practice?
Assign . . .  for more practice with . . .
Workbook p. 64  Grammar
Workbook p. 65, Ex. 4  Vocabulary
Workbook p. 66  Reading
Lesson A - Entrepreneurs

1. Success stories
   A. Match these descriptions of successful companies with the company name.
   
   a. Larry Page and Sergey Brin started this innovative company in a dorm room at Stanford University. They didn’t get along at first, and had they been unable to work together, the most widely used Internet search engine might never have been created. Were you to ask about their company’s goal, they’d smile and tell you it’s to organize all of the world’s information in order to make it accessible and useful.
   
   b. Should you want to buy natural skin and hair care products, this company offers over 600 choices. Anita Roddick started the company to support her family. Were she to have been wealthy, she might not have gone into business. Her stores communicate a message about human rights and environmental issues. Her company is famous for its fair trade practices in impoverished communities.
   
   c. In 1960, Shintaro Tsuru created a line of character-branded lifestyle products centered around gift-giving occasions. However, had this Tokyo-based company not created Hello Kitty, it wouldn’t have become nearly so successful. Hello Kitty goods are in demand all over the world. They include purses, wastebaskets, pads and pens, erasers, cell phone holders, and much, much more.

   B. Pair work Discuss these questions.
      1. What might be some reasons for the success of these companies?
      2. Can you think of other successful companies? What do they offer?

2. Business disasters
   A. Pair work Brainstorm some of the factors that can make a business fail.
   
   B. Listen to two people discuss their unsuccessful businesses. What types of businesses did they start? Why did they choose those types? Complete the chart.

<table>
<thead>
<tr>
<th>Type of business</th>
<th>Reason for choosing it</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
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</tbody>
</table>

   C. Listen again. Write the main reasons why each business failed.
      1. 
      2. 
12 Business matters

LESSON A • Entrepreneurs

1 Success stories (starting point)

Learning aim: Discuss successful companies and see subject-verb inversion in context (10–15 minutes)

A
- Books closed. Ask Ss to call out names of successful companies or brand names that are very popular. Write them on the board.
- Books open. Read the company names aloud.
- Explain the task. Read the descriptions aloud.
- Ss work individually to complete the activity.

Answers
1. b 2. a 3. c

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

2 Business disasters (listening)

Learning aim: Develop skills in listening for gist and details (10–20 minutes)

A Pair work
- Books closed. Ask Ss if they can think of any businesses that have failed.
- Books open. Explain the task. Ss work in pairs to complete the activity.
- Have pairs share their answers with the class.

B [CD 3, Track 16]
- 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 answers. 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.

Answers
1. restaurant; she always loved cooking and she went to a cooking institute
2. real estate business; he wanted to get rich quickly and was unhappy at his current job

Audio script: See page T-264.

C [CD 3, Track 17]
- Explain that Ss will listen again for the reasons each business failed.
- Tell Ss to listen for the reasons. 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. didn’t go slowly; not enough regular customers; poor location; had to charge high prices
2. didn’t visit the houses first; bad locations

Audio script: See page T-264.
Subject-verb inversion in conditional sentences

In past unreal conditional sentences, people sometimes replace if by inverting the subject and the auxiliary had. This occurs mainly in more formal speech and writing.

If they had been unable to work together, the search engine might never have been created.

Had they been unable to work together, the search engine might never have been created.

The same construction is possible for negative sentences. Notice that negative forms are not contracted and not are separated from had in these sentences.

If this company hadn’t created Hello Kitty, it wouldn’t have become nearly so successful.

Had this company not created Hello Kitty, it wouldn’t have become nearly so successful.

In extremely formal situations, people often replace if by putting the past subjunctive were at the beginning of unreal conditional sentences.

Were she to have been wealthy, she might not have gone into business.

In present and future real conditionals, people often replace if by putting should at the beginning of the sentence. Note that this use of should does not express obligation.

Should you want to buy natural skin care products, this company offers over 600 choices.

A Look at the starting point on page 96 again. Can you find another conditional sentence with subject-verb inversion?

B Combine these pairs of sentences using conditional clauses and subject-verb inversion. Then compare with a partner. Sometimes more than one answer is possible.

1. That company didn’t take the competition into consideration. It went out of business.
   Had that company taken the competition into consideration, it wouldn’t have gone out of business.

2. That fast-food chain doesn’t offer any healthy food options. Its sales are dropping.

3. Terry didn’t develop a serious business plan. She missed a number of opportunities.

4. I decided to go to business school. I started my own business.

5. The government doesn’t encourage international business. Its economy is slowing down.

6. My friends and I didn’t know enough about the potential of the Internet. We didn’t start an online business.

7. I knew it would take ten years to work off my college loans. I chose an affordable school.

8. I thought my friend would fail. I didn’t loan her any money to start a business.

C Pair work Complete these sentences with your own information, and share them with a partner.

1. Had I saved more money when I was younger, . . .

2. Were all the students in the class to have started a small business, . . .

3. Had I not decided to take this English course, . . .

4. Had I followed my parents’ advice, I would have . . .

5. Should I have the opportunity to start a business, I might . . .

6. Were I to discover a friend of mine was breaking the law, I’d probably . . .
Learning aim: Practice using subject-verb inversion in conditional sentences (20–25 minutes)

Grammar notes

In these conditional sentences, the event of the if clause did not in fact happen. These sentences state what is contrary to the fact.

The fact: It wasn’t a nice day. We didn’t have a good time.

Conditional sentence: If it had been a nice day, we would have had a good time.

- Books closed. Write on the board:
  if he had studied more, his grade would have been better
  Ask: Did he study a lot? (Answer: no) Did he do well on the test? (Answer: no)
- 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 question aloud.
- Go over the answer with the class.

Answer

Were you to ask about their company’s goal, they’d smile ...

B

- Explain the task. Read the sentences and the example answer aloud. Answer any questions about vocabulary.
- Ss work individually to complete the activity. Then Ss work in pairs to compare answers.
- Go over answers with the class.

Possible answers

1. Had that company taken the competition into consideration, it wouldn’t have gone out of business.
2. Were that fast-food chain to offer healthy options, its sales wouldn’t drop.
3. Had Terry developed a serious business plan, she wouldn’t have missed a number of opportunities.
4. Had I not decided to go to business school, I might not have started my own business.
5. Should the government encourage international business, its economy might not slow down.
6. Had my friends and I had known enough about the potential of the Internet, we could have started an online business.
7. Had I not known it would take ten years to work off my college loans, I might not have chosen an affordable school.
8. Were I to have known that my friend would not fail, I might have lent her some money to start a business.

C Pair work

- Explain the task. Read the phrases aloud. Answer any questions about vocabulary.
- Ss work individually to complete the sentences. Then Ss work in pairs to share answers.
- Have Ss share their partner’s answers with the class.
4. Prepositions following work (vocabulary)

Learning aim: Learn and practice using expressions to talk about work (10–15 minutes)

A
- Explain the task. Read the expressions aloud. Answer any questions about vocabulary.
- Ss work individually to complete the activity.
- Go over answers with the class.

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

5. Too good to be true? (discussion)

Learning aim: Talk about job opportunities (15–20 minutes)

A
- Books closed. Ask Ss what too good to be true means.
  (Answer: something that seems so good that you can’t believe it’s actually possible)
- Books open. Explain the task. Read the messages aloud. Answer any questions about vocabulary. Read the example answer aloud.
- Ss work individually to write their comments. Discuss the comments as a class.

B
- 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.

Answers
1. around 3. on
2. against 4. off

Optional activity: My business (15–20 minutes)

Ss plan a business.
- Ss work in small groups. Tell Ss to agree on a business that they would like to start, and that they have $250,000 to start their business.
- Have each group choose a secretary to record their business expenditures. As a class, brainstorm the types of expenditures a business would have, if necessary (e.g., rent, decorating, supplies, staff, etc.).
- Have each group’s secretary tell the class about their group’s business plan.

For more practice discussing this topic, try Why did they succeed? on page T-197.
A Read this formal letter and then label the five parts listed in the box.

```
35 Henry St.
New York, NY 10002
July 10, 2008

Mr. Jonathan Hayes, Director
Institute for Study Abroad
1472 Park Avenue
Summit, NJ 07901

Dear Mr. Hayes:

I am writing to request more information concerning your study abroad programs. Your programs sound extremely interesting to me, and I hope to participate in one of them next year. Your Study Abroad in Paris program sounds particularly fascinating.

I would like to sign up for the Paris program beginning in June. I'm still trying to decide whether to choose the homestay option or the dormitory option. Would it be possible to send me further information about these two choices in order to help me make a decision?

I realize that all the spaces in your Paris program may already be filled. In that case, my second choice would be the Study Abroad in Toulouse program. My third choice would be your Study Abroad in Strasbourg program.

Thank you very much for your help. I look forward to receiving the information.

Sincerely,

Donna Malnick
Donna Malnick
```

B Imagine that you are interested in learning more about a job or program. Write your formal letter to the program director expressing interest and requesting information. Include all five parts of a formal letter.
Formal letters (writing)

Learning aim: Write a formal letter using five parts (40–50 minutes)

A
- Books closed. Ask Ss when someone would write a formal letter. Write their answers on the board. Ask them to describe the format of a formal letter. Block out the format of an imaginary formal letter on the board (no content is necessary).
- Books open. Tell Ss to read the information in the box at the top of the page. Ask: Do formal letters include personal information? (Answer: no) What are the five parts of a formal letter? (Answer: heading, inside address, greeting, body, closing)
- Remind Ss that, when writing paragraphs, each paragraph should be about only one idea. In a formal letter, each paragraph should be very brief and to the point, and be about only one idea.
- Explain the task. Have Ss read the letter silently to themselves.
- Have Ss label the parts of the letter.
- Go over answers with the class. Have Ss say what information is in each part.

Answers
1
35 Henry St.
New York, NY 10002
July 10, 2008
2
Mr. Jonathan Hayes, Director
Institute for Study Abroad
1472 Park Avenue
Summit, NJ 07901
3
Dear Mr. Hayes:
4
I am writing to request . . . I look forward to receiving the information.
5
Sincerely,
Donna Mahnick

B
- Explain the writing task.
- Ss work individually to write their letters.
- Walk around the class and help as needed.
- Ss work in pairs to exchange letters and take turns suggesting improvements.
- Walk around the class and help as needed. Encourage Ss to ask and answer follow-up questions about the letter and ask about anything they don’t understand.

Language note
Explain that the examples in the book show typical paragraph structure for a composition in English. Each paragraph has a topic sentence with the main idea, and the rest of the paragraph contains one or more examples to illustrate the main idea.

Do your students need more practice?

Assign . . . for more practice with . . .
Grammar Plus p. 128 Grammar
Workbook p. 67 Vocabulary
Workbook p. 68 Grammar
Workbook p. 69 Writing
Lesson B. The new worker

1. Attitudes at work

A What kinds of working conditions would you like at your job? Check (✓) the statements you agree with.

What are you looking for in a job?

1. I would be happier and more productive if my workspace were neat and organized.
2. I would take almost any job provided that there were opportunities to learn.
3. I wouldn't care about a high salary if a job allowed me to balance my work, family, and social life.
4. I wouldn't mind working in an office, assuming that I had the freedom to be creative.
5. If the company I worked for dealt fairly with me, I would be loyal to it.
6. I would only take a job on the condition that it offered long-term security.
7. I would quit a job that required me to be dishonest, whether or not it were high paying.
8. Supposing I had the choice, I would prefer to work with a group rather than by myself.

B Group work Compare your answers with the members of your group. How are you different? Do you think you would make a harmonious group of co-workers?

2. The dream job

A Pair work Look at this checklist of considerations in choosing a job. Add two more items to the list. Then check (✓) the three items that are the most important to you.

The ideal job... 

- allows me to travel often.
- offers me a high salary.
- isn't stressful at all.
- doesn't require long hours.
- gives me the freedom to be creative.
- has a flexible schedule.
- lets me wear casual clothes.
- has an excellent health plan and benefits.
- has lots of opportunity for advancement.
- is close to my home or school.

B Group work Join another pair to compare and explain your choices.

"I think the ideal job should have a flexible schedule."
"I guess so, but I think a high salary is more important than that."
LESSON B - The new worker

1. Attitudes at work (starting point)

Learning aim: Discuss working conditions and see adverb clauses of condition in context (10-15 minutes)

A
- Books closed. Ask Ss to brainstorm the kinds of jobs they would like and what it is about the jobs that would appeal to them. Write their ideas on the board.
- Books open. Explain the task. Read the survey aloud. Check that Ss understand the following vocabulary.

<table>
<thead>
<tr>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>workspace a person’s office, cubicle, or desk</td>
</tr>
<tr>
<td>loyal committed to</td>
</tr>
<tr>
<td>long-term security not having to worry about losing your job or job benefits; feeling that you will have your job for a long time (in this context)</td>
</tr>
</tbody>
</table>

- Have Ss check the statements they agree with.

B Group work
- Explain the task. Make sure Ss understand what harmonious means. (Answer: working together productively without conflict)
- Ss work in groups to do the activity.
- Have a S from each group report on the group’s discussion to the class.

2. The dream job (discussion)

Learning aim: Talk about dream jobs (15-20 minutes)

A Pair work
- Books closed. Ask Ss what they think dream job means. (Answer: the job you would have if you could choose any job in the world) Have a brief class discussion about what Ss think is the single-most important aspect of any job. Write their ideas on the board.
- Books open. Explain the task. Read the checklist aloud. Answer any questions about vocabulary.
- Ss work individually to check their answers and add two more items of their own.
- Ss work in pairs to compare answers.

B Group work
- Explain the task. Read the example conversation aloud.
- Put pairs together and have them complete the activity.
- Have a S from each group report on the group’s answers to the class.

Optional activity: Job match (15-20 minutes)

Ss play the role of job counselor.
- Ss work in small groups to talk about their answers for Exercises 1A and 2A. Tell groups that it is their job to recommend an ideal job for each group member based on their answers. Encourage group members to ask follow-up questions of the job seeker to make an ideal match. If necessary, brainstorm different jobs, including more unusual jobs, as a class.
- Have Ss tell the class the job that was chosen for them and why.

For more practice discussing this topic, try Hot Jobs on page T-196.
Adverb clauses of condition

Conditional sentences do not necessarily use if. The following expressions are also used. The tense agreement in the clauses is the same as in conditional sentences with if.

Provided (that) and on the condition (that) introduce a condition on which another situation depends.
I would take almost any job provided that there were opportunities to learn.
I would only take a job on the condition that it offered long-term security.

Whether or not introduces a condition that does not influence another situation.
I would quit a job that required me to be dishonest, whether or not it was high paying.

Assuming (that) introduces an assumption upon which another condition depends.
I wouldn’t mind working in an office, assuming that I had the freedom to be creative.

Supposing (that) introduces a possible condition that could influence another situation.
Supposing I had the choice, I would prefer to work with a group rather than by myself.

A Look at the starting point on page 100 again. Can you replace the sentences with if with another expression?

B Match the items to make logical sentences.

1. Whether or not you have a clear job description, ___
2. Assuming that you have an original idea, ___
3. On the condition that I didn’t have to be away for more than two or three days, ___
4. Provided that I could find extra time, ___
5. Supposing a close friend wanted to start a business with you, ___

   a. you might be able to start a business.
   b. I would be willing to travel on business.
   c. would you jump at the opportunity?
   d. I’d like to do some volunteer work.
   e. you need to be flexible and cooperative.

C Pair work Complete these sentences with your own information. Then discuss them with a partner.

1. I would enjoy managing an office, assuming that I had responsible people working for me.
2. Provided a company paid for my commute, I . . .
3. Whether or not I have enough money in the bank, I . . .
4. I would take a reduction in salary on the condition that . . .
5. Supposing that I couldn’t find a job, I . . .
6. I would agree to work overtime, assuming that . . .
7. On the condition that I were guaranteed two weeks’ vacation a year, . . .
Adverb clauses of condition (grammar)

Learning aim: Practice using adverb clauses of condition (15–20 minutes)

Grammar notes
In addition to beginning with if, conditional clauses may begin with the following expressions: as long as, on the condition (that), provided (that), supposing (that), and unless. They modify the main clause in the sentence.

- Books closed. Write on the board:
  I would work in a large, busy company provided that I had my own private office.
  Ask Ss to identify the independent clause and the dependent clause. (Answer: I would work in a large, busy company = independent clause; provided that I had my own private office = dependent clause) Ask Ss to describe the relationship between the two clauses.
  (Answer: The dependent clause expresses a condition of the independent clause.)

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

A
- Have Ss look at the starting point on page 100 again.
  Explain the task and read the question aloud. Go over answers with the class.

Answers
1. I'm happier and more productive provided that my workspace were neat and organized.
2. I wouldn't care about a high salary on the condition that a job allowed me to balance my work, family, and social life.
3. Provided that the company I worked for dealt fairly with me, I would be loyal to it.

B
- Explain the task. Ss work individually to complete the activity.
- Ss work in pairs to compare their answers. Go over answers with the class.

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

C Pair work
- Explain the task. Read the sentence starters and example answer aloud. Answer any questions about vocabulary.
- Ss work individually to complete the sentences. Then Ss work in pairs to compare their answers.
- Go over answers with the class.
Qualities essential for success

Choose three qualities that are important for working alone successfully and three that are important for working with others. Write them in the chart.

A SUCCESSFUL WORKER NEEDS TO . . .

<table>
<thead>
<tr>
<th>Have initiative</th>
<th>Have good communication skills</th>
<th>Have self-discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be trustworthy</td>
<td>Be innovative</td>
<td>Be optimistic</td>
</tr>
<tr>
<td>Have leadership ability</td>
<td>Be adaptable</td>
<td>Be conscientious</td>
</tr>
<tr>
<td>Have influence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have charisma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have specialized training</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To work alone successfully, you need to . . .

<table>
<thead>
<tr>
<th>Have initiative</th>
</tr>
</thead>
</table>

To work well with others, you need to . . .

B Pair work. Discuss the qualities you chose. Why do you think they're important?

“I feel you can work alone successfully, provided you have initiative.”

“I totally agree. You need to have a lot of initiative because you don’t have a boss to tell you what to do.”

Can you really learn that?

Listening

Listen to three people who participated in workshops for their jobs. What type of workshop did each person attend?


B Listen again. What did each person learn from their workshop experience?

Anne: ____________________________________________

Thomas: ____________________________________________

Paulina: ____________________________________________

C Pair work. Would you like to take part in such a workshop? Why or why not? Discuss your reasons.
4 Qualities essential for success (vocabulary & speaking)

Learning aim: Learn and practice using vocabulary for talking about working alone and with others (15–20 minutes)

A
- Direct Ss’ attention to the photo. Ask them to describe what is happening. Elicit words and phrases such as working together, cooperating, collaborating, or working as a team.
- Explain the task. Read the qualities aloud. Answer any questions about vocabulary.
- Ss work individually to complete the task. Go over answers with the class.

Possible answers
- Working alone: have initiative, have specialized training, have self-discipline, be optimistic, be conscientious
- Working with others: be trustworthy, be adaptable, have influence, have charisma, have good communication skills, have leadership ability

B Pair work
- Explain the task. Read the example conversation aloud. Answer any questions about vocabulary.
- Ss work in pairs to discuss their answers.
- Have Ss share their partner’s answers with the class.

5 Can you really learn that? (listening)

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

A [CD 3, Track 19]
- Explain the task. Read the question aloud to the class. Check that Ss understand the following vocabulary.

Vocabulary
- funny
- strange (in this context)
- ground rules: the basic guidelines for a situation
- objective: not putting personal feelings into something
- tackle: to try to solve or overcome a problem
- put yourself in someone else’s shoes: to try to imagine what it is like to be someone else

- Tell Ss to listen for the workshop the speakers mention. 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
- Anne: communication workshop
- Thomas: problem-solving workshop
- Paulina: role-playing workshop

Audio script: See page T-265.

B [CD 3, Track 19]
- Explain to Ss that they will listen again and write what each person learned from their workshop experience.
- 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
- Anne: She learned not to interrupt people, not to take things too personally, and not to criticize people when discussing ideas.
- Thomas: He learned the benefits of working as a group to solve problems.
- Paulina: She learned how to put herself in other people’s shoes to better understand their needs.

Audio script: See page T-265.

C Pair work
- Explain the task. Read the questions aloud. Ss work in pairs to do the activity.
- Have Ss share their partner’s answers with the class.
6 Working with others

A Pair work. Do your friends have similar values and temperaments? Read the article and make a list of three categories that your friends would fit into.

The Value of Difference

Every person is unique. We work with many people who are different from us. It is important to realize that differences are good and to appreciate that not all people are like us. On a team, the strengths of one worker can overcome the weaknesses of another. The balance created by such variety makes a team stronger.

There are three basic ways that people differ from one another: values, temperament, and individual diversity (gender, age, etc.).

One major difference among workers is personal values. Values are the importance that we give to ideas, things, or people. While our values may be quite different, organizational behavior expert Stephen Robbins suggests that people fall into one of three general categories:

- **Traditionalists.** People in this category value hard work, doing things the way they've always been done, loyalty to the organization, and the authority of leaders.
- **Humanists.** People in this category value quality of life, autonomy, loyalty to self, and leaders who are attentive to workers' needs.
- **Pragmatists.** People in this category value success, achievement, loyalty to career, and leaders who reward people for hard work.

Another important way in which people differ is temperament. Your temperament is the distinctive way you think, feel, and react to the world. All of us have our own individual temperaments. However, experts have found that it is easier to understand the differences in temperament by classifying people into four categories:

- **Optimists.** People with this temperament must be free and not tied down. They're impulsive, they enjoy the immediate, and they like working with things. The optimist is generous and cheerful, and enjoys action for action's sake.
- **Realists.** People with this temperament like to belong to groups. They have a strong sense of obligation and are committed to society's standards. The realist is serious, likes order, and finds traditions important.
- **Pragmatists.** People with this temperament like to control things and want to be competitive. The pragmatist is self-critical, strives for excellence, focuses on the future, and is highly creative.
- **Idealists.** People with this temperament want to know the meaning of things. They appreciate others and get along well with people of all temperaments. The idealist is romantic, writes fluently, and values integrity.

B Match the categories from the article with the descriptions.

1. traditionalist ______ a. generous and cheerful; enjoys action for action's sake
2. humanist ______ b. serious and likes order; has a strong sense of obligation
3. optimist ______ c. values quality of life; attentive to workers' needs
4. realist ______ d. strives for excellence; focuses on the future
5. pragmatist ______ e. values doing things the way they've always been done
6. idealist ______ f. romantic; writes fluently; values integrity

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

1. How would you categorize your own values and temperament?
2. Which category of people would you prefer to work with? Why?
Working with others (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 Ss what *temperament* means. (Answer: the emotional character or state of mind of a person or animal, as shown in his or her behavior) Ask a few Ss to describe their own temperaments. Write their answers on the board. Brainstorm categories of different types of temperaments as a class, if necessary.
- Books open. Ss work in pairs to discuss the question. Tell them to refer to the words on the board, if necessary.
- Have Ss read the article silently to themselves. Check that Ss understand the following vocabulary.

**Optional activity: Vocabulary (15–20 minutes)**

Ss practice the vocabulary from the reading.
- Have Ss look at the article again. Tell them to write down any words that they did not know before.
- Ask Ss to call out their words and write them on the board. As a class, write definitions for each word.
- Have Ss write a sentence using each word. Make sure they write sentences that show they understand the meaning of the word.
- Ask Ss to read their sentences to the class.

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

**Answers**

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

**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. These Ss might give the report to their own group first at the end of the task to make sure the group agrees with the information presented.
- To help Ss with the reading, try Instant messaging on page T-161.

**Do your students need more practice?**

- **Assign . . .**
  - Workbook p. 70 Grammar
  - Workbook p. 71, Ex. 4 Vocabulary
  - Workbook p. 72 Reading

---

Optional activity: More questions (15–20 minutes)

Ss write a cloze exercise.
- Ss work in pairs to write three or four sentences about the article, leaving a word or two blank. (Example: *It is important to have _____ on a team of co-workers.*) Make sure they understand that they shouldn’t copy sentences directly from the article, but write about the article in their own words.
- Tell Ss to close their books. Have pairs exchange sentences and fill in the blanks. Then have them check each other’s answers.
Communication review

UNIT 10–12

Self-assessment

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

Give advice to people using adverb clauses of condition (Ex. 1) ______
Listen to a lecture using superlative compound adjectives, adverb clauses of
condition, and discourse markers (Ex. 2) ______
Listen to and recognize subject-verb agreement with quantifiers (Ex. 2) ______
Discuss personal qualities using superlative adjectives (Ex. 3) ______
Talk about personality traits using character adjectives (Ex. 4) ______

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

1. Speaking tips

A Pair work What would each person have to do to succeed? Think of several
conditions that would work for each situation.

1. Renata has been asked to give a formal talk on a topic she knows little about.
2. Johana has been asked to give a short speech at a friend’s wedding.
3. Hal is too timid to join in the group’s conversation after class.
4. Wei-pin had some bad experiences at job interviews, and now he gets
really nervous before them.

B Group work Discuss your ideas with another pair. Do you have
similar suggestions?

“Providing Renata spends time reading about the topic, she shouldn’t have a problem.”

“That’s true, assuming she has time to do plenty of research and rehearse the talk.”

2. Good language learners

A Listen to a lecture about good language learning. Who is the lecture for?
Check (√) the correct answer.

- a. language learners  b. tourists  c. language teachers

B Listen again. Check (√) the compound adjectives that are used to
describe good language learners.

- 1. highly motivated  2. forward-thinking  3. risk-taking
- 4. pattern-seeking  5. open-minded  6. well-organized
- 7. well-known  8. self-aware  9. widely recognized
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.

- Ss work individually to do the assessment.
- As a class, discuss which skills were easy for Ss and which were more difficult and why.

Speaking tips (speaking)

Review aim: Give advice on speaking and practice adverb clauses of condition (20–25 minutes)

A Pair work

- Explain the task. Read the situations aloud.
- Ss work in pairs to take turns giving advice about each situation. Make sure they use clauses of condition. Give some examples to the class first, if necessary.

B Group work

- Explain the task. Have one pair of Ss read the example conversation aloud.
- Ss work in groups to discuss their answers.
- Have a S from each group report on the group’s answers to the class.
- Have the class vote on the best advice for each situation.

2 Good language learners (listening)

Review aim: Develop skills in listening for information in a lecture (20–25 minutes)

A [CD 3, Track 20]

- Explain the task: Tell Ss to look at the list of possible answers. Check that Ss understand the following vocabulary.

Vocabulary
show of hands a vote accomplished by counting the raised hands of people in a group
inquisitive curious
link up to connect

- 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 class.

Answer

Audio script: See page T-255.

B [CD 3, Track 21]

- Books open. Explain that Ss will listen again and check the compound adjectives that are used to describe good language learners. Read the compound adjectives aloud.
- Play the recording while Ss check the compound adjectives. Replay as many times as needed. Check answers as a class.
- Ss work in pairs to compare answers. Go over answers with the class.

Answers

1, 3, 4, 5, 6, 8

Audio script: See page T-255.
Superlative compound adjectives

**Discussion**

A Complete the sentences with your own information. Add reasons for your opinions, and compare with a partner.

1. The most open-minded person in my family is...
2. Of all the people I know, the most hardworking is...
3. The most widely respected person I've ever met is...
4. One of the best-looking people I've ever seen is...
5. The most easygoing person I've ever worked with is...
6. The most well-read person I've ever met is...

“My sister Suzanne is the most open-minded person in our family. She's always willing to go to new places and try new things.”

**B Pair work** Who are some people you both admire? Use the superlative form of these compound adjectives to write sentences about them. Give reasons.

1. good-looking 2. thought-provoking 3. widely respected 4. kind-hearted

Personal qualities

**Speaking**

A Which of these people is most similar to you, and which is least similar?

- **Roberta**
  
  “I've been told that I'm a charismatic person. The truth is that I'm a people person, and I'm not afraid to share my ideas with others.”

- **Li-cho**
  
  “I'm very optimistic. I try to look at the good side of things, and I'm always confident that even the worst situations will turn out to be fine.”

- **Alberto**
  
  “I've lived in three different countries and have attended six different schools. Yet I've never had problems adapting to new situations.”

**B Pair work** Which of these are your strongest qualities? Which do you feel are most necessary to realize your own personal and professional goals?

- adaptability
- charisma
- conscientiousness
- determination
- honesty
- initiative
- optimism
- self-confidence
- self-control

“I think I'm very adaptable. Since I'd like to be an actor, and the work is unpredictable, I think it's an important quality.”
3. Superlative compound adjectives (discussion)

Review aim: Discuss personal qualities and practice using superlative adjectives (20–25 minutes)

A
- Explain the task. Focus Ss’ attention on the sentence starters. Read the example answer aloud.
- Give Ss time to think of their answers. Make sure they think of reasons for their answers.
- Ss work in pairs to compare answers.
- Have Ss share their partner’s answers with the class.

B Pair work
- Explain the task. Have Ss say the superlative form of each compound adjective.
- Ss work in pairs to discuss who they both would choose for each compound adjective.
- Have pairs share their answers with the class.

Optional activity: Class poll (15–20 minutes)

Ss vote for their favorites.
- Write Ss’ answers from Exercise B on the board.
- Have Ss give reasons for their answers. Ask the class to vote for the person they feel is the best example for each compound adjective.

4. Personal qualities (speaking)

Review aim: Talk about personal traits and practice using character adjectives (15–20 minutes)

A
- Explain the task. Read the question and the descriptions aloud. Ask Ss to define charismatic, people person, optimistic, confident, and adapting.
- Give Ss time to think of their answers individually.

B Pair work
- Explain the task. Read the list of qualities and the example answer aloud. Ask Ss to say what follow-up questions they could ask.
- Ss work in pairs to do the activity.
- Have Ss share their partner’s answers with the class.

Optional activity: I wish I . . . (10–15 minutes)

Ss discuss desired personal qualities.
- Ss work in groups to talk about which personal qualities they wish they had 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.
**Grammar Plus**

**1A Phrasal verbs**

**Additional phrasal verbs**
- **Separable:** call off, count out, cut off, get across, hand over, pass up, see through, take back
- **Inseparable:** go over, hang around, live up to, look after, pick on, run out of, touch on
- **Intransitive:** catch on, come along, come over, fall apart, show up, turn out

Certain intransitive two-word phrasal verbs, when followed by a preposition, can then take an object.

- back down (from)
- cut back (on)
- drop out (of)
- give in (to)
- catch up (to)
- cut down (on)
- get along (with)
- give up (on)
- check out (of)
- drop in (on)
- get away (with)
- give up (on)

When confronted with an argument, Mark never backs down. Mark never backs down from an argument.

---

1. Underline the phrasal verb in each sentence. Is the verb separable (S) or inseparable (I)? Is it transitive (T) or intransitive (NT)? Write the correct letters.

   - **S/T** 1. The referees **called** the soccer match **off** due to heavy rain.
   - ___ 2. Jessica asked me to come **over** to her house for dinner.
   - ___ 3. Sometimes I find it hard to live **up** to my parents’ expectations.
   - ___ 4. Sally insulted me yesterday, but today she took **back** her remark.
   - ___ 5. When entertaining, there’s nothing worse than running **out** of food at your party.
   - ___ 6. When Mark gave me the chance to share his apartment, I couldn’t **pass** up the opportunity.

2. Complete the sentences with intransitive phrasal verbs and a preposition from the grammar box above. Be sure to use the correct form of the verb.

   1. When my grandfather and I go jogging together, I sometimes need to stop and wait for him to **catch up to** me.
   2. I didn’t want to try bungee jumping, but I finally **decided to** the pressure from my friends and tried it. It was fun!
   3. Even when you fail, a true friend will never **question** you.
   4. My friends and I are trying to **save up** the money we spend, so on Fridays we just watch TV at my house.
   5. Mia’s father is successful, even though he **dropped out** college.
   6. There’s a long line of people waiting to **check into** the hotel.
   7. I insist on honesty; I won’t let anyone **look them over** lying to me.
Gerund and infinitive constructions

The verbs forget, mean, and regret can be followed by either an infinitive or a gerund. However, the meaning is significantly different in each case.

*Forget* followed by an infinitive refers to something you didn’t actually do. *Forget* followed by a gerund refers to an action that you in fact did earlier.

Marcello forgot to meet his best friend at the train station.
Marcello never forgot meeting his favorite actor.

*Mean* followed by an infinitive means “intend.” In this case, *mean* is usually used in the negative or in the past tense. *Mean* followed by a gerund means “involve or necessitate.”

I meant to visit Sheila while I was in Hawaii, but I didn’t have the chance.
Inviting Emily to the party means inviting Eva too. She’d be so insulted if we didn’t.

*Regret* followed by infinitives such as inform, announce, and say is a polite way of introducing bad news in official communication. *Regret* followed by a gerund means “be sorry for/about.”

The corporation regrets to inform you that all job vacancies have been filled.
Donna really regretted missing her best friend’s wedding.

*Be + adjective expressions* are often followed by an infinitive.

be amazed be determined be happy be lucky
be ashamed be eager be hesitant be ready

Many verb + preposition/adjective expressions are followed by a gerund.

apologize for complain about object to take part in be used to
be bored with be convinced of participate in think of be worried about

1. Circle the correct form of the verb.

1. Manny forgot to do (doing) his homework for English class because he completed it over a month ago.
2. Mina didn’t mean to frighten (frightening) the baby with the doll.
3. Though she didn’t have much, Wen never regretted to spend (spending) money on her friends.
4. I always forget to call (calling) my parents, and they get really mad at me.
5. Attending my high school reunion means to meet (meeting) old friends as well as people I didn’t like very much.
6. We regret to announce (announcing) that Flight 54 has been delayed.

2. Complete the sentences with the infinitive or gerund form of the verb in parentheses.

1. Mark is really eager to r(e)kindle his relationship with Lana. (rekindle)
2. I would like to apologize for ________ all these old issues. (rehash)
3. I think you’re really lucky ________ so many close friends. (have)
4. Have you thought of ________ an e-card instead of mailing a card? (send)
5. I’m ashamed ________ that my college roommate and I never reconnected. (say)
6. I’ve been worried about ________ my new college roommate. (meet)
2A Review of verb patterns

Here are some verbs that are used with each pattern.

a. verb + infinitive
   afford, fail, hasten, learn, prepare, proceed, seek, strive
   I really strive to wear the latest styles and trends.

b. verb + object + infinitive
   advise, allow, authorize, cause, convince, encourage, instruct, permit, persuade, urge
   The salesperson convinced me to buy a dress I knew I didn't need.

c. verb + gerund
   can't help, can't see, can't stand, enjoy, get through, keep on, mind, miss, postpone, risk
   I can't see paying high prices for clothes that will be out of style in a year.

d. verb + object + preposition + gerund/noun
   blame (for), dissuade (from), forgive (for), interest (in), keep (from), suspect (of), thank (for)
   Can I interest you in going on a shopping spree with me?

1 Label the words in boldface with the correct verb pattern above.

A famous saying goes, "Clothes make the man." My mother used to say that to me because I was a sloppy dresser, and she (1) __ urged me to look __ my best. She'd coax me to dress better, but nothing could (2) __ keep me from wearing __ jeans. At my high school, students never (3) __ failed to wear __ jeans to school, and my mother always sighed and tried to (4) __ dissuade me from leaving __ the house in my old, torn jeans. On my graduation from high school, my parents gave me my first suit and (5) __ advised me to "dress for success."

Since then, I've changed quite a bit. I really (6) __ enjoy dressing __ fashionably. I can (7) __ afford to wear __ stylish slacks and silk shirts, with well-polished shoes. It's funny, but I (8) __ don't miss wearing __ jeans one bit.

2 Complete the sentences by putting the words in parentheses in the correct order and by choosing the correct verb form. Which pattern does each sentence follow?

   a. 1. I __ forgive __ my sister __ for __ spilling __ ketchup on my blouse. (my sister / forgive / spill / for)
      __ 2. I never __ allow __ a birthday present for my __ brother. (mind / buy)
      __ 3. Harold __ wear __ his jacket. (allow / wear / me)
      __ 4. Shirley __ pick up __ her dry cleaning for another __ week. (pick up / postpone)
      __ 5. Lydia's dad __ get __ him a necktie for Father's __ Day. (get / her / thank / for)
      __ 6. The man stole the sneakers, then __ wear __ them __ around the store. (wear / proceeded)
Cleft sentences with what

To emphasize the whole sentence rather than just the part following the main verb, use a cleft sentence with what and a form of the verb do.

I try to project a positive attitude.

What I try to project is a positive attitude. (emphasizes a positive attitude)

What I do is try to project a positive attitude. (emphasizes whole sentence)

She complained to the waiter about the quality of the food.

What she complained about to the waiter was the quality of the food.

What she did was complain to the waiter about the quality of the food.

Cleft structures can include expressions like the reason why, the thing that, the place where, and the person who. These structures are typically used with the verb be.

I'm wearing sunglasses to protect my eyes.

The reason why I'm wearing sunglasses is to protect my eyes.

I do all my shopping at the mall.

The place where I do all my shopping is (at) the mall.

1. Rewrite these sentences as cleft sentences with what to emphasize the whole sentence.

   1. The candidate showed the voters he was a trustworthy man.
      What the candidate did was show the voters he was a trustworthy man.

   2. My mother shouldn't have made me wear my sister's old clothes.

   3. I'm going to send all my shirts out to be dry cleaned.

   4. My friends call me at work all the time.

   5. My father judges people too much by their appearance.

   6. Employees should carry ID cards at all times.

   7. Eleanor wore her mother's wedding dress at her own wedding.

   8. Martin spilled spaghetti sauce on his shirt.

   9. Sam bought a whole new wardrobe.

   10. Mary is going to wear her diamond necklace to the party.

2. Rewrite these sentences as cleft sentences by starting them with the expressions in parentheses.

   1. I'm wearing a tie to impress my boss. (the reason why)
      The reason why I'm wearing a tie is to impress my boss.

   2. I lost my watch in the park. (the place where)

   3. The office dress code changed last Friday. (the day when)

   4. My dog wears a sweater because his fur is short. (the reason why)

   5. I remember the intense expression on his face. (the thing that)

   6. Mami keeps her jewelry under her bed. (the place where)
3A Indefinite and definite articles

In completely general statements with uncountable nouns, do not use an article before the noun. However, the is required when the noun is made more specific by a modifying phrase following the noun.

Ethics are becoming an important part of the field of genetics.
The ethics of cloning need to be addressed by experts in the field.

Image is an important part of success.
The image she projected did not serve her well in court.

With certain exceptions, do not use the before:
countries (exceptions: the Netherlands, the Philippines, the United Kingdom, the United States)
cities and streets (exception: The Hague)
individual lakes, bays, islands, mountain peaks, continents (exception: the Matterhorn)

Do use the before:
rivers, oceans, seas, gulfs, mountain ranges, peninsulas, deserts, forests

1 Do the nouns in these sentences require a definite article? Write the, or X if none is needed.

1. A large number of oil wells have been drilled in the Gulf of Mexico.
2. There is no room for any frivolity when discussing the safety of nuclear power.
3. The United States utilizes more genetically modified food than Europe does.
4. On an insecure Internet connection, your confidentiality can never be guaranteed.
5. Thanks to our GPS system, we know that the car is located on Elm Street.
6. There are many people who do not believe that any rights of animals should be protected.
7. A global warming monitoring station is located on top of Mount Rutherford.
8. Carelessness is the cause of many problems in nuclear power plants.

2 Review the rules for articles on page 19. Then fill in the blanks with a definite article, an indefinite article, or X if none is needed.

(1) X Energy seems to be on everyone’s mind these days. (2) People are worried because they know that petroleum reserves are not infinite. It’s also alarming that (3) temperature of the earth seems to be rising year by year. Many scientists blame (4) warming of the earth on (5) burning of petroleum-based fuels. However, there is no reason to give up (6) hope, as (7) alternatives are available. (8) wind farm is a collection of windmills that turn wind energy into electric power.

(9) Hydroelectric facilities are able to change (10) energy created by moving water into electric power; (11) world’s largest hydroelectric facility is located on (12) Paraná River in Brazil. (13) Solar power is (14) clean source of energy that is attracting (15) attention as well. Several countries, including (16) Australia, (17) Germany, and (18) China have announced plans to build large solar power plants. Lastly, it’s important that we all conserve energy. Take (19) moment to shut off and unplug any electrical items when you leave (20) room.
**3B -ing clauses**

When -ing clauses begin a sentence, the agent of the -ing clause must be the subject of the main clause that follows.

Incorrect: Trying hard to fix my computer, the dog kept staring at me.
(The agent of the -ing clause seems to be the dog.)
Correct: Trying hard to fix my computer, I noticed the dog staring at me.
(The agent of the -ing clause and the subject of the main clause are the same.)

Incorrect: Changing the oil in my car, my hands got very dry.
(The agent of the -ing clause seems to be my hands.)
Correct: Changing the oil in my car, I got dirt all over my hands.
(The agent of the -ing clause and the subject of the main clause are the same.)

In addition to starting a sentence, -ing clauses can also follow these expressions:
- have a good time
- have an easy time
- have fun
- spend time
- have a hard time
- have difficulty
- have problems
- waste time

1. Choose the correct main clause that makes sense with the -ing clause.

   1. Making strange noises, ____
      a. I knew that my computer would crash.
      b. my computer stopped working.
   2. Being technophiles, ____
      a. we subscribe to technology magazines.
      b. new technology always interests us.
   3. Talking on her cell phone, ____
      a. the car went right through a red light.
      b. Pam didn't pay attention to her driving.
   4. Traveling by horse and buggy, ____
      a. the Amish reject the modern convenience of cars.
      b. the convenience of cars is rejected by the Amish.

2. Combine these sentences using an expression from the grammar box above to start the sentence.

   1. I played video games all day Saturday. I had a good time.
      I had a good time playing video games all day Saturday.
   2. My brother was shopping for cars. He had a hard time.
   3. Fred surfs the Web all day. He wastes a lot of time.
   4. I'm attending the big technology expo next week. I'm going to have fun.
   5. Nash is having difficulty. He's trying to comprehend the concept of artificial intelligence.
   6. Norah was writing a genetic technology lecture. She spent a lot of time on it.
   7. The guard used the video surveillance camera to identify the intruder. He had an easy time.
4A Reporting clauses

In reporting clauses, verbs such as admit, agree, announce, comment, complain, confess, disclose, explain, inform, and reveal are frequently followed by an indirect object. In this case, that should be retained for clarity.

Several people agreed with me that logic, not superstition, is the best way to make decisions.

Max explained to the teacher that a black cat never means bad luck in his country.

The following nouns are also often used in reporting clauses. Here, too, that is helpful in making the meaning clear and should be retained.

accusation, assertion, comment, explanation, response, argument, claim, decision, remark, suggestion

Bill made the assertion that he’d have no luck at all if it weren’t for bad luck.

Liliana repeated her argument that only foolish people believe in magic.

The class rejected Niran’s suggestion that we cancel class on Friday the thirteenth.

1 Using the words in parentheses, rewrite these sentences with reporting clauses.

1. He had an irrational fear of spiders. (Luis / admit / his friend)
   Luis admitted to his friend that he had an irrational fear of spiders.
2. Some people really are luckier than others. (Min / agree / me)
3. There are too many pigeons in the park. (many people / complain / park staff)
4. He had spent his father’s lucky dollar on candy. (Marco / confess / his mother)
5. It’s bad luck to step on a crack in the sidewalk. (Marcie / explain / her little sister)
6. The day he met his wife was the luckiest day of his life. (Felix / announce / his wedding guests)

2 Combine the sentences using a reporting clause with one of the nouns from the grammar box above.

1. Kim accused Anna of being a superstitious person. Anna didn’t agree.
   Anna didn’t agree with Kim’s accusation that she was a superstitious person.
2. Gianna argues that everything happens for a reason. Many people disagree.
3. Leslie asserted that all superstition is based in fear. Carlos didn’t understand.
4. Jae Woo decided that a trip to Las Vegas was what he needed. His friends were surprised.
5. Ernesto commented that hard work is more important than luck. Lily repeated what he said.
6. Hiroshi claimed he had won the chess game thanks to beginner’s luck. Sandra didn’t believe him.
7. Patrick remarked that Tanya probably shouldn’t push her luck. Tanya ignored what he said.
8. Mr. Wang responded that actions speak louder than words. I understood him.
Reporting clauses in the passive

The following verbs can be used in reporting clauses in the passive.

- announce
- deny
- maintain
- reveal
- suggest
- confirm
- estimate
- observe
- rumor
- understand

Reporting clauses in the passive are commonly used with a variety of structures.

Simple present: it is suggested that passengers report anything suspicious to the driver.

Simple past: it was firmly denied that any government radar station had sighted a UFO.

Present perfect: it has been estimated that over half of all Americans believe in UFOs.

Past perfect: it had been rumored that a monster was living in the lake.

With modals: it couldn’t be denied that many mysteries elude scientific understanding.

With past modals: it should have been confirmed that the flight would be delayed.

Reporting clauses in the passive are used in written and formal English and are not common in conversation.

1. Add a reporting clause in the passive with it to these statements. Use the verb and the suggested structure.

   1. The lost city of Atlantis had been discovered on April Fool’s Day, 1980.
      (announce, simple past)
      It was announced that the lost city of Atlantis had been discovered on April Fool’s Day, 1980.
   2. Human beings have 30,000 to 40,000 genes. (reveal, present perfect)
   3. Some people have a higher level of intuition than others. (understand, simple present)
   4. Crop circles, patterns created by flattening crops, are a clever hoax.
      (can't deny, modal)
   5. The moon’s pull on the earth affects the ocean tides. (maintain, simple present)
   6. The politician was deceiving the nation. (should reveal, past modal)
   7. A positive attitude was an important part of his cure. (observe, simple past)
   8. The completed Great Pyramid contained 2,300,000 blocks of stone.
      (estimate, past perfect)

2. Rewrite these statements with a reporting clause in the passive with it.

   1. An unknown source maintains that the Loch Ness Monster has been sighted again.
      It is maintained that the Loch Ness Monster has been sighted again.
   2. A group of people have revealed that the first images of a giant squid have been filmed.
   3. Officials should have observed that there was a mysterious substance on the train floor.
   4. People can’t deny that ancient civilizations possessed knowledge lost to us today.
   5. People have spread rumors that another monster was found in Siberia.
   6. The authorities have announced that ten people on the ship got ill.
5A Such... that and so... that

In written English, so and such are most often followed by a that clause. However, in conversation, the that clause is frequently omitted and gives so or such emphatic stress.

The host on that game show is so funny!
The actress plays her role so convincingly!
The writers of that sitcom show such originally!
That was such a great documentary!

So much, so little, so many, and so few can also be used without a that clause and for emphatic stress.

There are so many reality TV shows these days!
That quiz show gives away so much money!

In conversation, much and little can be used as adverbs following so.

Why do you watch TV so much? (much = frequently)
That actor is featured so little that I sometimes forget he’s on the show. (little = infrequently)

Much, little, many, and few can also serve as pronouns for nouns.

TV can be bad for your health. I sometimes watch so much TV my eyes hurt.
He needs to earn more money. He makes so little money he can’t afford his cable TV bill.
I don’t watch soap operas anymore. I’ve seen so many soap operas that I’m tired of them.
Educational shows are good for children, but there are so few educational shows that I won’t let my kids watch TV.

1. Complete these sentences with so, such, so much, so little, so many, or so few.

   1. You should have seen the new World War II documentary. It was __________ interesting!
   2. I don’t want cable TV. What would I do with __________ channels?
   3. Why do you kids spend __________ time in front of the TV? It’s not healthy!
   4. Turn off that program right now! I’ve never heard __________ language!
   5. I think travel programs are __________ fascinating!
   6. Shelby works long hours. He has __________ free time for TV.

2. Fill in the blanks with so, such, so much, so little, so many, or so few.

   Television can be __________ a wonderful source of education and information for children. Unfortunately, many sit in front of the “tube” __________ that they become overweight. What about exercise? Some children get __________ that their muscles don’t develop properly. Children also need to be guided away from programs with violence or adult themes. There are __________ nowadays that a channel-surfing child is sure to come across one. As far as educational programs aimed at children, there are __________ that we need to ask TV stations to offer more choices. But, as you know, it’s all about money. TV networks make __________ that they don’t feel the need to change their ways. Where is their sense of social responsibility? They seem to have __________ that they put profit over our children’s well-being. It just makes me __________ angry!
5B Sentence adverbs

To express the speaker's attitude about the entire sentence, sentence adverbs are most often located at the beginning of the sentence and set off by a comma.

Predictably, the hero of the novel won the heart of the girl.

Sentence adverbs can be used in place of longer clauses that modify a sentence.

People were amazed that Tom was able to write his first novel in one week.

Amazingly, Tom was able to write his first novel in one week.

Nobody was surprised that Tom's first novel didn't sell well.

Not surprisingly, Tom's first novel didn't sell well.

The following conjunctive adverbs link a sentence with a preceding idea.

accordingly consequently hence indeed meanwhile otherwise thus

The poet took the stage to begin his reading; accordingly, the audience took their seats and fell silent.

1 Rewrite the sentences using sentence adverbs to replace the boldfaced words.

1. It's apparent to me that clichéd stories are still very popular.

   Apparently, clichéd stories are still very popular.

2. It's fortunate that I remembered my book for the 13-hour plane ride.

3. I'm being honest when I say that I just don't care for love stories, no matter how moving they may be.

4. Nobody can question the fact that many historical novels present an incorrect view of history.

5. It was bad luck that Carol lost that novel just before she finished it.

6. In essence, the novel is a tale of good versus evil.

7. If it fulfills its potential, the Internet could increase literacy rates.

8. It's obvious to me that you are only pretending to have read the book.

9. I'm being serious when I say that I would rather buy books than clothes.

2 Complete the sentences with a conjunctive adverb from the grammar box above. Sometimes more than one answer is possible.

1. I never read very much in high school. Consequently, it was difficult for me to manage all the reading I had to do in college.

2. Craig was reading the article to us. ________, Samantha was trying to get our attention.

3. I have trouble reading because I'm dyslexic; ________, I listen to a lot of audio books.

4. I used to read a great deal, but I recently had a baby; ________, I don't have much time to read anymore.

5. You need to pre-order the book; ________, you'll never get a copy on time.

6. I knew I recognized the movie's story line. ________, it was based on a book I read last year.
These structures are commonly used in double comparatives.

1. **The more / less + clause**
   The more I listen to classical music, the more I appreciate it.

2. **The + comparative form of adjective + clause**
   The more romantic a song is, the less my brother wants to listen to it.

3. **The + comparative form of adverb + clause**
   The louder Mario plays his stereo, the more his neighbors complain.

4. **The + more / less / fewer + noun/gerund + clause**
   The more dancing you do, the more natural you'll feel on the dance floor.

**Short double comparatives without verbs are common in conversation. Many of them end in the better.**

- The more, the merrier!
- The bigger, the better!
- The sooner, the better!

### 1. Fill in the blanks to create appropriate double comparatives. For comparatives with adjectives or adverbs, more than one answer is possible.

1. Ricky seems to play his music loud in his car in order to get attention.
   - The louder the music is, the more people turn their heads.

2. This CD is so catchy! _______ I listen, _______ I like it.

3. The price of concert tickets has really gone up. And, _______ the performer is, _______ the ticket is.

4. I love soothing background music. _______ the music is, _______ stress it removes from my body and mind.

5. They play music at the baseball game to get the fans excited. _______ the music plays, _______ the fans yell.

6. It's true that practice makes perfect. _______ you practice, _______ you will become.

7. Even age won't slow that performer down. _______ she gets, _______ performances she gives.

### 2. Fill in the blanks with an appropriate short double comparative without verbs from the grammar box above.

1. A: When should we officially end this meeting?
   B: _______ !

2. A: How many people do you think we should invite to the party?
   B: _______ !

3. A: What would you like your new house to be like?
   B: _______ !
**6B**

**will and would for habits and general truths**

*Used to and would are both used to express habits in the past.*
Before he became a big star, Mark *used to* play music on the street for money.
Before he became a big star, Mark *would* play music on the street for money.

*However, would cannot be used with stative verbs such as be, have, like, live, love, mean, and own.*

**Correct:** When I was young, I *used to* have a clarinet.
**Incorrect:** When I was young, I *would* have a clarinet.

1. Complete the sentences using *would* wherever possible. If *would* is not possible, use *used to*.

   1. Before he made it big, Elvis *used to* listen to blues and gospel music on the porch of his family home in Mississippi.
   2. I *would* own a cheap violin that my uncle gave me for my birthday. I don’t know where it is now.
   3. Since the young Beethoven loved nature, he *would* take long walks along the banks of the river Rhine.
   4. That performer *would* be washed up, but he has since made a remarkable comeback.
   5. Before he was discovered by a Hollywood talent scout, that singer *used to* regularly announce local sports events on the radio.
   6. Some people claim that John Lennon *would* like to fish from the window of his room when he stayed at Seattle’s Edgewater Hotel.
   7. In the 1990s, Pavarotti *would* perform as part of the Three Tenors with José Carreras and Plácido Domingo.
   8. In high school, Madonna *would* love to dance and *would* always get perfect grades.
   9. Although my family wasn’t wealthy, we *would* own a concert-quality grand piano.

2. Complete the paragraph using the correct form of the verb in parentheses. Use *would* or *will* for habits and general truths wherever possible.

Music has played an important role in my life since I was very young. When I was a boy, in the center of the small town where I grew up, our family *would* sit (sit) on the green lawn on Saturday nights listening to the town band. Between songs, I *would* like (like) to talk to the musicians about their instruments, which fascinated me. I *would* ask (ask) them if I could play their trumpets and clarinets, and they *would* say (say) no in as gentle a way as they could. Who could have imagined that I would become an instrument maker? I’ve got my own family now. On warm Saturdays, I *will* take (take) them down to the center of town to listen to the town band. And, every time we go, my own son *will* bother (bother) the musicians with questions and requests. After all, like father, like son!
When the relative pronoun is the complement (or object) of a preposition, *whom* is required (not *who*).
Hunting whales is illegal for everyone except indigenous people to whom special hunting permits have been issued.

Similarly, *which* is required (not *that*) when the preposition precedes the relative pronoun.
My parents’ generation stood for certain principles against which my generation has rebelled.

The relative pronoun *whose* is not only used for people. It can also represent animals or things.
This relative pronoun is required.
Today there are many widely used prescription drugs whose dangers have become evident only after many years of use.

1. Complete the sentences with *whom*, *which*, or *whose*.
   1. Junk food advertisements are particularly effective in influencing the buying patterns of the youths to ______ they are aimed.
   2. “Where is society heading?” is a difficult question, the answer to which I don’t think anybody really knows.
   3. The government currently offers low-cost health insurance to people whose workplace doesn’t offer any.
   4. I’d like to join the debate about the future of international travel, but I’m afraid it’s a subject about which I know almost nothing.
   5. Improper or insufficient education is the root of intolerance. The world would change for the better if we really understood the people against whom we have illogical prejudices.
   6. My parents owned a fully detached house with a big yard. Unfortunately, my friends and I are all apartment dwellers for whom owning such a house just isn’t possible.

2. Review the rules for pronouns on page 55. Fill in the blanks with an appropriate relative pronoun. Sometimes more than one answer is possible.

   I once read a story about a little boy (1) ______ received an insect—a large beetle—for his birthday. Frustrated by the insect’s frantic movements, the boy turned it over and over looking for a switch (2) ______ could turn it off. Clearly, this was a boy (3) ______ understanding of animals and the natural world was extremely limited. The result was a boy for (4) ______ a living thing was indistinguishable from a toy. Parents should expose their children to nature from a young age. There is a farm not far from the city to (5) ______ hundreds of families go every weekend. There, city kids (6) ______ might not otherwise have had the chance are able to see, and even to touch, a wide variety of living things. By encountering animals (7) ______ are real, not just pictures, I believe students learn the important lesson (8) ______ these are living creatures worthy of respect and compassion, just like us.
As if, as though, as, the way, and like

When as introduces a clause expressing a comparison, subject-verb inversion can occur in affirmative sentences.

With do: Mama has a lot of trouble accepting change, as does Trina.
With auxiliary verbs: Mitt has obtained his painting restoration license, as has his brother.
With modals: Grandma would tell us stories of the old days, as would Grandpa.
With be: Marcel is wary of technology, as is his whole family.

When both clauses have the same subject, as if and as though clauses with adjectives or past participles are frequently shortened by removing the subject and be.

The curator held on tightly to the ancient vase with both hands, as though (she were) terrified that someone would steal it.
Marvin sat motionless in front of his new media center, as if (he were) glued to the chair.

1. Combine these sentences using a clause expressing comparison with as. Be sure to use subject-verb inversion.

1. The people of my country welcomed the Internet age. People all over the world welcomed it too.
   The people of my country welcomed the Internet age, as did people all over the world.
2. Ariel will try to block the changes. Martina will try to block them too.
3. Clark is a member of the town’s historical society. Taylor is a member as well.
4. Yukio went to a traditional Chinese opera last night. Jin went too.
5. The teacher’s union is advocating a four-day workweek. The transit workers’ union is advocating this as well.
6. I’ve given up my car and am taking public transportation now. Several of my co-workers are taking public transportation too.
7. I can cope well with changes. My wife can cope well with changes too.
8. Min Chul believes that it is often foolish to resist change. Cho also believes that it is often foolish to do so.

2. Rewrite the sentences, shortening the longer clauses and lengthening the shorter clauses. Follow the model in the grammar box above.

1. Guests in the theater felt a strange sensation, as if transported back in time.
   Guests in the theater felt a strange sensation, as if they had been transported back in time.
2. That family lives without electricity, as though they were trapped in the 1800s.
3. The music sounded perfectly authentic, as if it were conducted by Beethoven himself.
4. That kid’s clothes looked too big for him, as though borrowed from an older brother.
5. My grandmother looks odd in that old photo, as if she were annoyed.
Placement of direct and indirect objects

The following verbs are commonly used with both a direct and indirect object.
- bring
- hand
- order
- pay
- serve
- give
- make
- owe
- promise
- throw

When the direct object is a pronoun, it goes before the indirect object. When the indirect object is a pronoun, it can go before or after the direct object.
- The boss owes it to Sid. (it = direct object)
- The boss owes him a month’s salary. (him = indirect object)
- The boss owes a month’s salary to him. (him = indirect object)

When both objects are pronouns, only one pattern is possible: direct object + to + indirect object.
- The boss owes it to him.

1. Complete the sentences using the words in parentheses. Write each sentence in two different ways.
   1. Finally, the waiter brought . . . (our dinners / us)
      Finally, the waiter brought us our dinners.
      Finally, the waiter brought our dinners to us.
   2. After an hour of searching, the clerk gave . . . (a suitable pair of shoes / me)
   3. At that restaurant, they won’t serve . . . (your meal / you) unless you pay for it in advance.
   4. I didn’t have any cash, so I handed . . . (my credit card / the clerk)
   5. The potter at that shop promised . . . (a beautiful vase / my mother)
   6. I don’t have any more cash, but I can pay . . . (the rest / you) tomorrow.

2. Rewrite the following sentences in as many ways as possible using pronouns in place of the nouns in boldface.
   1. The clerk gave Maria the wrong blouse.
      The clerk gave her the wrong blouse.
      The clerk gave the wrong blouse to her.
      The clerk gave it to Maria.
      The clerk gave it to her.
   2. The salesman sold his last vacuum to John.
   3. That company still owes Michael one week’s pay.
   4. The real estate agent didn’t mention the leaky roof to the customers.
   5. The travel guide found two wonderful antique shops for the tourists.
   6. Marcia reminded Mark that he had promised a diamond ring to her.
   7. The hotel chef made my mother an omelet.
   8. After the receipt was printed, the clerk handed Eleanor a pen.
The following verbs can be followed by a that clause with a subjunctive verb.
advise beg ensure require
ask concede prefer stipulate
He advised that his students be on time.

The negative subjunctive is formed with not and the base form of the verb.
The advertising executive’s contract required that he not receive a bonus that year.

The passive form of the subjunctive is formed by be + past participle.
The sponsors asked that their product be featured prominently in the movie.
The manufacturers preferred that their shaving cream not be endorsed by misbehaving stars.

1. Complete the sentences using the subjunctive form of the verbs in the box.
   Verbs may be used more than once.
   - broadcast
   - contain
   - give
   - prevent
   - remove
   - send

   1. The store manager conceded that the customer ______ a refund.
   2. A new law proposes that telemarketers ______ from calling after 8:00 P.M.
   3. It is required that an advertisement ______ any false information.
   4. The university council advised that the company ______ from advertising on campus.
   5. The contract clearly stipulates that the station ______ our ads 24 hours a day.
   6. The customer insisted that she ______ a free sample of the perfume.
   7. I would prefer that companies ______ me spam e-mail of any kind.
   8. We begged that we ______ from the telemarketer’s calling list.

2. Complete the sentences using an appropriate form of the verb in parentheses.
   Use the subjunctive when possible.
   1. It’s clear that the time devoted to commercials on TV ______ over the past ten years. (increase)
   2. She advised that pressure ______ to companies that engage in false advertising. (apply)
   3. I learned that my neighbor ______ a guerrilla marketer. (be)
   4. The store required that each customer ______ his or her bag for inspection. (open)
   5. He stipulated that this advertisement ______ in this month’s issue. (place)
   6. The actress begged that she ______ in such a cheap commercial. (cast)
   7. I discovered that my sister ______ addicted to shopping. (be)
Whenever and wherever contrasted with when and where

If whenever, wherever, when, and where are followed by subject + be + adjective/past participle, the subject and be are often deleted. This occurs mainly in formal speech and writing. Dog owners must take their dogs to the vet whenever/when they think it advisable. Laws concerning the welfare of helper animals should be enforced whenever/where applicable.

Whenever and wherever can have the meaning “no matter when/where.”
A: My dog doesn’t like it when I give her a bath at night.
B: Mine doesn’t like it whenever I give him a bath!

Whenever and wherever can also have the meaning “although I don’t know when/where.”
We’ll have to get together on his birthday, whenever/wherever that is!
Our dog was found in a park outside of Hockville, wherever/wherever that is!

Whenever and wherever are rarely used following the focus adverbs even, just, right, and only.
My cats show me affection even when I’m in a bad mood.

1. Shorten the sentences by crossing out the subject and the form of be in the adverbial clause.
   1. Dog owners are expected to use leashes to walk their dogs where using those items is required by law.
   2. My veterinarian suggested that I buy Barkies brand dog food when Barkies brand is available.
   3. Whenever disciplining them is appropriate, owners of intelligent animals must be prepared to discipline their pets.
   4. Exotic animals may not be kept as pets wherever keeping such pets is prohibited by law.
   5. Whenever it is possible, you should give your horses a chance to run so that their hooves don’t become overgrown.
   6. Pets need to be given attention every day, not just when giving them attention is convenient.

2. Review the grammar rules on page 71. Complete the sentences using when, whenever, where, or wherever.
   1. ________ whenever my dog ran out of the yard this morning, I called his name, but he kept on running.
   2. ________ somebody walks past my house, my dog growls at him or her.
   3. My pet deer can hear me walking even ________, I’m 100 meters away.
   4. I’m trying to find an apartment ________ I’ll be allowed to have pets.
   5. I ordered a parrot through the Internet from a town called Mambucaba, ________ that is!
   6. Over the course of the year, ________ I visited her apartment, she seemed to have added another cat. By spring she had 25.
Noun clauses with whoever and whatever

In formal speech and writing, whoever is used for the subject and whomever is used for the object of a clause. Whichever is rare in conversation.

Whoever sees a bird of paradise can't help being impressed by those feathers.

That snake's poison is generally fatal to whomever it bites.

When referring to a known and limited group of items, whichever can be used to mean "whatever one" or "whatever ones."

There are only two lizards left, an iguana and a chameleon. Take whichever you want.
The bear stood its ground against the dogs, ready to strike whichever was bold enough to attack.

1 Complete the sentences with whoever or whomever.

1. My dog isn’t much of a guard dog; whoever gives him a snack becomes his friend forever.

2. The ASPCA reserves the right to deny animal adoption privileges to whomever they choose.

3. The pet store will give the abandoned parrots to whoever is able to provide them with a good home.

4. Whoever lives in that house should call the exterminator – it’s overrun with mice!

5. Whoever would get a tiger cub as a pet for his son is incredibly ignorant and irresponsible.

6. Ladies and gentlemen, we apologize for the inconvenience, but we will be administering an avian flu test to whomever we determine to be showing symptoms of the disease.

7. I know my dog looks big and dangerous, but whoever knows him well will tell you that he’s as gentle as a lamb.

8. The city dog pound provides free kenneling services to whomever they determine is in financial hardship.

2 Fill in the blanks with whoever, whatever, or whichever.

A woman who lives down the street from me collects animals. She will accept gifts of animals from (1) whoever gives them to her. And (2) whoever they give to her she accepts, because she is so kind hearted. Last week she received two beautiful kittens, one black and one brown, from a homeless man. She showed them to me, and when I asked if I could have one, she told me to take (3) whatever I wanted. I took the black one, a male. I named him King, and I’ve had him for a few months now. (4) Whoever sees him says he’s really adorable. He’s also a very intelligent cat; I really think he understands (5) whatever I say to him. I have to admit that I spoil him. He gets (6) whatever he wants for food – chicken, fish, beef – and not cat food from a can. He gets real meat from the supermarket. During the day he sleeps on the sofa or on the easy chair – he generally chooses (7) whatever is sunnier. At night he sleeps up on the bed with me. (8) Whoever visits me always says King really lives like a king.
The passive voice with a modal can be used in short answers.
A: Why wasn’t that author awarded the Nobel Prize for literature?
B: I don’t know, but he should have been. (He should have been awarded the Nobel Prize for literature.)

The verb get can also serve as an auxiliary to form the passive voice. It is less formal and primarily used in spoken English. Get always indicates a change (with a meaning close to become), while be can indicate an unchanging state or a dynamic one.
Larry and Natalie got married in 2006. (Their wedding occurred in 2006.)
Larry and Natalie were married in 2006 when they went to Greece. (Their wedding may have occurred before 2006.)

The verb get is also commonly used in expressions such as get acquainted, get arrested, get dressed, get excited, get married, and get scared.

1. Complete the short answers with the appropriate modal in the passive voice.
   1. A: Will that Shakespeare class be offered next semester too?
      B: Oh, yes. I’m absolutely sure that it will be.
   2. A: Should text speak be used in essays by some students?
      B: Actually, I think it shouldn’t.
   3. A: Could English be overtaken as the main international language someday?
      B: Well, in my opinion it shouldn’t.
   4. A: Was the television turned off when we went to bed?
      B: No, it wasn’t, but it probably was.
   5. A: Would our class have been canceled if the teacher had been sick?
      B: Yes, it definitely would have been.
      Thank goodness she’s not sick!
   6. A: Do you think groceries can be safely bought over the Internet?
      B: I’m sure they shouldn’t. I’ve considered doing it myself.

2. Do you think be or get is more appropriate in these sentences? Complete them with the correct form of be or get.
   1. While I was reading a book in the bathtub, I heard someone knocking, so I quickly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_dressed and answered the door.
   2. The binding \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ already broken when I bought the book, so it must have happened earlier.
   3. Sanjay and Afrin had never met, so I gave them a few minutes to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ acquainted.
   4. Martin Luther King, Jr. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ remembered for his contribution to advancing civil rights for African Americans in the United States.
   5. When she saw my father carrying her birthday gift, all of a sudden my little sister \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ really excited and started jumping up and down.
Subject-verb agreement with quantifiers

A (large / small / great) number of always modifies a plural noun. The resulting expression takes a plural verb.

A (large) number of students in my English class were absent on Friday.

When certain collective nouns, such as majority or minority, act as a whole unit or a single group, they take a singular verb.

All students can express their opinions, but the majority rules.

In the U.S., Spanish speakers constitute a linguistic minority that is growing rapidly.

Majority and minority are followed by the plural form of be when the complement is a plural noun.

If you ask my father about young people today, he’ll tell you that the majority are slackers.

Of people who are concerned with using language correctly, only a small minority are linguists.

1. Review the rules for quantifiers on page 85. Circle the correct form of the verb. If both forms are possible, circle both.
   1. A minority of American English speakers understand understands Australian slang.
   2. A great number of my friends has have sharp tongues.
   3. You can’t trust people with secrets these days. The majority is are gossips.
   4. In the parliament, the newly elected majority is are ready to make some changes.
   5. A number of hip-hop expressions has have been added to dictionaries.
   6. A majority of my friends has have a way with words.
   7. There are times when a minority speak speaks louder than a majority.
   8. A number of languages is are spoken in India.

2. Complete these sentences with the singular or plural simple present form of the verb in parentheses.
   1. Each person finds finds the level of formality he or she is comfortable with. (find)
   2. No one knows knows the exact number of words in the English language. (know)
   3. Most of my friends speaks speaks English fluently. (speak)
   4. None of the linking verbs are are normally used in the passive voice. (be)
   5. A lot of people go go abroad to practice their English. (go)
   6. A recent report indicated that one-third of American high school students graduate. (not, graduate)
   7. Plenty of my friends like likes to send each other text messages. (like)
   8. Every language has has formal and less formal registers. (have)
   9. Every one of my in-laws has has my ear off on the phone. (talk)
   10. All fluent speakers needs need to have an understanding of idiomatic language. (need)
Compound adjectives

The following compound adjectives are found written as one word in many dictionaries.
- airborne  barefooted  headhanded  painstaking
- airless  daylong  lightweight  seaworthy
- awestruck  downhearted  newfound

In the comparative form of compound adjectives, *more* and *less* are not followed by hyphens.
- a more forward-looking plan
- a less easy-going person
- a more highly trained applicant

1. Use one-word adjectives from the grammar box above to rewrite the sentences.

   1. The flight attendant helped the passengers who felt sick on the airplane.
   The flight attendant helped the airclick passengers.
   2. We attended a meeting that lasted from 9:00 in the morning to 6:00 in the evening.
   3. The passengers boarded the sturdy vessel that was worthy of making an ocean voyage.
   4. The sailors stopped at an island that had only recently been discovered.
   5. The star was overwhelmed by the fans who showed their admiration and respect for her.
   6. Jason caught a virus that was carried through the air.

2. Combine the words from both boxes to create eight compound adjectives. Check your CD-ROM dictionary for meaning and for hyphen use. Then use the adjectives to complete the sentences.

   easy  forward  long  spell  bound  looking
   forward  tender  tight  going  looked  respected
   red  wind  widely  headed

   1. In the acting business, blond and brown-haired actors are much more common than redheaded ones.
   2. Because of his great experience in international affairs, the president is respected in political circles.
   3. The audience understood that they wouldn’t be able to leave for a while; the speaker had a reputation for being long-winded.
   4. I hope you brought some money; the boss is too tight to pay.
   5. The amazing stunts of the circus performers kept the children going.
   6. Our country needs a widely respected leader, one who can prepare us for crises before they occur.
   7. The Looking celebrity could never pass homeless people without giving them some money.
   8. I think you should stop worrying about everything and learn to be more looking.
## Superlative compound adjectives

The following adjectives and adverbs have irregular comparative and superlative forms. They are frequently used in comparative and superlative compound adjectives.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
<th>Adverb</th>
<th>Comparative</th>
<th>Superlative</th>
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<tr>
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<td>farthest / furthest</td>
<td>far</td>
<td>farther / further</td>
<td>farthest / furthest</td>
</tr>
</tbody>
</table>

*As with other superlative adjectives, the article the is not used when the noun is preceded by a possessive.*

Venecia’s best-known poet will be reading one of his works at the public library this week.

---

1. Write sentences as in the example using the information and the superlative form of the comparative adjective.

1. Charlene Theron is a / good-looking actress / I ever see
   
   Charlene Theron is the best-looking actress I've ever seen.

2. My company president is a / well-dressed executive / I ever work for

3. That science-fiction story has a / far-fetched plot / I ever read

4. Our chief of police is a / little-appreciated public servant / our town ever have

5. Mr. Fredericks is a / well-loved teacher / our class ever have

6. That player is a / bad-tempered guy / our basketball team ever hire

7. Professor Kwan is a / much-honored academic / our college ever invite to speak

8. That movie was filmed at a / far-flung location / the studio ever use

2. Write sentences using the superlative form of the compound adjective. Be careful to use hyphens and the correctly.

1. That company’s [lightweight] camera is the Photoflash X25.
   
   That company’s most lightweight camera is the Photoflash X25.

2. My uncle's face was (awe-struck) in the photograph on the right.

3. Henry was (broad-minded) when it came to questions of cultural difference.

4. I take after my father, who is (hard-headed) man I know.

5. My mother is quite smart, but she’s not (well-read) person in the world.

6. To me, Japan’s (awe-inspiring) sight is probably Mount Fuji.

7. Perhaps (widely recognized) actress from Malaysia is Michelle Yao.

8. The (low-lying) country in Europe is Holland.
Subject-verb inversion in conditional sentences

When present or future real conditionals are expressed with should at the beginning of the sentence, the base form of the verb is used.

If my brother decides to start a business, he’ll come to you for financing.
Should my brother decide to start a business, he’ll come to you for financing.

If you’re looking for a competent employee, Ted is your man.
Should you be looking for a competent employee, Ted is your man.

Subject-verb inversion in conditional sentences occurs very rarely with might and could, usually in literary or archaic contexts with adverbs such as but or just.

Could he but win her love, the world would be his.
Might I just see my country once more, my heart would find peace.

Other verbs and auxiliaries do not allow subject-verb inversion. Use an if clause instead.

If I can make the sale, I certainly will.
If they have gone out of business, we’ll have to find another supplier.
If I may speak frankly, I think you’re just not doing a good enough job.

1. Rewrite these sentences using should at the beginning of the sentence and the base form of the verb.

   1. If Sven goes into business for himself, I’m sure he’ll do very well.
      Should Sven go into business for himself, I’m sure he’ll do very well.
   2. If Annie gets a raise, she’ll be able to pay her college debts.
   3. If Shin is sick tomorrow, would you be able to work in place of him?
   4. If you find yourself swamped by work, hire yourself an assistant.
   5. If a business is set up in a good location, customers will naturally come.
   6. If a problem arises, you need to find a way to work around it.
   7. If there’s a chance of failure, I’d rather not take the risk.
   8. If there’s lot of demand for a product, the price naturally rises.

2. Review the grammar rules on page 97. Check (√) the sentences that can be inverted. Then rewrite them using subject-verb inversion.

   √ 1. If you asked him, he’d tell you the secret of his success.
      Were you to ask him, he’d tell you the secret of his success.
   □ 2. If I have some extra money at the end of the year, I’ll invest it.
   □ 3. If his boss hadn’t been working against him, Jake would have been promoted.
   □ 4. If I may suggest, I think you should ask for a promotion.
   □ 5. If I could just win the gold medal, I’d be happier than the richest man.
   □ 6. If I hadn’t finished my business degree, I’d have a much lower salary.
   □ 7. If they were aware of the risk, they would quickly patent their idea.
   □ 8. If Tamara hadn’t spoken out, the boss would have ignored her.
   □ 9. If we can have a meeting, we could perhaps find a better solution.
   □ 10. If Anita hadn’t taken risks, she would never have become successful.
1 Match the clauses to make logical conditional sentences.

1. If only I hadn’t insulted my boss,   ___
2. Whether you feel happy inside or not, ___
3. Even if you have great leadership skills, ___
4. Just in case you didn’t get the memo, ___
5. If only I could wear casual clothes to work, ___
6. Whether or not the schedule is flexible, ___
7. Even if my company offers me a raise, ___
8. In case I get permanently disabled, ___

   a. here’s a copy for your files.
   b. I wouldn’t have to spend so much money on suits.
   c. I’ll collect half my current salary for five years.
   d. I’m still going to take a job with another firm.
   e. I’m sure he wouldn’t have fired me.
   f. the manager wants you to smile for the customers.
   g. you can’t be forced to work more than 40 hours a week.
   h. you still have to earn the workers’ respect.

2 Circle the choice that best completes the sentence.

1. *Just in case* If only I have to go on a business trip this week, I’ve kept my schedule open.
2. *Even if / Assuming that* the weather is nice, this weekend’s company picnic should be fun.
3. *In the event that / Whether or not* I receive training, I’m still not confident in my abilities.
4. *Even if / If only* I were in charge of hiring people, I’d give everybody a pay raise.
5. *Provided that / Just in case* employees do what is required, salaries are increased every year.
Unit 1 Self-study

Reunion

Listening

A Track 1 Listen to Chris making announcements. What is the occasion? Check (√) the correct answer.

- a. the first class reunion after five years
- b. the first class reunion after ten years
- c. the second class reunion after ten years

B Listen again. Number these events from 1 to 5 in the order the announcer says they will happen.

1. a. ballgame
2. b. band playing
3. c. prize announcements
4. d. buffet
5. e. barbeque

C Look at this excerpt from the announcements. How does Chris feel about the photos he’s in? Check (√) the correct answer. Then listen again and check.

Chris: I have to say that there are some of me that have resurfaced which I’d hoped never to see again. I’ve had to relive some very painful memories and some very bad haircuts . . .

- a. He thinks they’re embarrassing but funny.
- b. He’s annoyed with the people who sent them in.
- c. He’s upset by seeing them again.

Phrasal verbs

Vocabulary

Look at the audio script of the reunion announcements on page 142. Use your CD-ROM dictionary to find the phrasal verbs in boldface that have these definitions.

1. to appear or come to your attention
2. to make something very quickly
3. to search for someone or something
4. to stop working or not be successful
5. to prepare or arrange something for use
6. to look at, examine, think of, or deal with a set of things
7. to arrive for a gathering or event
Unit 2 Self-study

Dress for success

listening

A 🎧 Track 2 Listen to a radio show about preparing for a job interview. What does the guest speaker feel is the most important thing about appearance at job interviews? Check (✓) the correct answer.

☐ a. fashionable clothes
☐ b. looking like everyone else
☐ c. good grooming

B 🎧 Listen again. Does the image consultant encourage (E) or discourage (D) these things? Or does he not say (N)? Write the correct letter.

___ 1. a conservative suit    ___ 5. bold jewelry that makes a statement
___ 2. polished shoes         ___ 6. a lot of cologne or aftershave
___ 3. clean teeth            ___ 7. fashionable clothes
___ 4. conservative shoes    ___ 8. extreme styles

C 🎧 Look at this excerpt from the show. Why does the host ask this question? Check (✓) the correct answer. Then listen again and check.

Host: Is it fair that people are judged by how they look?
Andy: No, probably not. But that is what happens.

☐ a. He is expressing an opinion.
☐ b. He is asking for information.
☐ c. He is asking for Andy’s opinion.

Parts of speech

vocabulary

A 🎧 Look at this excerpt from the radio show. Use your CD-ROM dictionary to help you answer the questions.

Andy: Dress so that you look as though you fit in with the new environment. Do a little research.

1. What part of speech is research in this context? __________
2. How many parts of speech can research be? __________
3. Does the word stress change for each part of speech? __________

B ☑ Check (✓) the correct parts of speech. Use your CD-ROM dictionary.

<table>
<thead>
<tr>
<th></th>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
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<tbody>
<tr>
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</tr>
<tr>
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<tr>
<td>5</td>
<td>style</td>
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</tbody>
</table>
Unit 3 Self-study

1. Constantly connected

A. Track 3. Listen to a radio show called Let's Lighten Up a Little. What is the main focus of the show this week?
   - a. the stress of being “connected” or “contactable” all the time
   - b. time management
   - c. information overload

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

<table>
<thead>
<tr>
<th></th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Kyoko is a psychiatrist.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Psychiatrists are affected by information overload.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Kyoko feels that it is easy to keep up with all the new medical information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Kyoko thinks that shopping online is a waste of time.</td>
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</tr>
<tr>
<td>5. Brains need to relax.</td>
<td></td>
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</tr>
</tbody>
</table>

C. Look at this excerpt from the show. How much is Kyoko affected by information overload? Check (√) the correct answer. Then listen again and check.

Adam: Are you yourself affected by it?
Kyoko: Oh, yes.
   - a. not very affected
   - b. somewhat affected
   - c. very affected

2. Prepositions

A. Look at the audio script of the radio show on page 143. What are the missing prepositions in the excerpt?

Well, Adam, it's the feeling of not being able to keep up (1) ___ all the information that's available (2) ___ us – and not having the time or the skill to keep it (3) ___ control, keep it organized.

B. Use your CD-ROM dictionary to find out which prepositions follow these verbs and adjectives. Some prepositions are used more than once.

1. aware ___ 3. proud ___ 5. apologize ___ 7. concentrate ___
2. happy ___ 4. typical ___ 6. surprised ___ 8. interested ___
Unit 4 Self-study

1. Robert Ripley

A 🎧 Track 4 Listen to a discussion about Robert Ripley. What was he best known for?
   □ a. being a professional athlete
   □ b. being a cartoonist
   □ c. being a boat collector

B 🎧 Listen again. Check (✓) the facts you hear about Robert Ripley.
   □ a. He collected cars.
   □ b. He was a good driver.
   □ c. He collected Chinese art.
   □ d. He dressed conservatively.
   □ e. He was a radio broadcaster, then had a TV show.

C 🎧 Look at this excerpt from the discussion. Why does Nick say this?
   Check (✓) the correct answer. Then listen again and check.

   Nick: So tell us, Sam, what’s so special about Robert Ripley? I’ve heard a lot of, well, different opinions about the man.

   □ a. He has heard some positive things about Ripley.
   □ b. He has heard some negative things about Ripley.
   □ c. He doesn’t know anything about Ripley.

2. Adjectives: Opposites

A 🎧 Look at the audio script of the show on page 143. Use your CD-ROM dictionary to match each adjective in boldface with its definition.

1. strange or unusual, sometimes in an amusing way ___  a. eccentric
2. done as a job, or relating to a skilled type of work ___  b. outrageous
3. unusual and surprising ___  c. remarkable
4. unacceptable, shocking, possibly offensive ___  d. professional

B 🎧 Use your CD-ROM dictionary to match the adjectives on the left with their synonyms on the right. (Tip: use the thesaurus)

1. dependable ___  a. genuine
2. gullible ___  b. vengeful
3. indecisive ___  c. wishy-washy
4. methodical ___  d. foolish
5. sincere ___  e. meticulous
6. vindictive ___  f. reliable
Unit 5 Self-study

Nature’s soap opera

A Track 5 Listen to an interview with a TV documentary filmmaker. What types of programs does he make?
- a. political science programs
- b. reality, hidden-camera comedy programs
- c. science and nature programs

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

1. *River Watch* is on every night.
2. There is quite a lot of time spent on editing.
3. There are 60 cameras used to film the program.
4. The bald eagle nest on *River Watch* is the largest ever recorded.
5. The bald eagle story is the only one featured on *River Watch*.

C Look at this excerpt from the interview. What do you think Dave means? Check (√) the correct answer. Then listen again and check.

**Mandy:** Does the crew get as involved as the viewers, or have you seen so much of it that it’s lost some of its power?

**Dave:** Oh, no. No. Not at all.

- a. He and the crew aren’t affected emotionally by the animals they film.
- b. They are very affected by the animals they film.
- c. They are somewhat affected by the animals they film.

Adverbs and word stress

A Look at these definitions for some of the adverbs used in the interview. Use your CD-ROM dictionary to match each adverb with its definition.

1. completely; beyond any doubt ___ a. absolutely
2. easily seen ___ b. actually
3. likely, although not certain ___ c. obviously
4. unexpectedly ___ d. presumably
5. used to say something true ___ e. surprisingly

B Use your CD-ROM dictionary to mark the stress on these words. Underline the stressed syllable.

1. surprisingly 3. obviously 5. instinctively
2. unquestionably 4. presumably 6. actually
Unit 6  Self-study

Music man

A  Track 6 Listen to a lecture about Alan Lomax. What type of music was he most interested in?
- a. classical
- b. hip-hop and reggae
- c. folk and blues

B  Listen again. Put these events in the correct order.
   _ a. Lomax recorded Lead Belly in prison.
   _ b. Lomax traveled with his father to compile a book of folk songs.
   _ c. Lomax traveled to other countries to record music.
   _ d. Lomax began helping his father gather his songs.
   _ e. Lead Belly songs were covered by other musicians.

C  Look at this excerpt from the talk. What does the professor mean? Check (√) the correct answer. Then listen again and check.

   Professor: It might be a little easier to ask which instruments he didn't play.
- a. Lead Belly was a songwriter, not a performer.
- b. Lead Belly didn't really play many instruments.
- c. Lead Belly played a lot of instruments.

Word building

A  In the listening, the professor mentions “musicology.” The suffix -ology was added to music to make a noun. What subject do each of these terms refer to?

1. anthropology  4. geology
2. biology  5. ornithology
3. cardiology  6. etymology

B  Use your CD-ROM dictionary to complete this table.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Person noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. achievement</td>
<td>achievement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. collection</td>
<td>—</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. —</td>
<td>—</td>
<td></td>
<td>commercially</td>
<td></td>
</tr>
<tr>
<td>4. musician</td>
<td>—</td>
<td></td>
<td>musical</td>
<td></td>
</tr>
<tr>
<td>5. perform</td>
<td>—</td>
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</table>
Unit 7 Self-study

Farmers' markets

A Track 7 Listen to a conversation between two friends, Emma and Lucy. What does Emma think is surprising about the farmers’ market?

☐ a. The food is fresher.
☐ b. There is a dairy stall.
☐ c. The food is generally cheaper.

B Listen again. Check the items that are mentioned.

☐ a. apricots ☐ g. strawberries
☐ b. cabbages ☐ h. onions
☐ c. cheese ☐ i. potatoes
☐ d. chocolate ☐ j. plants
☐ e. coffee ☐ k. natural cosmetics
☐ f. yogurt ☐ l. homemade bread

C Look at this excerpt from the conversation. Check (√) the correct interpretation of the sentence. Then listen again and check.

Lucy: For instance, the strawberries at the supermarket, which were flown in and not especially fresh, were about a dollar a pound more.

☐ a. Some of the strawberries at the supermarket were flown in and not very fresh.
☐ b. All of the strawberries at the supermarket were flown in and not very fresh.

Comparatives

A Look at the audio script of the conversation on page 145. Use your CD-ROM dictionary to find the comparatives in boldface that have these definitions.

a. healthier
b. more morally acceptable
c. more worried about

B Use your CD-ROM dictionary to check which words can be a noun, a verb, or both. Underline which syllable is stressed in each form.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. contract</td>
<td></td>
</tr>
<tr>
<td>2. produce</td>
<td></td>
</tr>
<tr>
<td>3. record</td>
<td></td>
</tr>
<tr>
<td>4. release</td>
<td></td>
</tr>
<tr>
<td>5. wonder</td>
<td></td>
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</tbody>
</table>
Unit 8 Self-study

Shopping styles

A  Track 8  Listen to a conversation between Andrea and Pauline. Why didn’t Pauline buy the coat? Check (✓) the correct answer.
   □ a. The salesperson was at lunch.
   □ b. She didn’t really like the coat.
   □ c. The salesperson was too forceful.

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

<table>
<thead>
<tr>
<th></th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Andrea appreciates being left alone by salespeople.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Pauline thinks salespeople should suggest items to customers.</td>
<td></td>
<td></td>
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<tr>
<td>3. Pauline generally agrees with her husband’s shopping decisions.</td>
<td></td>
<td></td>
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<tr>
<td>4. Andrea thinks the things her sister suggests she buy are bargains.</td>
<td></td>
<td></td>
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<tr>
<td>5. Pauline thought some of the customers at Williams were unreasonable.</td>
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</tbody>
</table>

C  Look at this excerpt from the conversation. Who is Andrea laughing at? Check (✓) the correct answer. Then listen again and check.

Andrea: I buy it. Then, after she leaves, I take it back and donate it back to the thrift shop.

   □ a. herself
   □ b. the thrift shop salesperson
   □ c. her friend

Double meanings

A  Look at the audio script of the conversation on page 145. Use your CD-ROM dictionary to find the words in boldface that have these definitions.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a group or collection of twelve</td>
<td></td>
</tr>
<tr>
<td>2. an unlucky or disappointing situation</td>
<td></td>
</tr>
<tr>
<td>3. extremely unpleasant</td>
<td></td>
</tr>
<tr>
<td>4. something sold for a price that is lower than usual or lower than its value</td>
<td></td>
</tr>
<tr>
<td>5. to give something without wanting anything in exchange</td>
<td></td>
</tr>
<tr>
<td>6. trying too hard to persuade someone to do something</td>
<td></td>
</tr>
</tbody>
</table>

B  Which of these words have more than one meaning? Use your CD-ROM dictionary. Check (✓) the words that have more than one meaning.

   □ 1. alone
   □ 2. item
   □ 3. bunch
   □ 4. cart
   □ 5. stuff
   □ 6. fortune
   □ 7. leaves
   □ 8. pair
Unit 9 Self-study

Animal behaviorists

A. Track 9. Listen to an interview about working with animals. What are the two levels of certification for animal behaviorists?

1. ________ Applied Animal Behaviorist
2. ________ Applied Animal Behaviorist

B. Listen again. Answer the questions.

1. Which types of animals does Fay mention? Check (✓) the types of animals you hear.
   - a. aquarium fish
   - b. pets
   - c. insects
   - d. farm animals
   - e. zoo animals
   - f. wild animals

2. Which professions do animal behaviorists come from? Check (✓) the professions she lists.
   - a. agriculture
   - b. animal science
   - c. biology
   - d. botany
   - e. ecology
   - f. environmental science
   - g. psychology
   - h. zoology

C. Look at this excerpt from the interview. How does Fay feel when she says the sentence below? Check (✓) the correct answer. Then listen again and check.

Fay: Yes, you could put it that way.

   - a. She’s glad that Phil understands.
   - b. She’s annoyed because Phil doesn’t seem to take the profession seriously.
   - c. She’s annoyed because Phil doesn’t like animals.

Animal vocabulary

In the interview, Fay refers to a group of cows as a herd. Use your CD-ROM dictionary to put the animals in the box under the correct collective noun.

<table>
<thead>
<tr>
<th>Birds</th>
<th>Cows</th>
<th>Elephants</th>
<th>Fish</th>
<th>Goats</th>
<th>Sheep</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flock</td>
<td>Herd</td>
<td>School</td>
<td>cows</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit 10 Self-study

English as a Lingua Franca

A Track 10 Listen to a lecture about English as a Lingua Franca. Which of these descriptions best defines English as a Lingua Franca? Check (√) the correct answer.
   a. a standard variety of English
   b. a mixture of American and British Standard English
   c. an evolving variety or varieties of English

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

1. The majority of academic articles are in English.
2. More than two billion people speak English.
3. Most English speakers are native speakers.
4. Modern English grammar prescribes how English should be used.

C Look at this excerpt from the lecture. Why does the professor hesitate after the student gives a definition of ELF? Check (√) the correct answer. Then listen again and check.

Clea: It's basically a common language used between groups that speak different languages to conduct business, commerce, isn't it?

Professor: Well, yes, business, commerce – life.
   a. The professor thinks the definition is too narrow.
   b. The professor can't understand what she means.
   c. The professor thinks the definition is too general.

Guidewords

A In the listening, the professor says people are “calling for” a new kind of dictionary. Which of these guidewords best matches what the professor means by “call”?

a. name       c. say       e. consider   g. suggest strongly
b. telephone  d. ask to come f. come to get

B Now match these example sentences with the correct guideword from the box above. Use your CD-ROM dictionary to check your answers.

1. I'll call for you around noon. Be ready! ___
2. I called last night and left a message. ___
3. I wouldn't call him a friend – he's just someone I met. ___
4. “Answer ‘Here!’ when I call your name,” the teacher said. ___
Unit 11 Self-study

Life coaching

A ☐ Track 11. Listen to a program about life coaching. What does Yolanda say the key difference is between life coaching and counseling?
   □ a. Counseling is more action-oriented.
   □ b. Life coaching is more directive.
   □ c. She doesn’t think there is a difference; it’s just a new term.

B ☐ Listen again. What benefits of life coaching does Yolanda mention? Check (✓) the benefits you hear.
   □ a. Life coaches believe in you.
   □ b. Life coaches can help you set goals.
   □ c. Life coaches can help you improve your sports technique.
   □ d. Life coaches can help set self-imposed limitations.
   □ e. Life coaches can help break or change deeply engrained goals.

C ☐ Look at this excerpt from the program. How does May feel about life coaching? Check (✓) the correct answer. Then listen again and check.
   May: Now, isn’t life coaching really just a newly invented name for counseling or therapy?
   □ a. She’s skeptical of its value.
   □ b. She’s convinced of its value.
   □ c. She thinks life coaching and counseling or therapy are the same.

Formal and informal language

Vocabulary

A ☐ In the listening, Yolanda says, “And, on the surface, that may appear to be so.” Which definition for appear is she using? Check (✓) the correct answer.
   □ a. to become noticeable or to be present
   □ b. to be made available
   □ c. to seem

B ☐ Use your CD-ROM dictionary to match the informal words with their formal equivalents below. (Tip: Use the thesaurus)

   a. need  d. seem  g. stop  
   b. get    e. shorten h. tell  
   c. keep   f. show  i. use  

1. appear    4. decrease    7. obtain    
2. cease     5. demonstrate 8. require   
3. consume   6. inform      9. retain   

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Unit 12 Self-study

1 Time out

A 🎧 Track 12. Listen to a conversation between two friends. What is the main topic of their conversation? Check (✓) the correct answer.

☐ a. what they did over the holidays
☐ b. taking a year off
☐ c. the Internet

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

1. Matt’s father is glad that he didn’t go to Africa.  ☑ False
2. Matt’s father is a doctor.  ☑ True
3. Both Matt and Harry are interested in wildlife conservation.  ☑ True
4. Both Matt and Harry are only interested in projects that pay well.  ☑ True
5. They both agree that it is important to choose projects in your area.  ☐ False

C 🎧 Look at this excerpt from the conversation. Why does Harry say this? Check (✓) the correct answer. Then listen again and check.

Harry: Career Man is thinking about taking a year off?

☐ a. He thinks it’s a bad idea.
☐ b. He admires Matt’s interest in having a career.
☐ c. He thinks it’s a surprising choice for Matt.

2 Phrasal verbs

A 🎧 Look at the phrasal verbs in boldface in the audio script of the conversation on page 147. Use your CD-ROM dictionary to match each phrasal verb with its correct definition.

1. bring on (something)  ☑ a. to cause something to happen
2. get (something) out of (something)  ☑ b. to happen or develop in a particular way
3. look into  ☑ c. to obtain something by doing something
4. work out  ☑ d. to try to find out about something

B 🎧 Complete the sentences with the phrasal verbs from Exercise A. Use your CD-ROM dictionary to help.

1. I actually __________ a lot __________ the lecture. I’m glad I went.
2. I think the loud music __________ my headache __________.
3. If you’re interested in going, I’ll __________ __________ making a reservation.
4. We wanted to go to the restaurant, but it didn’t __________ __________.
Unit 1 Self-study

Chris: Hello everybody, and welcome to the reunion. It's hard to believe, seeing you all together again, that our college graduation was ten years ago. I just want to run through a few announcements and announce a few prizes.

First, the buffet will open at 8:30. We are very lucky to have some great cooks among our former classmates who have whipped all this up.

We'll have a slide show during dinner. Thanks for all the photos you sent in. I have to say that these are some of me that have resurfaced which I'd hoped never to see again. I've had to relive some very painful memories and some very bad haircuts, thanks to them. On the other hand, it's nice to be reminded that I used to have hair to cut.

The band, Random Acts of Kindness, whom you may recall from their younger days, have reunited for one night only. They'll be setting up soon and will start playing at 9:00. Sorry, what's that? Oh, right.

Apparently Seth hasn't shown up yet. His car broke down? Some things never change. Um, but we are sure he will turn up eventually, right? OK.

We've got some excellent door prizes, which we'll be announcing in just a few minutes. Then tomorrow, we have the picnic and ballgame. That will be in the park. I think the ballgame is due to start at ten in the morning, Seth's one of the captains? Better make that 10:00, then. You'll probably have worked up a pretty good appetite after the game, so we'll move on to the picnic after. And I think there's going to be a barbecue there, is that right?

Audience: Yeah - we'll probably start cooking around 12:00.

Chris: Excellent.

Now, just before we announce those prizes, I'd like to say a big thank you to Karla Romero for organizing all this. She is the one who set up the website and then tracked everyone down, from some very far-flung places. So, thank you very much, Karla.

OK, door prizes! Jenny, are you and the door prize team ...

Unit 2 Self-study

Host: Hello, and welcome back to Job Search. Today we're lucky to have Andy Walkins from Image magazine here to talk to us about dressing for success at job interviews. Welcome to the show, Andy.

Andy: Thanks, Josh. It's good to be here.

Host: Now, Andy, you're a trained and experienced image consultant. Tell us, how important is it to think about what to wear at a job interview?

Andy: Well, it's crucial. Most of the first impressions we make are visual - based on how we look, rather than what we say. And that happens in the first 30 seconds. As they say, you only get one chance to make a good first impression.

Host: Right. So what do you advise people to wear?

Andy: Dress so that you look as though you fit in with the new environment. Do a little research. Find out what people tend to wear to work. Stop by to pick up some information about the company - and look at how people are dressed.

As a rule, though, it's better to be too formal rather than too casual. A conservative, stylish suit is a good look for both men and women.

But it's not just wearing the right clothes. What is absolutely essential is good grooming. The best looking suit in the world won't make up for sloppy grooming. Polished shoes, a good haircut, clean fingernails, and minimal jewelry are key details. We also discourage job seekers from wearing a lot of cologne or aftershave.

Host: What about fashionable clothes? Do you advise people against wearing trendy outfits?

Andy: No, not necessarily. It's OK to be stylish, but be subtle. You are making a statement about yourself. Make sure you know what you are saying.

Host: Is it fair that people are judged by how they look?

Andy: No, probably not. But that is what happens. What employers do take shortcuts to save time. What strikes employers in interviews is how you look. It's an easy shortcut.

Host: We've got a caller on the line. Clare, what question do you have for Andy?

Clare: Hi. Well, I wondered what Andy thinks about giving a false first impression. I mean, my style is pretty quirky. When I'm choosing what to wear for an interview, I sort of think that I should wear what I normally wear.

Andy: I'd encourage you to tone down extreme styles for an interview. For example ...

142 Self-study audio scripts
Unit 3 Self-study

Adam: Hello out there! It's time for another installment of Let's Lighten Up a Little, the show that tries to make living in the high-tech world a little less stressful.

Last week we looked at the modern-day phenomenon of being connected or contactable all the time— a situation many of us are becoming increasingly fed up with.

This week we'll be looking at dealing with information overload. And we've got psychiatrist Kyoko Norida here to talk to us today. Welcome, Kyoko.

Kyoko: Thanks very much, Adam.

Adam: So, Kyoko, can you start by defining information overload for us?

Kyoko: Well, Adam, it's the feeling of not being able to keep up with all the information that's available to us—and not having the time or the skill to keep it under control, keep it organized.

Adam: Are you yourself affected by it?

Kyoko: Oh, yes. Being a psychiatrist, I try to keep up with the vast amount of medical knowledge that is constantly emerging. It's just not realistic. In fact, it's impossible, and it has been for a long time.

Adam: Right. So what can we do?

Kyoko: Well, I've got two suggestions. First, reduce your information intake.

Adam: Wait a minute. You're suggesting that we cut down on the amount of information we take in—even though we feel like we're not taking it in enough?

Kyoko: That's right. The truth is that you probably don't need a lot of the information you're consuming. That's because a lot of what you're taking in is random. That leads me to the second point: set time limits and consume information more systematically. If you see something that looks interesting, bookmark it. Come back to it later, during your play time.

This will help you organize your information and your time. When you are working, work. Then, having finished the work you need to do, go on the Internet to shop for a birthday present or play a game or whatever.

The other benefit is that, by limiting the amount of time we allow our brains to take in information, we give them some time to relax. Being constantly on call, our brains get tired and don't function as well as they should.

You'll find that both your work and your play time are more effective.

Adam: Well, that sounds like good advice. I'm going to try to break a few bad habits. Kyoko's new book . . .

Unit 4 Self-study

Nick: Hello, and welcome to Profile. On the show tonight we have the well-known cartoonist Sam Harris talking about one of his heroes—Robert Ripley.

So tell us, Sam, what's so special about Robert Ripley?

Sam: Well, Nick, there are people who claim that he lied about certain events in his life, but even those people can't deny that he was an amazing cartoonist, a great traveler, and extremely eccentric.

Nick: I see. So why do you call him eccentric?

Sam: Well, how else would you describe someone who has an extensive collection of cars—but never learned to drive? But that's not all.

We're talking about a man who spent his life tracking down the strangest and most unusual things he could find. It is believed that he visited 196 countries in his lifetime—and remember, that was in the early 1900s.

He was fascinated by Chinese culture and even bought a real Chinese junk, a huge sailboat, to add to his collection of boats.

But some people feel that he was the strangest thing in his collection. He dressed in outrageous, brightly colored clothes. His appearance was described by one of his friends as "a paint factory that got hit by lightning."

Nick: So tell us about his career as a cartoonist.

Sam: He didn't start out as a cartoonist, actually. He wanted to be a professional baseball player—and he was. But he injured his arm in his first professional ballgame and never played again.

So that's when he became a professional artist. His first job was as a sports cartoonist. One day he was having problems finding enough for his column, so he drew pictures of some unusual sports events—a backward race and a long jump on ice—and the strange and unusual became his specialty. His column was renamed "Believe It or Not!"

Nick: So, it was a lucky accident?

Sam: That's right.

Nick: Incredible! Well, Ripley went on to become first a radio broadcaster, then had a television show, didn't he?

Sam: Uh huh. He was a remarkable man. Sadly, he completed only 13 episodes . . .
Unit 5 Self-study

Mandy: Good afternoon. I'm Mandy Cole, and welcome to Outside Story. On the show today, we'll be talking to Dr. Dave Greenaway, the man behind the camera in some of your favorite TV shows.

Now, Dave, you've got what is unquestionably the top nature show on TV at the moment – River Watch. Can you tell us a bit about it? What have some of the challenges been?

Dave: Well, Mandy, obviously, one of the biggest challenges with River Watch is the fact that it's on every night of the week. The episodes are so close together, and we have so many cameras constantly filming the river that we don't have time to do much editing.

Mandy: I suppose that you have so much action on film, that it's hard to choose what to use. Is that the case?

Dave: Well, actually, yes. We do have days when we've got too much action, but it's not always the action we want. One of the biggest factors in choosing material is probably the mini-travels or the animals themselves. The day-to-day soap operas on the river are absolutely fascinating. Not surprisingly, our viewers want to know what happens next -- and basically, nature is unpredictable. Fortunately, we've got 60 cameras along and under the river.

Mandy: Of all the stories on River Watch, it's the bald eagle nest saga that has definitely got me hooked. They really are incredible birds. How big is that nest?

Dave: It's five feet wide, ten feet deep, and probably weighs over a ton. But that's not the biggest on record -- that one was a whopping ten feet wide, 20 feet deep and weighed in at two tons.

Mandy: The footage last month when one of the chicks left the nest, but wasn't strong enough to fly -- it was so gripping. Does the crew get as involved as the viewers, or have you seen so much of it that it's lost some of its power?

Dave: Oh, no. No. Not at all. We get just as caught up in it as the viewers, more so, actually. We were all very relieved when the adults continued to feed the chick on the ground. The first successful flight brought tears to everybody's eyes. It was so moving.

Mandy: Presumably one of the other big attractions is white-tailed deer . . .

Unit 6 Self-study

Professor: Good morning everybody. We've got a lot to get through today, so I'd like to get started right away, if you don't mind.

I hope you've downloaded the notes for today's talk -- it's Musicology 101 -- Alan Lomax. Can I just see a show of hands? Great.

OK, so Alan Lomax has been described as one of the most important figures in the preservation of American folk music. He also pioneered the study of world music.

Yes, Sylvia, you have a question?

Sylvia: Can you give us some background on how Alan Lomax got his start in music?

Professor: Sure, Sylvia. Well, from childhood, Lomax would help his father, John, in his song gathering. At that time, John Lomax was the country's preeminent collector of cowboy songs. In 1932, John Lomax was commissioned to compile a book of folk songs. Alan accompanied him, and they covered 16,000 miles of the U.S. in four months.

They would seek out songs in all sorts of places, including prisons, and record unknown musicians using a crude recording machine provided by the Library of Congress.

Cameron: Is it true that they made some prisoners famous?

Professor: Actually, yes. And one such musician was a prisoner whose release they helped secure, and whom they hired as their driver. His name was Huddie Ledbetter, whom you might know as Lead Belly, the legendary folk and blues guitarist.

You may not have heard him performing his own songs, but you have definitely heard others singing them. In the last few decades, his songs have been covered by musicians like Ray Charles, Johnny Cash, the Beach Boys, and the White Stripes, among many others.

The more you listen to his music and other musicians that the Lomaxes recorded, the more you see what a huge contribution to music and musicology they made. Alan went on to record music all over the world, and, more importantly, to work to make the music commercially available. Do you have a question, Richard?

Richard: I think I heard a recording of Lead Belly on the piano. I was just wondering what other instruments he played.

Professor: It might be a little easier to ask which instruments he didn't play. Besides guitar and piano, he played mandolin, harmonica, violin, concertina . . .
Unit 7 Self-study

Emma: Hi, Lucy. Where are you going?
Lucy: Hi, Emma. I’m just going out to that new farmers’ market that opened last month.

Emma: You are? I thought it was supposed to be really expensive compared to the grocery store.
Lucy: No. Somebody told me about this blog where someone did a comparison between the farmers’ market and the local supermarket. She spent about a third less shopping at the farmers’ market than she would have at the supermarket.

Emma: Really? I would have thought it would be the other way around. Some of the dairy produce at the farmers’ markets is so much nicer. There’s that dairy farm where they make the cheese like they used to before we had all this pre-packaged stuff that’s tasteless.

Lucy: The yogurt the dairy farm makes is excellent too. And you feel as though it’s more ethical when you buy direct from the producer, don’t you?

Emma: Yeah, I know what you mean. I think the producers you buy from at farmers’ markets are usually more concerned about the care of the animals and the environment.

Lucy: Well, especially the organic farmers. I think they are the ones who really make a difference. They’re growing crops the way farmers did years ago. And the fruit and vegetables are picked later. That’s got to be better for everybody. And of course, it’s a lot fresher.

Emma: Well, they haven’t traveled as far across the country as supermarket produce either, of course, so they’re much more nutritious. So, what were the prices she mentioned? Do you remember?

Lucy: Not exactly, but I remember thinking the biggest savings were on things like strawberries, cherries, potatoes – all the fresh fruits and vegetables were a much better deal – cheaper and better quality.

For instance, the strawberries at the supermarket, which were flown in and not especially fresh, were about a dollar a pound more. It’s not that much on a single item, but it all adds up.

Emma: Yeah, if you think you’re saving around a dollar an item, and you need to buy 50 things… then you’re 50 dollars better off.

Lucy: Right – 20 dollars which you can then take over to the plant stall or the natural cosmetics stall or that really neat crafts stall . . .

Emma: Hang on a sec, let me get my purse. I’m coming with you.

Unit 8 Self-study

Andrea: Wow, Pauline. I’m exhausted. Let’s get a cup of coffee. What about that salesperson? Talk about a hard sell!

Pauline: No kidding, Andrea. She was so pushy! She more or less demanded I buy that coat! It’s a shame, because I really did like it, but I couldn’t wait to get out of there.

Andrea: I don’t know why some salespeople are like that. I mean, I’m much more likely to buy something if I’m just left alone.

Pauline: Well, I think it’s important for a salesperson to offer help customers, maybe suggest items to a customer . . .

Andrea: Oh, I don’t really like it when they suggest things. Don’t you think people have different shopping styles?

Pauline: Oh, definitely. Take my husband for instance. I don’t know how many times I’ve come back from looking for something in the grocery store and he’s standing there with a bunch of weird stuff in the cart, looking very proud of himself. If I ask him why, for example, he has decided to buy a dozen jars of pickled herring, he just looks hurt and says, “Because it’s cheap and we never have pickled herring.”

Andrea: My sister is the one who drives me crazy. Every time she comes to town we have to go to every single thrift shop. She then insists I buy stuff because it’s such a bargain. She always says, “You’d pay a fortune for this normally. Here it costs you less than ten dollars!”

I don’t even want the stuff!

Pauline: So what do you do?

Andrea: I buy it. Then, after she leaves, I take it back and donate it back to the thrift shop.

Pauline: So you actually lose money! The salesperson must think you’re crazy. Have you ever worked as a salesperson?

Andrea: No, have you?

Pauline: Yeah, I did, for a semester. I worked at Williams’, in the shoe department. We had some real nightmare customers. There was this one woman who . . .
Unit 9 Self-study

Phil: This afternoon on Job Talk we have Fay Summer with us to tell us about an unusual occupation—pet psychology. Welcome to the show, Fay.

Fay: Thanks, Phil.

Phil: So you're one of the new Dr. Doolittle's—someone who can talk to the animals! A pet psychologist.

Fay: No, not exactly, Phil. We prefer to refer to ourselves as applied animal behaviorists, not pet psychologists. Many of us, in fact, don't work with pets, which we call companion animals. Animal behaviorists may also work with farm animals—herds of cows, for example, zoo or laboratory animals, or, of course, with wild animals.

Phil: I see. So, the animals don't actually lie on a couch and tell you about their dreams—right?

Fay: Yes, you could put it that way. But I don't think you realize that these are qualified people doing a professional job—not just whatever they want to, whenever they think they can get away with it!

Phil: Ah, OK. I'm sorry if I sounded flippant. It's just that whenever I hear the words pet and psychologist in the same sentence, it does conjure up a certain stereotype—someone who's got some kind of an angle—and it's charging a lot of money for it. But I guess, um, animal behaviorists are not just nutty animal lovers.

Fay: You're right. Most of us probably are animal lovers, and there are definitely a few nutty ones among us, but the qualifications are pretty demanding.

Phil: So, Fay, tell us, what is the usual pathway for becoming an animal behaviorist?

Fay: Animal behaviorists come from a variety of disciplines, including animal science, biology, psychology, or zoology. There are two levels of certification: Associate or Certified Applied Animal Behaviorist. Applicants have to have the right education, experience, and references. So typically an Associate will have a master's degree in biology or behavioral science, and two years' experience in animal behavior; a Certified would typically have a doctorate and five years' experience.

Phil: I see. And what are the job prospects?

Fay: They're excellent. Wherever there are animals interacting with humans, there's a job.

Unit 10 Self-study

Professor: Good morning, everybody. Today we're going to be talking about ELF, English as a Lingua Franca. First off, can anyone tell me what the definition of a lingua franca is? Clea?

Clea: It's basically a common language used between groups that speak different languages to conduct business, commerce, isn't it?

Professor: Well, yes, business, commerce—life.

English is used as a lingua franca in many different areas of activity. About 85 percent of academic articles are in English. English is used in international business and finance, political negotiation, and tourism. But most of this English is not so-called native-speaker English. The number of people who speak English is probably between about two and three billion. However, the majority of these people do not speak English as a first language. In the past, they were known as non-native English speakers, but many people now feel that this classification is not particularly helpful. They would prefer to use the term ELF speaker, and some would also include speakers whose first language is English. Now, many people are calling for a dictionary and a grammar of English as a Lingua Franca. But this is difficult for a number of reasons. Can anyone think of one?

Student: Well, is English as a Lingua Franca really grammatical? I mean, is it always grammatically correct?

Professor: Well, that depends on what we mean by grammatical. The trend in English language teaching for the last 40 years or so has been toward describing grammar that people use rather than prescribing grammar that they should use—in other words, explaining how people talk rather than telling them how they should talk. So that's kind of a gray area. But, if we think of ELF as an evolving language variety, one that is not yet a clearly defined, standard variety like British Standard English or American Standard English, well, that might be more useful. Regardless, effective communication...
Unit 11 Self-study

Announcer: Welcome to Life Workplace with your host May Chan.

May: Today we're gonna talk about life coaching. To tell us more about what life coaching actually is, we have Yolanda Peters, a widely respected life coach, with us in the studio today.

Welcome, Yolanda. Now, isn't life coaching really just a newly invented name for counseling or therapy?

Yolanda: Well, some people think that life coaching is just a new term for counseling. And, on the surface, that may appear to be so. But, in fact, that is not the case.

Of course, there are many different types of counseling, and different approaches to life coaching, but there is a key difference: Life coaching is more directive. A counselor will listen and occasionally comment, whereas a life coach is more action-oriented.

May: Well, haven't people been surviving all this time without a life coach? Do we really need people to tell us what to do?

Yolanda: Well, think about it this way: Everybody needs somebody who believes in them. Now, a life coach not only believes in you, but can also help you set goals and encourage you to achieve them and live the life you want to live.

It's not that different from a sports coach. In the same way he or she can help you improve your technique, a life coach can look at the big picture and advise you on how to make an effective, far-reaching plan to achieve your potential.

May: So what you're saying is that we tend to limit ourselves, and life coaches are in a position to see where those self-imposed limitations or problem areas are.

Yolanda: That's right. And, most importantly, how to solve them or work with them. Even the most deeply ingrained habits can be broken or changed to work for, rather than against, a person's goals.

May: Do you think it's important for everyone to have clear goals?

Yolanda: Well, I think well-developed, achievable goals help give us a sense of accomplishment, which in turn makes us feel good about ourselves . . .

Unit 12 Self-study

Harry: Hi, Matt, what are you looking at?

Matt: Hi, Harry. It's a website about taking a year off. It's really interesting.

Harry: How about taking a year off?

Matt: Maybe. Maybe not a whole year. Maybe a few months. I'm not sure.

Harry: What brought this on?

Matt: Well, it's just that over the holidays I was talking to my dad about his career and some of the choices he's made and, well, it was a bit of an eye-opener.

Harry: How so?

Matt: Dad said that if he'd had the chance, he would have lived abroad. Apparently he really wanted to go to Africa and work in a hospital there before we were born, but it didn't work out. He thinks that, if he had gone, he'd be a better doctor now.

Harry: Really?

Matt: Yeah, he felt really strongly about it. It made me think. Then when I looked into it, it's a lot easier nowadays.

Harry: So what would you like to do?

Matt: Provided I could find the right program, I think I'd like to get involved in a wildlife conservation project. There are a lot on this site – look.

Harry: Wow, I see what you mean. Habitat conservation, marine conservation, animal conservation – can you click on that one? Wow, working in an elephant sanctuary in Tanzania — how cool is that?

Matt: I know. You don't get paid, but what an experience! And it says here that, supposing you get accepted, you work alongside game wardens, vets, guides, and scientists.

Harry: Yeah, it doesn't really matter whether or not you get paid — you still get a lot out of it.

Matt: I like this one – marine conservation on a coral reef in the Philippines. I would just love that. And the thing is, provided you're working in an area related to what you eventually want to do as a career, employers are bound to be more interested in you if you have real experience.

Harry: I bet experience working in a program like that is going to look great on a resume, whether it's in your area or not. I mean, it's got to show you're adaptable, adventurous . . .

Matt: Slightly nuts . . . I think you're getting into this idea.

Harry: I am!

Matt: Yeah, if this had existed 20 years ago, Dad would have been on a plane . . . Hey, look at this — "Community projects . . . ages 18 to 81". . . I'm going to call Dad.
### Unit 1 Self-study

**Exercise 1**
- **A**
  - b. the first class reunion after ten years
- **B**
  - a. 4  c. 1  e. 5
  - b. 3  d. 2
- **C**
  - a. He thinks they're embarrassing but funny.

### Unit 2 Self-study

**Exercise 1**
- **A**
  - c. good grooming
- **B**
- **C**
  - a. He is expressing an opinion.

### Unit 3 Self-study

**Exercise 1**
- **A**
  - c. information overload
- **B**
  - 1. True  3. False  5. True
  - 2. True  4. False
- **C**
  - c. very affected

### Exercise 2

#### Unit 1
- 1. turn up
- 2. whip up
- 3. track down
- 4. break down
- 5. set up
- 6. run through
- 7. show up

#### Unit 2
- **A**
  - 1. noun
  - 2. 2 (noun and verb)
  - 3. No.
- **B**
  - 2. noun, verb
  - 3. noun, verb
  - 4. adjective
  - 5. noun, verb

#### Unit 3
- **A**
  - 1. with
  - 2. to
  - 3. under
- **B**
  - 1. of
  - 2. for, with
  - 3. of
  - 4. of
  - 5. for
  - 6. by
  - 7. on
  - 8. in
Unit 4 Self-study

Exercise 1

A
b. being a cartoonist

B
a. He collected cars.
e. He was a radio broadcaster, then had a TV show.

C
h. He has heard some negative things about Ripley.

Exercise 2

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

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

Unit 5 Self-study

Exercise 1

A
c. science and nature programs

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

C
b. They are very affected by the animals they film.

Exercise 2

A
1. a 3. d 5. b
2. c 4. e

B
1. surprisingly
2. unquestionably
3. obviously
4. presumably
5. instinctively
6. actually

Unit 6 Self-study

Exercise 1

A
c. folk and blues

B
a. 3 c. 4 e. 5
b. 2 d. 1

C
c. Lead Belly played a lot of instruments.

Exercise 2

A
1. humans, culture, society
2. living things
3. medical conditions of the heart
4. rocks
5. birds
6. words

B
1. achievement, achiever, achieve, achievable, –
2. collection, collector, collect, collectible, –
3. commerce, –, commercialize, commercial, commercially
4. music, musician, –, musical, musically
5. performance, performer, perform, –, –
**Unit 7 Self-study**

Exercise 1

A
c. The food is generally cheaper.

B
c, f, h, j, k, l

C
b. All of the strawberries at the supermarket were flown in and not very fresh.

Exercise 2

A
a. more nutritious
b. more ethical
c. more concerned

B
1. Noun = contract; Verb = contract
2. Noun = produce; Verb = produce
3. Noun = record; Verb = record
4. Noun = release; Verb = release
5. Noun = wonder; Verb = wonder

**Unit 8 Self-study**

Exercise 1

A
c. The salesperson was too forceful.

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

C
a. herself

Exercise 2

A
1. dozen
2. a shame
3. nightmare

B
1. alone
2. bunch
3. cart
4. stuff
5. fortune
6. leaves

**Unit 9 Self-study**

Exercise 1

A
1. Associate
2. Certified

B
1. b, d, e, f
2. b, c, g, h

Exercise 2

C
b. She's annoyed because Phil doesn't seem to take the profession seriously.

Flock: birds, goats, sheep
Herd: cows, elephants
School: fish
Unit 10 Self-study

Exercise 1
A
  c. an evolving variety or varieties of English
B
  1. True
  2. True
  3. False
  4. False

Exercise 2
A
  a. The professor thinks the definition is too narrow.
B
  1. f
  3. e
  2. b
  4. c

Unit 11 Self-study

Exercise 1
A
  b. Life coaching is more directive.
B
  a, b
C
  c. She thinks life coaching and counseling or therapy are the same.

Exercise 2
A
  c. to seem
B
  2. g
  4. e
  3. f
  5. f
  6. h
  8. a
  7. b
  9. c

Unit 12 Self-study

Exercise 1
A
  b. taking a year off
B
  1. False
  2. True
  3. True
  5. False
  4. False
C
  c. He thinks it’s a surprising choice for Matt.

Exercise 2
A
  1. a
  2. c
  3. d
  4. b
B
  1. got, out of
  2. brought, on
  3. look into
  4. work out
Grammar Plus answer key

Unit 1

LESSON A

Exercise 1
2. come over; I, T  5. running out of; I, T
3. live up; I, T  6. pass up; S, T
4. took back; S, T

Exercise 2
2. gave in to  5. dropped out of
3. give up on  6. check out of
4. cut back on  7. get away with

LESSON B

Exercise 1
2. to frighten  5. meeting
3. spending  6. to announce
4. to call

Exercise 2
2. rehashing  5. to say
3. to have  6. meeting
4. sending

Unit 2

LESSON A

Exercise 1
2. d  6. c
3. a  7. a
4. d  8. c
5. b

Exercise 2
2. c, mind buying
3. b, allowed me to wear
4. c, postponed picking up
5. d, thanked her for getting
6. a, proceeded to wear

LESSON B

Exercise 1
2. What my mother shouldn't have done was make me wear my sister's old clothes.
3. What I'm going to do is send all my shirts out to be dry cleaned.
4. What my friends do is call me at work all the time.
5. What my father does is judge people too much by their appearance.
6. What employees should do is carry ID cards at all times.
7. What Eleanor did was wear her mother's wedding dress at her own wedding.
8. What Martin did was spill spaghetti sauce on his shirt.
9. What Sam did was buy a whole new wardrobe.
10. What Mary's going to do is wear her diamond necklace to the party.

Exercise 2
2. The place where I lost my watch is in the park.
3. The day when the office dress code changed was last Friday.
4. The reason why my dog wears a sweater is because his fur is short.
5. The thing that I remember is the intense expression on his face.
6. The place where Mami keeps her jewelry is under her bed.
Unit 3

LESSON A

Exercise 1
2. X, the 4. X 6. the
3. The, X 5. X 7. X

Exercise 2
2. X 8. A 14. a
3. the 9. X 15. X
4. the 10. the 16. X
5. the 11. the 17. X
6. X 12. the 18. X
7. X 13. X 19. a
8. a / the

LESSON B

Exercise 1
2. a
3. b
4. a

Exercise 2
2. My brother had a hard time shopping for cars.
3. Fred wastes a lot of time surfing the Web all day.
4. I'm going to have fun attending the big technology expo next week.
5. Nash is having difficulty trying to comprehend the concept of artificial intelligence.
6. Norah spent a lot of time writing a genetic technology lecture.
7. The guard had an easy time using the video surveillance camera to identify the intruder.

Unit 4

LESSON A

Exercise 1
2. Min agreed with me that some people really are luckier than others.
3. Many people complained to the park staff that there were too many pigeons in the park.
4. Marco confided to his mother that he had spent his father's cheeky dollar on candy.
5. Marcie explained to her little sister that it is / it was bad luck to step on a crack in the sidewalk.
6. Felix announced to his wedding guests that the day he met his wife was the luckiest day of his life.

Exercise 2
2. It has been revealed that the first images of a giant squid have been filmed.
3. It should have been observed that there was a mysterious substance on the train floor.
4. It cannot be denied that ancient civilizations possessed knowledge lost to us today.
5. It has been rumored that another monster was found in Siberia.
6. It has been announced that ten people on the cruise ship got ill.
Unit 5

Lesson A

Exercise 1
2. so many
3. so much
4. such
5. so
6. so little

Exercise 2
2. so much
3. so little
4. so many
5. so few

Lesson B

Exercise 1
3. Honestly, I just don’t care for love stories, no matter how moving they may be.
4. Unquestionably, many historical novels present an incorrect view of history.
5. Unfortunately, Carol lost that novel just before she finished reading it.
6. Essentially, the novel is a tale of good versus evil.
7. Potentially, the Internet could increase literacy rates.
8. Obviously, you are only pretending to have read the book.
9. Seriously, I would rather buy books than clothes.

Exercise 2
2. Meanwhile
3. thus / accordingly / hence / consequently
4. consequently / hence / thus
5. otherwise
6. indeed

Unit 6

Lesson A

Exercise 1
Possible answers
2. The more, the more
3. The more popular, the more expensive
4. The more soothing, the more
5. The louder, the louder
6. The more, the better
7. The older, the more

Exercise 2
1. The sooner, the better
2. The more, the merrier
3. the bigger, the better

Lesson B

Exercise 1
2. used to
3. would
4. used to
5. would

Exercise 2
2. used to like / liked
3. would ask
4. would say
5. will take / take
6. will bother / bothers
Unit 7

LESSON A

Exercise 1

2. which
3. whose
4. which
5. whom
6. whom

Exercise 2

2. that / which
3. whose
4. whom
5. which
6. who
7. that / which
8. that

LESSON B

Exercise 1

2. Ariel will try to block the changes, as will Martina.
3. Clark is a member of the town’s historical society, as is Taylor.
4. Yukio went to a traditional Chinese opera last night, as did Jin.
5. The teacher’s union is advocating a four-day workweek, as is the transit workers’ union.
6. I’ve given up my car and am taking public transportation now, as are several of my co-workers.
7. I can cope well with changes, as can my wife.
8. Min Chu believes that it is often foolish to resist change, as does Cho.

Exercise 2

2. That family lives without electricity, as though trapped in the 1800s.
3. The music sounded perfectly authentic, as if conducted by Beethoven himself.
4. That kid’s clothes looked too big for him, as though they were borrowed from an older brother.
5. My grandmother looks odd in that photo, as if annoyed.

Unit 8

LESSON A

Exercise 1

2. After an hour of searching, the clerk gave me a suitable pair of shoes. / me a suitable pair of shoes.
3. At that restaurant, they won’t serve you your meal / serve your meal to you unless you pay for it in advance.
4. I didn’t have any cash, so I handed the clerk my credit card / my credit card to the clerk.
5. The potter at that shop promised my mother a beautiful vase / a beautiful vase to my mother.
6. I don’t have any more cash, but I can pay you the rest / the rest to you tomorrow.

Exercise 2

2. The salesman sold it to John. / John it. / his last one to John. / his last one to him.
3. That company still owes him one week’s pay / one week’s pay to him.
4. The real estate agent didn’t mention it to them.
5. The travel guide found two wonderful antique shops for them / them two wonderful antique shops. / some for them.
6. Marcia reminded Mark that he had promised her a diamond ring / a diamond ring to her / one to her.
7. The hotel chef made her an omelet / an omelet for her / one for her / her one.
8. After the receipt was printed, the clerk handed her a pen / it to her / her it.

LESSON B

Exercise 1

2. be prevented
3. not contain
4. be prevented
5. broadcast
6. be given
7. not send
8. be removed

Exercise 2

2. be applied
3. was
4. open
5. be placed
6. not be cast
7. is
Unit 9

LESSON A

Exercise 1

2. My veterinarian suggested that I buy Barkies branded dog food when Barkies branded is available.
3. Whenever disciplining them is appropriate, owners of intelligent animals must be prepared to discipline their pets.
4. Exotic animals may not be kept as pets wherever keeping such pets is prohibited by law.
5. Whenever it is possible, you should give your horses a chance to run so that their hooves don’t become overgrown.
6. Pets need to be given attention every day, not just when giving them attention is convenient.

Exercise 2

2. Whenever 5. wherever
3. when 6. whenever
4. where

LESSON B

Exercise 1

2. whomsoever 6. whomsoever
3. whomsoever 7. whoever
4. Whoever 8. whomsoever
5. Whoever

Exercise 2

2. whatever 6. whatever
3. whichever 7. whichever
4. Whoever 8. Whoever
5. whatever

Unit 10

LESSON A

Exercise 1

2. should / shouldn’t be
3. could be
4. should be
5. should have been
6. could be

Exercise 2

2. was 4. is
3. get 5. got

LESSON B

Exercise 1

2. have 6. has / have
3. are 7. speaks
4. is 8. are
5. have

Exercise 2

2. knows 7. like
3. speak 8. has
4. are 9. talks
5. go 10. need
6. do not graduate
UNIT 11

LESSON A

Exercise 1
1. We attended a daylong meeting.
2. The passengers boarded the seaworthy vessel.
3. The sailors stopped at a newfound island.
4. The tourists were met by barefooted natives.
5. The star was overwhelmed by the awestruck fans.

Exercise 2
1. widely respected 6. forward-looking
2. long-winded 7. tenderhearted
3. tightfisted 8. easygoing
4. spellbound

LESSON B

Exercise 1
1. My company president is the best-dressed executive I've ever worked for.
2. That science-fiction story has the furthest-fetched plot I've ever read.
3. Our chief of police is the least-appreciated public servant our town has ever had.
4. Mr. Fredericks is the best-loved teacher our class has ever had.
5. That player is the worst-tempered guy our basketball team has ever hired.
6. Professor Kwan is the most-honored academic our college has ever invited to speak.
7. That movie was filmed at the farthest-flung location the studio has ever used.

Exercise 2
1. My uncle's face was the most awestruck in the photograph on the right.
2. Henry was the most broad-minded when it came to questions of cultural difference.
3. I take after my father, who is the hardest-headed man I know.
4. My mother is quite smart, but she's not the best-read person in the world.
5. To me, Japan's most awe-inspiring sight is probably Mount Fuji.
6. Perhaps the most widely recognized actress from Malaysia is Michelle Yao.
7. The lowest-lying / most low-lying country in Europe is Holland.

UNIT 12

LESSON A

Exercise 1
1. Should Annie get a raise, she'll be able to pay her college debts.
2. Should Shin be sick tomorrow, would you be able to work in place of him?
3. Should you find yourself swamped by work, hire yourself an assistant.
4. Should a business be set up in a good location, customers will naturally come.
5. Should a problem arise, you need to find a way to work around it.
6. Should there be a chance of failure, I'd rather not take the risk.
7. Should there be a lot of demand for a product, the price naturally rises.

Exercise 2
1. no change
2. Had his boss not been working against him, Jake would have been promoted.
3. Had Mr. Kolins not been working against him, Jake would have been promoted.
4. no change
5. Could I but just win the gold medal, I'd be happier than the richest man.
6. Had I not finished my business degree, I'd have a much lower salary.
7. Were they to be aware of the risk, they would quickly patent their idea.
8. Had Tamara not spoken out, the boss would have ignored her.
9. no change
10. Had Anita not taken risks, she would never have become successful.

LESSON B

Exercise 1
1. 3. a 6. g
2. h 5. b 7. d
3. 8. c

Exercise 2
1. Assuming that
2. If only
3. Whether or not
4. Provided that

Grammar Plus answer key  T-157
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 Passage, Second Edition. Handouts are not required.

<table>
<thead>
<tr>
<th>Fresh ideas</th>
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<td>11. Collective texts</td>
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<td>12. Can I add something here?</td>
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</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 Practice 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' choice.
- 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 banana*.
- 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 last 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), OMG (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 Parag. 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.
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. The photocopiable handouts are provided at the end of this section.

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<td>8</td>
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<tr>
<td></td>
<td></td>
<td>Project</td>
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</tbody>
</table>
1.1 Quotes about friendship

**Aim:** Practice sharing opinions about friendship

**Preparation:** Make one copy of Photocopiable 1.1 for every three Ss. Cut as indicated.

**Comment:** Use after discussion on page 4.

- Ss work in groups of three. Give each S one part of the handout.
- Explain that Ss will discuss the quotations in their groups. Copy the chart with a quote or two on the board.
- Model the task with one S. Fill in his or her answers in the chart on the board.
- T: What do you think of the first quote?
  - S: In my opinion, . . .
  - T: I see your point, but . . .
- Have Ss interview each other and fill in each box of the chart.
- When Ss have finished, have each group present their answers to the class.

1.2 The meaning of friendship

**Aim:** Create a booklet of quotations on friendship, and give a group presentation

**Preparation:** You will need to supply paper, colored markers, scissors, and tape or glue. Make one copy of Photocopiable 1.2 for every S.

**Comment:** Use after discussion on page 8.

**Think and Plan** (10 minutes)

- Ss work in groups of four. Give each group four handouts, paper, markers, and access to scissors and tape or glue.
- Have Ss read the project description, the example, and the anecdote. Discuss the questions as a class.
- Have groups discuss the quotations on friendship. Then, each S chooses a different quotation to work with. Ss decide what to use for their page of the booklet.
- Ask each group member to complete his or her page outside of class.

**Put together and Present** (30 minutes)

- At the next class, Ss bring in their page. Have groups assemble booklets and practice giving their presentations. Set an appropriate time limit.
- Have groups show their booklets to the class and give presentations. Stop for questions after each presentation.
2.1 Impressions

**Aim:** Practice using vocabulary and expressions from Unit 2

**Preparation:** Make one copy of Photocopyable 2.1 for every four Ss.

**Comment:** Use after vocabulary on page 16.
- Ss work in groups of four. Give each group a handout.
- Tell Ss to read each paragraph and then debate their answers using the vocabulary on the bottom of the worksheet.
- Elicit how to use the vocabulary/expressions at the bottom of the handout. Write some of the expressions on the board.
- Model the task with one S.
- **T:** What's more important, appearance or character? **Ss:** I tend to think . . .
- Have Ss debate the questions in groups. Then ask each group to share their opinions with the class.

2.2 A clothes encounter

**Aim:** Develop reading skills such as understanding vocabulary in context and making inferences

**Preparation:** Make one copy of Photocopyable 2.2 for every S.

**Comment:** Use after or in place of reading on page 17.

**A** Pair work
- Give each S a copy of the reading. Ask, *What do you think a "clothes encounter" is? Ss work in pairs to discuss.* Then have pairs share their answers with the class.

**B**
- Explain the task. Have Ss read the article to find the answers.
- Ss work individually to complete the activity.

**Answers**


**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.
3.1 Inventions from 3010

**Aim**: Practice using vocabulary and expressions of caution and confidence

**Preparation**: Make one copy of Photocopyable 3.1 for every four Ss.

**Comment**: Use after vocabulary on page 20.
- Ss work in groups of four. Give each group a handout.
- Tell Ss that a robot traveled back in time to deliver future inventions. As a group, Ss decide which six inventions to keep. Elicit how to use the expressions and vocabulary given at the bottom of the handout.
- Model the task with one S.
  - T: I'm all for a robot dog because . . .
  - S: We should think twice about a robot dog because . . .
- In groups, Ss choose six inventions. Groups should make a list of reasons that support their decision.
- Have each group defend their decisions using the expressions and vocabulary.

3.2 Living off-grid

**Aim**: Develop reading skills such as understanding vocabulary in context and making inferences

**Preparation**: Make one copy of Photocopyable 3.2 for every S.

**Comment**: Use after or in place of reading on page 25.

**A** Pair work
- Give each S a copy of the reading. Ask, *What does “living off-grid’ mean?* Ss work in pairs to discuss. Then have pairs share their answers with the class.

**B**
- Explain the task. Have Ss read the article to find the answers.
- Ss work individually to complete the chart.

**Answers**

Solar energy: photovoltaic cells, sunshine
Hydropower: waterfall, rain
Alternative fuel: recycled vegetable oil, wood

**C** Group work
- Explain the task. Ss work in small groups to complete the activity. Have groups share their lists with the class.
4.1 Superstitions

Aim: Practice talking about superstitions and customs
Preparation: Make one copy of Photocopiables 4.1 for every S.
Comment: Use after discussion on page 30.
- Ss work in pairs. Give each S a handout.
- Explain the task. Ss will discuss the questions in pairs.
- Copy the chart in the handout on the board.
- Model the task with one S.
- T: Name an object that brings you good luck.
- Ss: My lucky rabbit’s foot key chain.
- T: How does your rabbit’s foot bring you good luck?
- Ss: Well, I carry it with me on exam days...
- Have Ss write notes about their ideas in the first column. Then have Ss interview their partners and fill in each box of the table.
- When Ss have finished, divide the class into small groups and have each S present his or her partner’s answers to the group.

4.2 Origins of superstitions

Aim: Create a poster about the origin of a common superstition and give a group presentation
Preparation: You will need to supply paper, colored markers, scissors, and tape or glue. Make one copy of Photocopiables 4.2 for every S.
Comment: Use after discussion on page 34.

Think and Plan (10 minutes)
- Ss work in groups of four. Give each group four handouts, paper, markers, and access to scissors and tape or glue.
- Have Ss read the project description, the example, and the information in the box. Discuss the questions as a class.
- Ask groups to choose a theme and brainstorm common superstitions associated with it.
- Each group member chooses a different superstition and answers the questions as completely as possible.
- Ask Ss to research and complete their poster outside of class.

Put together and Present (30 minutes)
- At the next class, Ss bring in their completed posters and share them in groups. Have groups practice giving their presentations. Set an appropriate time limit.
- Have groups show their posters to the class and give their presentation as a panel. Stop for questions after each presentation.
- Ask the class to vote on the most informative and interesting posters and presentation. If possible, display the posters around the classroom.
5.1 TV mania

Aim: Practice sharing opinions about TV

Preparation: Make one copy of Photocopiable 5.1 for every four Ss. Bring one die and four markers for each group.

Comment: Use after discussion on page 38.

- 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.

5.2 Must-see TV

Aim: Develop a proposal for a new TV show and give a group presentation

Preparation: You will need to supply index cards and paper. Make one copy of Photocopiable 5.2 for every S.

Comment: Use after discussion on page 42.

Think and Plan (10 minutes)

- Ss work in groups of four. Give each group four handouts, index cards, and paper.
- Have Ss read the project description and example TV show proposal. Discuss the questions as a class.
- Ask groups to brainstorm ideas for a TV show, choose one idea, and then answer the questions as completely as possible. Each group member chooses an area to develop outside of class and prints it on a card.

Put together and Present (30 minutes)

- At the next class, Ss bring in their completed work and share it with their group. Have groups practice making their presentations. Set an appropriate time limit.
- Have groups present their proposal to the class. Stop for questions after each proposal.
- Ask the class to vote on which group had the best idea for a hit TV show.
6.1 What music is best?

**Aim:** Practice debating using the vocabulary from Unit 6

**Preparation:** Make one copy of Photocopiable 6.1 for every four Ss.

**Comment:** Use after vocabulary on page 46.

- Ss work in groups of four. Give each group a handout.
- Tell Ss that their team works for a company that specializes in making musical decisions for public spaces. Three possible musical choices are given under each place. Ask Ss to discuss and choose the most appropriate music style to be played at each public space.
- Elicit how to use the vocabulary at the bottom of the handout. Write some of the words on the board.
- Model the task with one S.
- **T:** Dance music at the City Gym is too monotonous.
- **S:** I see your point, but dance music is also uplifting.
- Have groups discuss and then choose one music type for each place. Groups should make a list of reasons that support their decision.
- Then have a group debate. Encourage Ss to use the vocabulary. The group that debates most effectively gets to choose the music type for each public space.

6.2 Songwriter’s big break

**Aim:** Develop reading skills such as understanding vocabulary in context and making inferences

**Preparation:** Make one copy of Photocopiable 6.2 for every S.

**Comment:** Use after or in place of reading on page 51.

**A** Pair work
- Give each S a copy of the reading. Ask students if they like movie musicals and which one’s they’ve seen and like.
- Ss work in pairs to discuss the question. Have pairs share their answers with the class.

**B**
- Explain the task. Have Ss read the article to find the answers.
- Ss work individually to complete the activity.

**Answers**

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<td>1</td>
<td>d</td>
<td>2</td>
<td>b</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>a</td>
<td>5</td>
<td>c</td>
<td></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.
7.1 Future trends
Aim: Practice making predictions about the future
Preparation: Make one copy of Photocopiable 7.1 for every S.
Comment: Use after discussion on page 54.
- Ss work in pairs. Give each S a handout.
- Explain the task. Ss will predict the future of current trends.
- Have Ss interview each other and fill in each box in the chart with their predictions.
- When Ss have finished, divide the class into small groups and have Ss share their partner’s answers with the group.

7.2 Bright ideas
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
- Give each S a copy of the reading. Ask, What are the best ways to reduce energy bills? Ss work in pairs to discuss. Then have pairs share their answers with the class.

B
- Explain the task. Have Ss read the article to find the answers.
- Ss work individually to complete the chart.

Answers

Benefits:
less need for air conditioning
last longer and use less energy

Concerns:
contain five milligrams of mercury
when broken, mercury can be released
no proper disposal warnings
mercury ends up in the groundwater

Other benefit:
people save money through lower energy bills

Other concern:
consumers are unaware of the mercury hazard

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.
8.1 Shopaholics

Aim: Practice sharing shopping experiences

Preparation: Make one copy of Photocopiable 8.1 for every four Ss. Bring one die and four markers for each group.

Comment: Use after discussion on page 64.
- 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.

8.2 Ad campaign

Aim: Create an advertising campaign proposal with sample ad, and give a group presentation

Preparation: You will need to supply paper, colored markers, scissors, and tape or glue. Make one copy of Photocopiable 8.2 for every S.

Comment: Use after discussion on page 68.

Think and Plan (10 minutes)
- Ss work in groups of four. Give each group four handouts. Provide paper, markers, scissors, and tape or glue to Ss who do not have access to computers and presentation software.
- Have Ss read the project description and the sample advertising campaign proposal. Discuss the questions as a class.
- Have groups choose a business, brainstorm possible advertising strategies, and answer the questions as completely as possible.
- Each group member chooses an area of the advertising campaign proposal to work on and completes their section outside of class.

Put together and Present (30 minutes)
- At the next class, Ss bring in their completed work, share it with their group, and organize it in a systematic way. Have groups practice making their presentations. Set an appropriate time limit.
- Have groups show their ad to the class and present their advertising campaign proposal. Stop for questions after each presentation.
- Ask the class to vote on the most effective ad and advertising campaign proposal. Discuss ways it could be made even better. If possible, display the ads around the classroom or school.
9.1 Pet match

Aim: Practice matching people with pets.

Preparation: Make one copy of Photocopiable 9.1 for every four Ss.

Comment: Use after discussion on page 72.

- Ss work in groups of four. Give each group a handout.
- Explain the task. Each group runs an Internet company that specializes in matching people with rescued pets. The Ss task is to match each person with a suitable pet.
- Model the task with one S.
  - Ti Rascal is too much responsibility for Jorge.
  - Si I see your point, but Jorge is experienced with animals.
- Have groups discuss and then match each person with a pet. Groups should make a list of reasons that support their decision.
- Have each group debate their choices with the class.

9.2 Rent a pet

Aim: Develop reading skills such as understanding vocabulary in context and making inferences.

Preparation: Make one copy of Photocopiable 9.2 for every S.

Comment: Use after or in place of reading on page 77.

A Pair work

- Give each S a copy of the reading. Ask: What responsibilities are involved in having a pet? Have time consuming is this? Ss work in pairs to discuss. Then have pairs share their answers with the class.

B

- Explain the task. Have Ss read the article to find the answers.

- Ss work individually to answer the questions.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
</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.
10.1 Language survey
Aim: Practice talking about language
Preparation: Make one copy of Photocopiable 10.1 for every S.
Comment: Use after discussion on page 80.
- Ss work in groups of four. Give each group a handout.
- Explain the task. Ss will discuss the questions on the handout in their groups. Copy a few of the questions on the board.
- Model the task with one S. Fill in his or her answers in the chart on the board.
  T: When do you find it difficult to stick to the point?
  S: When I’m nervous, I go off the point easily. I can’t concentrate and . . .
- Have Ss interview their three group members and fill in each box of the chart.
- When Ss have finished, have each group present their findings to the class.

10.2 Persuasive presentation
Aim: Create slides to enhance a persuasive presentation and give a group presentation
Preparation: If possible, have Ss use a software program such as PowerPoint to create slides. Otherwise, you will need to supply paper, colored markers, scissors, and tape or glue. Make one copy of Photocopiable 10.2 for every S.
Comment: Use at the end of Unit 10, Lesson B.
Think and Plan (10 minutes)
- Ss work in groups of four. Give each group four handouts, and if they aren’t using a computer, paper, markers, and access to scissors and tape or glue.
- Have Ss read the project description, look at the sample slides, and discuss the questions as a class.

Vocabulary
LOL laugh out loud
GR8 great
IMO in my opinion
BRB be right back

- Have groups brainstorm ideas, choose a statement to either support or refute, and answer the questions as completely as possible.
- Ask each group member to choose an area of the presentation to research and prepare. Explain that the number of sections and slides can vary but that each group member should create at least one slide.
- Have Ss do research and create slides outside of class.

Put together and Present (30 minutes)
- At the next class, Ss bring in their completed work, share it with their group, organize it to a systematic and persuasive way, and practice giving the presentations. Set an appropriate time limit.
- Have groups show their slides to the class and present their advertising campaign proposal. Stop for questions after each presentation.
- Ask the class to vote on the most persuasive presentation and best slides. Discuss ways the presentation could be developed further.
11.1 In your opinion
Aim: Practice sharing opinions using vocabulary from Unit 11
Preparation: Make one copy of Photocopiable 11.1 for every two Ss. Cut as indicated.
Comment: Use after vocabulary on page 89.
- Ss work in pairs. Give the top half of the handout to one S, and the bottom half to the other S.
- Tell Ss to work with their partners to ask and answer all the questions on their sheets, and then write their partner’s answers in the space to the right.
- Model the task with one S. Write his or her answers on the board.
- 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.

11.2 Goodwill ambassador
Aim: Develop reading skills such as understanding vocabulary in context and making inferences
Preparation: Make one copy of Photocopiable 11.2 for every S.
Comment: Use after or in place of reading on page 95.

A Pair work
- Give each S a copy of the reading. Ask: Who are some famous people you know who work to help make the world a better place? What things do they do? Ss work in pairs to discuss the questions. Have pairs share their answers with the class.

B
- Explain the task. Have Ss read the article to find the answers.
- Ss work individually to answer the questions.

Answers

<table>
<thead>
<tr>
<th>1. True</th>
<th>3. Not Given</th>
<th>5. True</th>
</tr>
</thead>
</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.
12.1 Why did they succeed?

**Aim:** Practice developing a business plan  
**Preparation:** Make one copy of Photocopiable 12.1 for every three Ss.  
**Comment:** Use after discussion on page 98.

- Ss work in groups of three. Give each group a handout.  
- Tell Ss to read the short articles about the businesses.  
- Have groups discuss why the businesses succeeded or failed. Then have Ss come up with a small business plan based on their findings.  
- Ask each group to share their business plans with the class.  
- Finally, have the class vote on which group has the best business plan and discuss what makes it effective.

12.2 Hot jobs

**Aim:** Create a career outlook brochure, and give a group presentation  
**Preparation:** You will need to supply paper, index cards, colored markers, scissors, and tape or glue. Make one copy of Photocopiable 12.2 for every 5.  
**Comment:** Use after discussion on page 100.

**Think and Plan** (10 minutes)

- Ss work in groups of four. Give each group four handouts, paper, index cards, markers, and access to scissors and tape or glue.  
- Ss read the project description and sample career outlook brochure, then discuss the questions as a class.  
- Have groups brainstorm ideas, choose a career to research, and answer the questions as completely as possible.  
- Ask each group member to choose an area of the brochure to research and prepare.  
- Have Ss do research and create their section of the brochure outside of class.

**Put together and Present** (30 minutes)

- At the next class, Ss bring in their completed work, share it with their group, and put it together to create a brochure by organizing their work and gluing it onto a piece of paper folded lengthwise in thirds.  
- Have Ss practice giving the presentations with each group member presenting the section he or she researched. Set an appropriate time limit.  
- Have groups show their brochure to the class and give their presentation. Stop for questions after each presentation.  
- Alternatively, hold a class job fair: half the class sit with their brochure displayed in front of them. The other half circulates, listens to presentations, and asks questions. Set an appropriate time limit. Then change roles.
### Quotes about friendship

<table>
<thead>
<tr>
<th>Quotes about friendship</th>
<th>Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;It is easier to forgive an enemy than to forgive a friend.&quot;</td>
<td>– William Blake, poet (1757–1827)</td>
</tr>
<tr>
<td>&quot;Truth springs from argument amongst friends.&quot;</td>
<td>– David Hume, philosopher (1711–1776)</td>
</tr>
<tr>
<td>&quot;The only way to have a friend is to be one.&quot;</td>
<td>– Ralph Waldo Emerson, essayist (1803–1882)</td>
</tr>
<tr>
<td>&quot;It's the friends you can call up at 4 a.m. that matter.&quot;</td>
<td>– Marlene Dietrich, actress (1901–1992)</td>
</tr>
<tr>
<td><strong>Useful expressions</strong></td>
<td><strong>Opinions</strong></td>
</tr>
<tr>
<td>In my opinion, . . .</td>
<td>Personally, I don’t think . . .</td>
</tr>
<tr>
<td>The way I see it, . . .</td>
<td>I see your point, but . . .</td>
</tr>
<tr>
<td>. . .</td>
<td>I’m not sure I agree.</td>
</tr>
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<td>. . .</td>
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<th>Opinions</th>
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<tbody>
<tr>
<td>&quot;Love is blind, but friendship closes its eyes.&quot;</td>
<td>– Unknown</td>
</tr>
<tr>
<td>&quot;Have no friends not equal to yourself.&quot;</td>
<td>– Confucius, scholar (551 B.C.–479 B.C.)</td>
</tr>
<tr>
<td>&quot;Friendship is the only cement that will hold the world together.&quot;</td>
<td>– Woodrow Wilson, U.S. president (1856–1924)</td>
</tr>
<tr>
<td>&quot;A true friend stabs you in the back.&quot;</td>
<td>– Oscar Wilde, author (1854–1900)</td>
</tr>
<tr>
<td><strong>Useful expressions</strong></td>
<td><strong>Opinions</strong></td>
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</thead>
<tbody>
<tr>
<td>&quot;The best way to destroy an enemy is to make him a friend.&quot;</td>
<td>– Abraham Lincoln, U.S. president (1809–1865)</td>
</tr>
<tr>
<td>&quot;One loyal friend is worth ten thousand relatives.&quot;</td>
<td>– Euripides, Greek playwright (480 B.C.–466 B.C.)</td>
</tr>
<tr>
<td>&quot;A friend to all is a friend to none.&quot;</td>
<td>– Aristotle, Greek philosopher (384 B.C.–322 B.C.)</td>
</tr>
<tr>
<td>&quot;Books, like friends, should be few and well chosen.&quot;</td>
<td>– Samuel Paterson, bookseller (1726–1802)</td>
</tr>
<tr>
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<td><strong>Opinions</strong></td>
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</table>
The meaning of friendship

Objective
Create a booklet of quotations on the meaning of friendship and give a group presentation.

Think
Read the quotation, meaning, and personal anecdote. Do you agree? Does the anecdote illustrate the meaning of the quotation? Have you ever had a similar experience?

Quotation
"There are some things you can't share without ending up liking someone."
- J.K. Rowling in Harry Potter and the Sorcerer's Stone

Meaning
By working together and sharing experiences with someone, it's almost impossible not to become friends.

Personal anecdote
I loved my summer job with the city recreation program until this guy named Mark and I were put in charge of planning a big event together. We'd never liked each other, so working together was awful at first. But things began changing during the long hours of hard work. Slowly, we began opening up around each other more and started getting along pretty well. By the day of the event, we'd actually become good friends. We're still friends today.

Plan
1. Brainstorm the meaning of these quotations about friendship. Individually choose one of these quotations (or a different quotation that you like) and answer as many of the questions below as you can.
   "Best friends just won't leave your side." - Blink 182, rock band
   "The best mirror is an old friend." - George Herbert, poet
   "Whoever said friendship is easy has obviously never had a true friend." - Bronwyn Polson, author

   "It's no good trying to keep up old friendships. It's painful for both sides." - W. Somerset Maugham, author
   - What is the source of the quote?
   - What does it mean?
   - Can you think of a personal story that illustrates the meaning of this quote?

2. Use the Internet and other resources to find the full source of the quotation you chose.

3. Fully develop your personal anecdote, find an appropriate picture for it, and create an appealing quotation page for your group booklet.

Put together
1. Share your quotation page with your group. Then, make a cover page and put the pages together to create a booklet.

2. Practice presenting your quotation booklet. Each member should present the page he or she has created.

Present
1. Show your booklet to the class and give your presentation.

2. Which group has the best collection of quotations and anecdotes?

3. Are there other ways to interpret the quotations presented?
<table>
<thead>
<tr>
<th>The Stranger</th>
<th>The Teacher</th>
</tr>
</thead>
</table>
| When Matt sat down next to the other passenger, the first thing he noticed was his eyes. One was hazel brown. The other was emerald green. Later, when he got up to go to the bathroom, Matt noticed the man wasn't wearing matching socks. The man kept glancing at Matt all during the flight, but he never introduced himself. When the plane landed, he helped Matt take down his suitcase.  
1. What's your impression of this man?  
2. Is the man trying to make a statement with his clothes?  
3. What do you usually notice first when you sit next to a stranger? | Ms. Swenson, my English teacher in high school, had the funniest hairstyle. It always stood on end, and it must have been harder than a rock. Her outfits were like the colors of the rainbow, and she wore the strangest jewelry. Once she wore a ring so large, I could see it from across a parking lot. But regardless of her fashion sense, she was the toughest and wisest teacher I ever had.  
1. What's your impression of this teacher?  
2. What do you tend to think of people who dress colorfully?  
3. What's more important, appearance or character? |
| The Actor | The Doctor |
| Recently, I spent an evening with an Oscar-winning actor at his home in Hollywood. When I arrived, he and his wife greeted me and invited me to watch his latest movie in their movie theater. I sat there quietly for two hours while he shouted and screamed at himself on screen. At dinner, he made jokes – most of them were terrible! Whenever his wife or children spoke, he'd roll his eyes and shake his head. In his films, he seemed like such a nice guy.  
1. What's your impression of this actor?  
2. Why was the person's first impression wrong?  
3. Do all famous people act this way? | During a business trip, Shelly got sick with the flu, so she made an appointment to see a local doctor. Dr. Dinks greeted her wearing old jeans and a T-shirt. After asking a few routine questions, she asked Shelly to lie down on the examining table. Then she put a hot, wet towel over her face, and begun to read her poetry. Afterwards, Dr. Dinks handed Shelly her prescription and told her to go to sleep early. The next morning, Shelly felt a whole lot better.  
1. What's your impression of Dr. Dinks?  
2. Do you think going to this doctor would be a mistake? Why or why not?  
3. Do you think Dr. Dinks was making a statement with her clothes and procedure? |

Useful vocabulary:
advise  chic  eccentric  intense  permit  require  sloppy  stylish  
allow  conservative  encourage  not mind  quirky  seem  smug  tend

"I tend to think that professionals who dress casually are quirky."
A clothes encounter

A Pair work: Do you agree that people judge others by the way they dress? Discuss and share your ideas with the class.

A Clothes Encounter
in the Business World

The Queen of England reportedly told Prince Charles, “Dress gives one the outward sign from which people can judge the inward state of mind.” Clearly, she was saying what many are reluctant to accept: that people judge us by the way we dress, especially in the business world, where one’s choice of apparel reflects professional behavior and credibility. Therefore, keep these points in mind when deciding what to wear to work.

Professional Dress for Men

• Choose a conservative suit in a dark color such as navy, black, or gray. When you add pattern and color, the focus is on your clothing, rather than your professionalism.
• Ties should be made of silk or a silklike fabric and should be simple and subtle.
• Socks should be calf-length or above. Make sure they match not only what you are wearing, but also each other.
• Shoes should be conservative, clean, and polished.
• Keep jewelry to a minimum. Limit yourself to a conservative watch, a wedding band, and maybe a college ring.
• Don’t wear too much aftershave or cologne.

Professional Dress for Women

• Start with a skirted suit or pants suit. Skirts should be knee-length or slightly below. Pants should break at the top of the foot or shoe. Blouses and sweaters provide color and variety.
• Neutral or flesh-tone stockings are most appropriate in the business world. Never wear dark hose with light-colored clothing or shoes.
• Choose conservative shoes. A low heel is most appropriate. Open-toed shoes are not office attire.
• Keep jewelry simple: one ring per hand, one earring per ear. Accessories should reflect your personality, not diminish your credibility.

Finally, for those who think it’s not what you wear but who you are that creates success, give that some more thought. It’s true that business skills and experience count, but not unless your choice of attire makes a good first impression.


B Is the advice given in the article for men (M), women (W), or for men and women (M/W)? Write the correct letter.

1. Wear dark colors. (M/W)
2. Choose a low heel. (M/W)
3. Don’t wear too much jewelry. (W)
4. Wear colorful sweaters. (M/W)
5. Don’t choose patterned clothes. (W)
6. Don’t mix dark and light colors. (M/W)

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

1. Which suggestions in the article do you agree with most and least?
2. Do you think younger businesspeople should wear the same kind of clothes as older people in the same profession? Why or why not?
## Inventions from 3010

<table>
<thead>
<tr>
<th>Jet pack</th>
<th>Time traveler’s closet</th>
<th>Virtual reality TV set</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is a small jet engine you strap to your back. It allows you to fly around quickly and safely. Due to improved energy technology, it uses no gas.</td>
<td>Just step inside, announce the date you want to visit, and when you step outside, you'll discover you've arrived. When you're tired enough, just hop back in the closet and shout, &quot;Return!&quot;</td>
<td>When you put this device on your head, you will be able to see, hear, and smell the TV show you are watching. It runs on rechargeable batteries and is extremely lightweight.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Underwater breathing pills</th>
<th>Space ball</th>
<th>Never-ending chocolate</th>
</tr>
</thead>
<tbody>
<tr>
<td>The next time you feel like scuba diving, take one of these pills and you'll be able to breathe underwater for hours at a time. It also gives you crystal clear underwater vision.</td>
<td>Have you ever tried playing soccer on the moon? When you play space ball, your team, the opposing team, the soccer ball, and goal posts float around the field. It's a real workout and nearly impossible to score.</td>
<td>Imagine a bar of chocolate that lasts forever. Every time you take a bite out of it, the chocolate grows back. It's also sugar free and tastes great.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Robot dog</th>
<th>Traveler's revolving door</th>
<th>Foreign language headset</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wouldn't it be great to own a dog that never needs to be walked or fed and lives forever? Robot dogs are available in many breeds and sizes. In addition, they look and act just like the real thing.</td>
<td>Are you tired of long, expensive plane flights? Now you can avoid them. Just step through this revolving door and instantly transport yourself to any major city in the world — for free!</td>
<td>When you put this on, you will be able to speak and understand any language spoken on earth. It is lightweight and foldable and runs on solar energy.</td>
</tr>
</tbody>
</table>

### Useful expressions
- I'm a bit leery of... You should think twice about...
- I'm all for... I have every confidence that...

### Useful vocabulary
- audacious
- confidential
- frivolous
- hazardous
- problematic
- prudent
- unethical
A  Pair work. What do you think “living off-grid” means? Why might someone want to do this? Discuss and share your ideas with the class.

Living off-grid

Steve Fagan hasn’t paid for electricity since he began living “off-grid” ten years ago. Instead, Fagan installed solar panels that produce solar energy and a hydropower system that uses running water to make free electricity.

Living off-grid means that a home isn’t connected to a utility company’s distribution grid and instead uses alternative energy sources like hydroelectricity, wind, or solar energy. Concerns about the environment, rising power costs, and recent innovations in renewable energy technologies have made living off-grid an attractive option for people like Fagan who live in rural areas. “When the sun shines, we use the solar power, but when it’s raining, our home runs on hydro,” says Fagan.

Fagan explains that hydroelectricity is power that is generated from naturally running water, and is simple to install. While not everyone is as resourceful as Fagan, he says, “Anyone who has a waterfall on their property could install hydro fairly inexpensively.” Fagan admits that you need to learn to live simply when you’re off-grid. For example, he never leaves on the lights and uses only energy-efficient appliances. His drinking water comes from a spring on his land, and he heats his house with a wood stove in the winter.

Fagan claims the reason he is so conscientious about consumption is to be energy independent, but he also says, “Many people never think about what they’re spending or wasting on electricity. It’s easy to leave a light or TV on when you live on the grid, but it’s just not appropriate to be so wasteful.”

Fagan’s sustainable lifestyle also includes running his diesel automobiles using recycled vegetable oil. He gets the used frying oil free from local restaurants and pours the oil directly into his tank and mixes it with diesel fuel. “People argue that it will mess up my engine, but I’ve been doing it for years already, and I spend less than $10 every 5,000 miles to drive my vehicles.”

Source: “No Power Bill And It’s Legal” by Liz Tolcher

---

B  Write these words and phrases in the correct columns in the chart. Then add two more items of your own to each.

<table>
<thead>
<tr>
<th>Photovoltaic cells</th>
<th>Waterfall</th>
<th>Sunshine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recycled vegetable oil</td>
<td>Wood</td>
<td>Rain</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Solar energy</th>
<th>Hydropower</th>
<th>Alternative fuel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

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C  Group work. Make a list of five ways you could simplify your life in order to spend less and waste less. Then share your ideas with the class.
<table>
<thead>
<tr>
<th><strong>Superstitions</strong></th>
<th><strong>Photocopiable 4.1</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>You</strong></td>
<td><strong>Your partner</strong></td>
</tr>
<tr>
<td>What's an object that brings you good luck?</td>
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<tr>
<td>Does ringing bells have a special meaning in your culture?</td>
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<tr>
<td>When you are a house guest, what should you never do?</td>
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<tr>
<td>Why do some say you should cover your mouth when you sneeze?</td>
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<tr>
<td>If you break a mirror, according to superstition, what is supposed to happen to you?</td>
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<tr>
<td>What do you think protects you from bad luck?</td>
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<tr>
<td>What do you think happens when you step on a crack in the sidewalk?</td>
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<td>What do you think an itchy palm means?</td>
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<tr>
<td>What do you think clothes worn inside out mean?</td>
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<tr>
<td>If you walk under a ladder, do you think anything bad will happen to you?</td>
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<tr>
<td>What wish do you make when you do a particular activity?</td>
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<tr>
<td>What do you think will happen when you drop a spoon?</td>
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</tbody>
</table>

**Useful verbs**

- admit
- agree
- assume
- believe
- doubt
- explain
- feel
- say
**Origins of superstitious** Photocopiabe 4.2

**Objective**
Create a poster about the origin of a common superstition and give a group presentation

**Think**
Read about the meaning and origins of this superstition. Is it common where you’re from? What other superstitions involving mirrors do you know?

**BREAKING A MIRROR**

**WHAT IT MEANS** Many people say that breaking a mirror will cause seven years of bad luck. If a mirror gets broken, it should be removed from the house and buried.

**PLACE OF ORIGIN** Ancient Egypt, Greece, and the Roman Empire

**HISTORICAL DETAILS** Long ago, people looked into lakes and streams to see a reflection of their “other self,” which they believed contained part of their spirit. If the reflection was distorted, it was a sign of disaster. When metal mirrors were introduced in Egypt and Greece, people looked into them to determine the future. They were of such poor quality, however, that reflections were often unclear, and in such cases, so was a person’s future. Later, with the invention of glass mirrors, the Romans believed that breaking one would cause seven years of bad luck. This was based on the belief that a human being became a new person every seven years. Today this superstition is still commonly believed around the world.

**Plan**

1. Brainstorm common superstitions on one of these themes or one of your own. Individually choose a superstition and answer as many of the questions below as you can.

   - luck and bad luck
   - marriage and family
   - animals
   - holidays
   - health and illness
   - sports

2. Now use the Internet to research your superstition. Write the information on cards and print out photos.

**Put together**

1. Share your poster with your group and discuss the information you found.

2. Practice giving a group presentation. Each member should present the information he or she researched.

**Present**

1. Show your poster to the class and give your presentation.

2. Which group had the most informative and interesting poster?

3. What else do you know about the superstitions presented?
Objective
Develop a proposal for a new TV show and give a group presentation

Think
Read this proposal for a new TV show. Do you think it would be a popular program? How could you improve on the idea to make it more effective and potentially successful?

**TV SHOW PROPOSAL**

**Chemistry 101** is a heartwarming drama that focuses on the lives of three high school students and their chemistry teacher. The show is set in an international high school that will be shut down unless students and teachers can find a way to save it.

**Target market:** Young teens will love watching this after-school show because they’ll identify with the main characters, the school setting, and the situations.

**Characters:** Each episode revolves around chemistry teacher Bailey Miller and a small group of students. Maria is a senior who dreams of becoming a hip-hop star. Sam is the brilliant and handsome honor student. John is the shy basketball star.

**Storyline:** Everyone loves Central International High School, but unless they come up with a plan, it will be closed to make room for a new shopping center. Each week cast members struggle with their own lives as they also struggle to save their school.

**Plan**
1. Brainstorm ideas for a new TV show. As a group, answer as many of the questions as you can with as much detail as possible.
   - What’s the title of the new TV show?
   - What type of show is it?
   - What is the setting?
   - Who is the target market?
   - Who are the characters?
   - What is the storyline?

2. Assign each member of the group a section of the proposal to develop.
3. Now use the Internet to do research. Write your section of the proposal on a card.

**Put together**
1. Share the information you prepared with your group. Then put together an attractive proposal.

2. Practice making a dramatic group presentation. Each group member should present the part he or she prepared.

**Present**
1. Present your proposal to the class. Ask and answer questions.

2. Which group’s proposal has the most potential to become a hit TV show?
## What music is best?

### City gym
For $100 a year, people can enjoy swimming in an Olympic-size pool, running on a treadmill, lifting weights, and taking exercise classes such as yoga, Pilates, and Brazilian dance. It's an open space with three levels. Although there are no windows, it's cold in the winter, and most of the equipment is old and worn out, but everyone agrees it's the best deal in town.

dance? alternative? hip-hop?

### Great mall food court
This new establishment includes over 20 food stands specializing in cuisines from all over the world. You can find Japanese noodles, Polish sausages, Italian pizza, and a variety of other foods. There is seating for about 500, and on the weekends, this place is packed. Families from the suburbs come here to have an affordable meal and relax.

world music? easy listening? classical?

### Skating rink
This rink used to be very popular. Now, very few people come. The ice is always cracked, the bleachers need to be repaired, and worst of all, it's located in the busiest part of town. Therefore, you always hear loud traffic noise. At the moment, this rink is being rebuilt. Hopefully a new skating floor, a big snack stand, and a modern stereo system will bring back the crowds.

ballads? pop music? disco?

### Arts college cafeteria
This cafeteria holds about 200 diners. Although the food tastes terrible, it's far from cheap. Most of the clientele are young art students. Some dress radically and carry laptops. Since they have such a large workload and their dormitories do not have kitchens, they spend a lot of time in this cafeteria, drawing on their computers and munching on French fries.

techno? punk? hip-hop?

### Boomers' Place
Hundreds of retirees come here daily to play cards, swim, work out, and participate in a variety of classes ranging from knitting to Spanish. Most members are under 75. Recently, the name was changed from "Town Senior Center" to "Boomers' Place" because most of the retirees are proud of acting youthful and being physically fit.

folk music? rap? country?

### Train station
This is a rather large train station with 30,000 commuters passing through every day. It has six tracks, a crowded information booth, five ticket vending machines (usually three are broken), and many small candy, magazine, and snack shops. People always run through the station, bumping into each other, trying to catch their trains.

classical? opera? jazz?

---

**Useful vocabulary:**
catchy | monotonous | exhilarating | evocative | frenetic | haunting | uplifting | soothing
A Pair work What big break might a songwriter get? Discuss and share your ideas with the class.

Songwriter’s Big Break

"And I Am Telling You I’m Not Going," the showstopper from the movie Dreamgirls that won Jennifer Hudson an Oscar, was written in about 45 minutes.

The year was 1980; the setting, a rehearsal studio owned by Broadway director and choreographer Michael Bennett. A workshop of a new musical called Big Dreams, about an all-girl singing group from Detroit full swing. Composer Henry Krieger was at the piano when Tom Eyen – the lyricist, writer, and director – handed him a sheet of paper. Eyen had been struggling to come up with an ending for the first act. He wanted a song that would usher out Effie, and bring on Deena, her replacement.

"Here’s a lyric," Eyen told Krieger. "See what you can do." Krieger headed to the building manager’s office, where he recalls, there was a desk, a piano, and a tape recorder. He sat at the piano, turned on the tape recorder, and looked at the first line: "And I Am Telling You I’m Not Going." He was at a loss. "I was strainin’ to make sense of it," he says. "It was a very strange way to begin a song." The door opened and someone came in to make a phone call. "When he left, I sat back down at the piano, turned on the tape recorder, and the song wrote itself," Krieger says. "That little break was what did it. I stopped trying so hard, and the song just came."

Krieger ran back to the rehearsal studio, told Eyen to call a break, and then sang the song to Jennifer Holliday, the Broadway show’s Effie. When she sang it back, the reaction from the other cast members was "volcanic," Krieger says. The show had its Act I ending.

The power of the song was one of the reasons Bennett became interested in the show. He took over as director, and the musical, renamed Dreamgirls, opened on Broadway on December 20, 1981. In his review the next day, Broadway critic Frank Rich singled out Holliday’s performance of the song, calling it an "emotional jolt."

Someone else who felt that "jolt" that night was Bill Condon. Just out of Columbia University, he watched the show from the back of the mezzanine. He loved it so much, he went back to see it several times. Years later, he would write and direct the Dreamgirls movie.


B Match the people below to the correct role they played in the production of Dreamgirls.

1. lyricist _______ a. Henry Krieger
2. movie director _______ b. Bill Condon
3. newspaper critic _______ c. Jennifer Holliday
4. composer _______ d. Tom Eyen
5. actress _______ e. Frank Rich

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

1. Who do you think plays the biggest role in making a song successful: the lyricist, the composer, or the singer? Explain.
2. Have you ever had a problem that almost solved itself after taking a break? Explain.
### Future trends

<table>
<thead>
<tr>
<th>Current trends</th>
<th>Future trend predictions (2050)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consumers who are concerned about the environment and healthy lifestyles are buying more foods that are organic. The demand is due to fear of pesticides and other chemicals that can cause allergic reactions.</td>
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<tr>
<td>A growing number of people who don’t like to talk on the phone are sending text messages to each other instead.</td>
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<tr>
<td>Many young men are wearing baggy jeans that look as if they’re going to fall off.</td>
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<tr>
<td>More and more airlines that offer full service are going out of business, while new airlines that don’t offer any services are becoming more popular.</td>
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<tr>
<td>More people who have MP3s are downloading music these days rather than buying CDs.</td>
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<tr>
<td>The number of adventure travelers who engage in activities like whitewater rafting, scuba diving, kayaking, skiing, and mountain biking is increasing.</td>
<td></td>
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<tr>
<td>More men who are concerned about their appearance are using products such as hair gels, facial lotions, and moisturizers.</td>
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<tr>
<td>The weather has become more unpredictable recently. Summers are getting warmer, and so are winters.</td>
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**Bright Ideas**

**A**  **Pair work** Would you support a technology that might reduce global warming, but which could possibly damage the environment in other ways? Discuss and share your ideas with the class.

However, a big concern is what happens when the CFL bulb burns out. Instead of throwing CFLs in the garbage, they need to be taken to a hazardous waste recycling center where the material can be handled in a safe and environmentally responsible manner. Unfortunately, most consumers are unaware of the mercury hazard, so many CFLs may end up in landfills and eventually in our groundwater, which is difficult and expensive to clean up. Furthermore, warnings on the packages are in small print, so most CFLs are sold and distributed without proper disposal warnings.

Another fear is what happens when the bulbs break. While the amount of mercury in CFLs is minimal, you should still be careful. Mercury can be poisonous if inhaled in sufficient quantities, although getting sick from one broken bulb is unlikely.

Experts agree that more must be done to make disposal easier for consumers and to make sure the mercury does not end up in the water or air. While it's going to be a challenge, it's important that people are educated and aware in order to allow the full environmental impact of this “bright idea.”

**B**  **Write the phrases in the correct columns in the chart. Then add one more item to each list.**

<table>
<thead>
<tr>
<th>Benefits of using CFLs</th>
<th>Concerns about using CFLs</th>
</tr>
</thead>
<tbody>
<tr>
<td>less need for air conditioning</td>
<td>no proper disposal warnings</td>
</tr>
<tr>
<td>last longer and use less energy when broken, mercury can be released</td>
<td>contain five milligrams of mercury</td>
</tr>
<tr>
<td>mercury ends up in the groundwater</td>
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</table>

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

1. What are some similar technologies that can reduce energy consumption and help the environment?
2. What technologies are still needed?
Start

What's your favorite store?

What's the silliest thing you've ever bought?

Move ahead two spaces.

Name the best bargain in town.

Describe your favorite advertisement.

Do you like online shopping?

How do you feel about returning something?

Do you feel guilty after you shop?

Move back one space.

What was your biggest shopping spree?

Do you consider it a sport?

Return to Start.

Have you ever been ripped off?

Describe the meanest salesperson.

Lose a turn

What stores should be open 24 hours a day?

Finish

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**Ad campaign**

**Objective**
Create an ad campaign proposal for a business and make a group presentation.

**Think**
Read the information about effective advertising and look at the ad campaign proposal for Just Like Home. Do you think the advertising strategy and advertisement are effective?

An effective print advertising campaign for a small business should take advantage of low-cost options like flyers, door hangers, brochures, business cards, or direct mail. The ad itself should communicate a simple and memorable message, have a clear layout and attractive design, include store location, provide hours and other information, and give consumers a desire to make a purchase.

**BUSINESS DESCRIPTION:**
Just Like Home is a bakery café serving delicious homemade pastries along with a variety of beverages in a relaxed, homely setting.

**TARGET MARKET:**
University students living away from home who miss the taste of homemade baked goods and who need a comfortable place to enjoy them.

**ADVERTISING STRATEGY:**
Produce an attractive flyer. Include a coupon to encourage customers to visit the café. The flyer will be distributed on the university campus and put directly into mailboxes.

**Plan**

1. Choose one of the businesses below or use a local business you know. Then brainstorm what you'll need to do to create an effective advertising campaign proposal and ad.
   - **This Is Rock**  A music store specializing in rock music.
   - **Quack Shack**  A fast-food restaurant that serves duck.
   - **We've Got Game**  A store that sells games of all kinds.

2. Answer as many of the questions as you can.
   - How can the target market be identified and described?
   - What would be the best strategy for advertising the business?
   - What information would an effective advertisement include?

3. Assign each group member an area to research and present.
4. Now use the Internet to help you prepare your part of the advertising campaign proposal. Write the information on cards.

**Put together**

1. Share the information you prepared with your group. Then create a campaign poster.
2. Practice giving a group presentation. Each group member should present the part he or she prepared.

**Present**

1. Show your ad campaign proposal to the class and give your presentation.
2. Which group's ideas do you think are most effective?
3. Discuss other possible advertising strategies.
## Pet Match

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Esther Gottlieb</strong></td>
<td><strong>Ken Griswold</strong></td>
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<tr>
<td>She is a 68-year-old woman living in a studio apartment in New York City. She enjoys going to the movies, taking long walks, and painting. Overall, she is quite happy. However, her dog died a year ago and from time to time she feels a bit lonely.</td>
<td>He is 37 years old and a lawyer. He knows a lot about animals because his father is a retired veterinarian. He spent his teen years cleaning cages, changing food and water dishes, and making sure all the animals were doing OK. Unfortunately, he works long hours, so he isn't home much.</td>
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<tr>
<td><strong>Jorge Gonzalez</strong></td>
<td><strong>Mei-ling Chen</strong></td>
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<tr>
<td>He is a 40-year-old freelance writer who works from home, although he frequently travels for business. He has a small house and yard in the suburbs. Jorge enjoys jogging and martial arts. He has had all kinds of exotic pets including parrots, reptiles, and saltwater fish. Currently he has a rabbit.</td>
<td>She's a 32-year-old working at an advertising agency. She lives in a spacious two-bedroom apartment with her husband and 4-year-old son. Things are a bit busy right now because her family is visiting from China, but she promised she'd find a pet for her son's birthday.</td>
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<tr>
<th><strong>Rascal</strong></th>
<th><strong>Sandy</strong></th>
<th><strong>Wishbone</strong></th>
<th><strong>Elvis</strong></th>
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<tr>
<td>He is a 7-year-old golden retriever that is fully trained and child-friendly. He likes running in the park and playing Frisbee. He is easygoing and rarely barks. The biggest problem with Rascal is that he sheds a lot of fur. Occasionally, he chews on the furniture when he is bored.</td>
<td>She's a 15-year-old African grey parrot. She knows a few hundred words. When she's hungry, she imitates car alarms and she whistles Beethoven's Seventh Symphony to be fed. Unfortunately, she has been known to bite and pull her feathers out when she is stressed.</td>
<td>She's a 4-year-old tabby cat with green eyes and gray fur. She's very friendly and is good with children. Her favorite food is tuna. However, Wishbone loves to scratch the sofa. She loves to go outside, but sometimes brings home mice or birds.</td>
<td>Elvis is a 20-pound green iguana that eats a variety of fruits and vegetables. He enjoys hanging out on people's shoulders. Although he is relatively low maintenance, he needs to spend quality time with his owner or he gets lonely.</td>
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</table>
Rent a pet

With increasing demands on our time, many people say they just can't fit in one more thing — like owning a cat or dog. But some busy people are proving you don't have to own a pet to have a pet.

Erika Lupercio and her dog Rupert have a very loving relationship. "We do lots of funny stuff. We go to the dog park, beach, hang out." But Rupert isn't Erika's dog all the time — just some of the time. She actually borrows Rupert from a service called Flex Petz. For a fee, Flex Petz screens customers and then lets them rent out a pet. It could be for just a few hours, or up to a whole week. The company says all of their pets would otherwise be homeless.

Marlena Cervantes of Flex Petz says, "We're connected with our dogs through local rescue groups and shelters. We're also connected with dogs that are retired show and racing dogs." Flex Petz provides the food, toys, a bed, and veterinarian care.

However, some people feel pets should not be for rent. John Snyder of the Humane Society remarked, "Pets are not like bicycles to rent for two hours. We just don't think that's in the best interest of the animal. We're concerned about different owners, different training, different handling. It's hard for animals to adjust to constant changes."

But Flex Petz says clients are trained to give good care, and dogs enjoy the extended family. For Erica, a part-time pet is perfect. "I don't have a lot of time to spend with them. It's really unfair to leave a dog sitting alone all day. Being a part-owner like this is great. I love it!"

Flex Petz has locations in San Diego and Los Angeles, California, but they plan to open a center in San Francisco and in other cities worldwide. They say that in the future, Flex Petz members will be able to visit a city abroad and rent a furry travel companion to stroll around with.

Source: “Flex Pets Help Owners Rent Pets.” www.abctvlocal.com

B Read the article. Are these statements true, false, or not given?

1. Pet rental businesses like Flex Petz can be found in most cities in the United States.
2. Erika has probably rented Rupert from Flex Petz only once.
3. Flex Petz won't rent animals to customers without screening and training them first.
4. Rupert would be a homeless animal if it wasn't for Flex Petz.
5. Marlena Cervantes is the founder and managing director of Flex Petz.
6. The Flex Petz concept is so popular that the business is rapidly expanding.

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

1. Do you agree with the view expressed by Marlena Cervantes of Flex Petz or the one expressed by John Snyder of the Humane Society? Explain.
2. What would be the advantages and disadvantages of renting a pet?
3. Would you ever consider using a service like Flex Petz? Why or why not?

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<table>
<thead>
<tr>
<th>Questions</th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
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<tbody>
<tr>
<td>When do you find it difficult to stick to the point?</td>
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<td>Who likes to talk your ear off?</td>
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<td>Which celebrities have a way with words?</td>
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<tr>
<td>How do you feel about giving presentations?</td>
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<td>What can you be talked into easily?</td>
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<td>Who is a great cross-cultural communicator?</td>
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<td>What is the best way to learn a foreign language?</td>
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<tr>
<td>What makes you hem and haw?</td>
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<tr>
<td>Who do you know who loves to hear himself or herself talk?</td>
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**Persuasive presentation**  Photocopiable 10.2

**Objective**
Create slides to enhance a persuasive presentation

**Think**
Look at the support materials for a persuasive presentation on text speak as a natural language development. What are the main points? What other support materials could be used?

**Text speak**
GUTI – Get Used To It!
- Some popular acronyms: LOL, GR8, IMO, BRB

**The need for speed**
- Most communication takes place electronically.
- There’s a need to be efficient.
- Free time is limited.

**News**
- Language changes are constant and welcome.
- Some schools now allow text speak on exams.

**Plan**
1. Brainstorm your ideas about these statements or a related issue of your own.
   - Most people don’t need to speak more than one language.
   - Emails must be well written and free of errors.
   - Older people should not try to use current slang.
   - No one can learn a language properly without living in the country where it’s spoken.
2. As a group, choose one issue and answer as many of the questions as you can.
   - What is our position on the issue?
   - What are our main points?
   - What information is needed to support those points?
   - In what order should our information be presented?
   - How can our information be presented persuasively?
   - What support materials should we produce to enhance our presentation?
3. Assign each member an area to research and present and decide what slides or other support materials you'll need.
4. Now use the Internet to do research. Make notes and create materials to support your part of the presentation.

**Put together**
1. Share your information and support materials with your group.
2. Practice giving a group presentation in a persuasive way.

**Present**
1. Show your slides or other support materials to the class and give your presentation.
2. Which group had the most persuasive presentation and the best support materials?
3. What additional support materials could they have used?
In your opinion

1. My most easygoing friend is ____ because he/she _____.
2. The most heartwarming thing that's ever happened in my family is _____.
3. The most hardheaded person I know is _____.
4. I think I take after my ____ because _____.
5. The most widely respected celebrity I can think of is ____ because _____.
6. The hardest working person of all my friends is _____. I can't believe how he/she _____.
7. The most awe-inspiring fictional character I know is ____ because _____.
8. The most thought-provoking thing I've ever heard someone say is _____.

1. I look to ____ for serious advice because he/she _____.
2. It's important to have a highly developed mind because _____.
3. A widely respected author in my country is _____. He/She writes about _____.
4. ____ is so long winded. Whenever he/she _____.
5. Values such as ____ and ____ are important to me because _____.
6. The most creative professor I can think of is _____. For example, he/she _____.
7. People who are soft-hearted tend to ____ because _____.
8. My friend ____ beats to his/her own drum. Every time he/she _____.

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A Pair work What do you know about Angelina Jolie? What is she most well known for? Discuss and share your ideas with the class.

Angelina Jolie: Goodwill ambassador

Actress Angelina Jolie is almost as famous for her international charity projects as she is for being a movie star. In 2001, Jolie was named a United Nations Goodwill Ambassador after she went on a mission to Sierra Leone and Tanzania – African countries devastated by civil war. Seeing firsthand the enormous challenges that refugees face was a life-altering experience for Angelina, who decided to use her fame to aid their cause.

The UNHCR (United Nations High Commission for Refugees) is an organization that protects millions of refugees around the world in 122 countries. It is the world’s largest international humanitarian organization that provides necessities like food, water, shelter, and medical assistance. Jolie, the young Academy Award-winning actress, has traveled to numerous countries with the UNHCR on trips that she pays for herself – including Pakistan, Ecuador, Colombia, Namibia, and Chad. In addition, she donates a third of her income to charity. She has also written a book of her experiences, Notes from My Travels.

“I’ve become aware of the world we live in, what’s really going on,” Angelina says. “I think we should try to be responsible and educate ourselves. I’m simply doing that and traveling, learning firsthand, and seeing firsthand what’s going on.”

Using her status as superstar to generate media coverage, Jolie has sparked worldwide interest in helping refugees by making the public more aware of the terrible conditions in which they live. Jolie calls these refugees “the most vulnerable people in the world.”

During one of her trips to an orphanage in Cambodia, Jolie met the baby boy she would adopt a year later, Maddox. Then two years later, Jolie adopted a baby girl from Ethiopia she named Zahara. She later adopted a boy, Pax, from Vietnam. The actress also gave birth to her daughter Shiloh with Brad Pitt, in Namibia in May 2006. After the birth, Jolie and Pitt donated $300,000 to two state-run hospitals in that southwest African nation. Of her humanitarian work, Jolie said simply, “You have to just do what you can.”

B Read the article. Are these statements true, false, or not given?

1. Jolie began her work as goodwill ambassador following a trip to Africa.
2. Funding for some of Jolie’s travels around the world comes from the UNHCR.
3. Since 2001, Jolie has contributed a percentage of her income to charity each year.
4. Jolie’s book about her travels and humanitarian work is a best seller.
5. Only one of Jolie’s children was adopted from an African country.
6. The UNHCR is looking for other stars like Jolie to spark interest in their work.

<table>
<thead>
<tr>
<th>True</th>
<th>False</th>
<th>Not given</th>
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C Group work Discuss these questions. Then share your answers in groups.

1. Which of Jolie’s humanitarian activities do you think has the biggest impact? Explain.
2. Do you think famous people have a responsibility to help others? Why or why not?
Pets.com

Pets.com was an online business that sold pet food and pet supplies only online. It launched in August 1998, but by February 2000, Pets.com had gone out of business. Pets.com was one of the first companies to sell everything completely over the Internet. There were no stores. It had a marvelous ad campaign featuring a sock puppet dog that performed songs with real pets. Its first national commercial was rated number one by the newspaper USA Today. It also had one of the cleverest taglines in advertising history: Shop at Pets.com because pets can't drive. So why did it fail? Possibly because people weren't ready to shop exclusively online. It's also possible that expectations of the company were too high.

CBGB

CBGB was a music club located in New York City. It opened its doors in 1973 and closed them in October of 2006. This music club started the career of many rock bands such as the Ramones, the Talking Heads, and Blondie. Ironically, the abbreviation C-B-G-B stood for "Country, Bluegrass, and Blues." As the name implied, the owner didn't originally intend the club to become a rock-and-roll music club. CBGB was incredibly successful in the 1970s and 1980s because it stuck to a very simple rule: All bands that played there had to write original music. No cover bands were ever booked. There are plans to reopen CBGB in Las Vegas soon.

Useful questions to develop your business plan:

What type of business is it?
What will you need to start it?
Who will be your investors?
What market does it attract?
How can it be a success?
How could it fail?
Objective
Create a career outlook brochure and give a group presentation

Think
Where might you find a career outlook brochure like this? What kinds of information does such a brochure usually include? What other kinds of information would you like to know?

Career Outlook: Counselors
What they do:
Counselors assist people with personal, family, education, health, and career decisions and problems.

Where they work:
Many counselors work in school settings or medical facilities, but counselors are just as likely to be found in corporate or government settings.

Training and qualifications:
A master's degree is typically required. A bachelor's degree often qualifies a person to work as a counseling aide. Becoming certified is usually voluntary, but doing so may enhance job prospects.

Required personal qualities:
Anyone interested in being a counselor should have a strong desire to help others and be able to work independently or as part of a team. They must possess high levels of physical and emotional energy.

Future job outlook:
Counseling is a rapidly growing profession, and employment opportunities are expected to increase. Annually the number of job openings usually exceeds the number of graduates from counseling programs.

Plan
1. Brainstorm ideas about rapidly growing career opportunities. As a group choose one job and answer as many of the questions as you can.
   - What do people in this job do?
   - Where do they work?
   - What training and qualifications are required?
   - What personal qualities are needed?
   - What is the job outlook for the future?
2. Assign each member an area to research.
3. Decide what other information, photos, and support materials you will need to make an appealing brochure and give a presentation.
4. Now use the Internet to do research. Write the information on cards and print out photos.

Put together
1. Share your information with your group. Then create a brochure together.
2. Practice giving a group presentation. Each member should present the part he or she has researched.

Present
1. Show your brochure to the class and give your presentation.
2. Which group had the most interesting brochure and presentation?
3. What other rapidly growing career opportunities do you know about?
## Unit 1  

### Language summary

#### Vocabulary

**Adjectives**
- admirable
- beneficial
- clashing
- empathetic
- enduring
- harmonious

**Verbs**
- admire
- benefit
- clash
- empathize
- endure
- harmonize

*Verbs with re-prefixes*
- rebuild
- recall
- reconnect
- redefine
- rehash
- rekindle
- resurface

**Additional vocabulary**
- far-flung
- social dynamic
- social network
- win over

**Noun**
- reunion

#### Useful expressions

**Expressing opinions**
- In my opinion . . .
- I have to say that . . .
- The way I see it, . . .
- Personally, I (don’t) think . . .

**Disagreeing politely**
- I see your point, but . . .
- I see what you mean, but . . .
- I’m not sure I agree.
- Do you think so?

**Agreeing on importance**
- Well, I think it’s important . . .
- Yeah, that’s true, but even more important is . . .
- And let’s not forget . . .
- You’re right . . . is also quite important
## Vocabulary

### Adjectives

**Describing styles**
- chic
- classic
- conservative
- elegant
- fashionable
- flashy
- formal
- frumpy
- functional
- funky
- quirky
- retro
- sloppy
- stuffy
- stylish
- trendy

**Describing outward appearance**
- arrogant
- dignified
- eccentric
- innocent
- intense
- intellectual
- sinister
- smug
- sympathetic
- trustworthy

### Additional vocabulary
- contingent
- demeanor
- discreet
- façade
- psychologist
- stability
- timeless
- yoga
### Unit 3

#### Language summary

### Vocabulary

**Adjectives**
- audacious
- confidential
- frivolous
- hazardous
- problematic
- prudent
- unethical

**Expressions about attitude**
- aware of
- crazy about
- curious about
- familiar with
- fed up with
- grateful for
- intimidated by
- knowledgeable about
- leery of
- reliant on
- sick of
- suspicious of

**Additional vocabulary**
- congregation
- eschew
- humility
- persecution
- rural

### Useful expressions

**Expressing caution and confidence**
- I'm a bit leery of . . .
- You should think twice about . . .
- I'm all for . . .
- I have every confidence that . . .
Unit 4

Language summary

Vocabulary

Expressions with luck
bad luck
beginner’s luck
best of luck
luck of the draw
no such luck
out of luck
push your luck

Adjectives
Describing truths or fabrications
believable
conceivable
convincing
credible
dubious
farfetched
fishy
iffy
misleading
phony
plausible
well-founded

Additional vocabulary
auction
behead
curse
hoax
infamous
legend
ultraviolet

Useful expressions

Reporting something surprising
Get this — — — — — — — —
Believe it or not, — — — — — — — —
Did you hear what happened? — — — — — — — —
Unit 5

Language summary

Vocabulary

Nouns
Types of TV programs
cartoon
cooking show
documentary
drama series
game show
news program
reality TV
sitcom (situation comedy)
sketch comedy show
soap opera
sports program	
talk show

Adjectives
Describing reading materials
clichéd
ingrossing
formulaic
insipid
inspiring
moving
predictable
riveting
touching

Additional vocabulary
endeavored
impressionable
long-lasting
soul-searching
spread like wildfire

Useful expressions

Suggesting improvements
It might be better if you . . .
I think what it needs is . . .
You might want to . . .
It'd be even better if . . .
# Unit 6

## Language summary

### Vocabulary

#### Adjectives
*Describing music*
- catchy
- evocative
- exhilarating
- frenetic
- haunting
- mellow
- monotonous
- soothing

#### Nouns
*Expressions related to show business and fame*
- be a big hit
- be a has-been
- be a one-hit wonder
- be discovered
- be washed up
- break into the business
- get your big break
- get your foot in the door
- make a comeback
- make a name for yourself
- make it big
- pay your dues

#### Additional vocabulary
- commuter
- contemplate
- decade
- navigate
- spruce up

### Useful expressions

**Asking about opinions**
- What do you think of/about . . . ?
- How do you feel about . . . ?
- Are you into . . . ?
Unit 7

Language summary

Vocabulary

Adjectives

Antonyms with prefixes

illogical
immature
improper
inconsiderate
inconsistent
indecisive
intolerant
irresponsible

Verbs

Collocations with change

advocate (a) change
block (a) change
cope with (a) change
facilitate (a) change
initiate (a) change
resist (a) change
welcome (a) change

Additional vocabulary

deprivation
mesa
paralegal
phenomenon
potluck dinner
poverty
widespread

Useful expressions

Asking for more specific information

What makes you say that?
Why do you think that?
In what way(s)?
Unit 8

Language summary

Vocabulary

Verbs
Describing shopping experiences
be a bargain hunter
be a compulsive shopper
bid on an item
go on a shopping spree
go over your credit limit
go window shopping
have buyer’s remorse
make an impulse buy

Nouns
Marketing strategies
a celebrity endorsement
a free sample
a frequent buyer program
an online TV commercial
behavioral targeting
e-mail spam
product placement
telemarketing

Additional vocabulary
brand awareness
butler
chain restaurant
create a buzz
guerrilla marketing
logo
search engine
stunt
trivia

Useful expressions

Asking for advice
What do you think I should do?
What would you do if you were me?
What would you do if you were in my position?
Unit 9  

Language summary

Vocabulary

Nouns
Animal body parts
antennae  
beaks  
claws  
fangs  
feathers  
fins  
fur  
gills  
hooves  
horns  
paws  
scales  
tails  
talons  
tusks  
wings

Idioms
Animal similes
be as busy as a bee  
be as gentle as a lamb  
be as quiet as a mouse  
be as sick as a dog  
be as sly as a fox  
be as strong as an ox  
be as stubborn as a mule  
be as wise as an owl

Additional vocabulary
apprentice  
backwaters  
behaviorist  
canine  
dehumanizing  
doing an injustice  
euthanized  
litter the map  
over-babied  
positive reinforcement  
red-carpet treatment
## Unit 10

### Language summary

### Vocabulary

#### Adjectives
- Discourse markers
  - first of all
  - first / second / third
  - furthermore
  - in addition
  - in conclusion
  - likewise
  - nevertheless
  - next
  - similarly
  - to begin
  - to sum up
  - yet

#### Verbs
- Idiomatic expressions
  - have a sharp tongue
  - have a way with words
  - hem and haw
  - love to hear oneself talk
  - stick to the point
  - talk behind someone’s back
  - talk someone into something
  - talk someone’s ear off

#### Additional vocabulary
- common ground
- muster
- rubbish bin
- superficial
## Unit 11 Language summary

### Vocabulary

<table>
<thead>
<tr>
<th>Compound adjectives</th>
<th>Phrasal verbs</th>
<th>Additional vocabulary</th>
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<td>absent-minded</td>
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<td>face up to</td>
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### Useful expressions

**Describing what something means**

What this means to me is that . . .

My understanding of this is that . . .

I interpret this to mean . . .
Unit 12  
Language summary

Vocabulary

Verbs
Prepositions following work
work against
work around
work for
work off
work on
work toward

Qualities essential for success
be adaptable
be conscientious
be innovative
be optimistic
be trustworthy
have charisma
have good communication skills
have influence
have initiative
have leadership ability
have self-discipline
have specialized training

Additional vocabulary
humanist
idealist
optimist
pragmatist
realist
temperament
traditionalist

Useful expressions

Expressing suspicion
That’s a little hard to believe.
It sounds fishy to me.
It sounds too good to be true.
Written quizzes

The following 12 quizzes may be used to assess students’ mastery of the material presented in *Passages, Second Edition*, Level 2. 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 or test**
- 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 time.
- 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 the 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.) 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

A 🎤 Listen to a conversation between two friends at an airport. Then check (√) the correct answers.

1. Carlos is _________.
   ☐ a. waiting for his best friend
   ☐ b. going on vacation
   ☐ c. going to Mexico City

2. Carlos has known Alvaro since _________.
   ☐ a. he moved to San Francisco
   ☐ b. he moved from Mexico City
   ☐ c. elementary school

3. Hariko calls her friend _________.
   ☐ a. every week
   ☐ b. once a month
   ☐ c. every day

4. Hariko is going to L.A. _________.
   ☐ a. to work on her thesis
   ☐ b. to visit her best friend
   ☐ c. for her job

B Put the words in order. Sometimes, more than one answer is possible.

1. stand / always / for / up / I / my best friend
   ____________________________________________.

2. bring / some people / out / in you / the worst
   ____________________________________________.

3. down / you / do your friends / put
   ____________________________________________.

4. hung / I have / to / my old friends / from school / on
   ____________________________________________.

5. into / ran / an old classmate / yesterday I / at the mall
   ____________________________________________.

C Match the words to complete the sentences.

1. Those who are the most _____ toward you are your friends.
   a. benefit
   b. admire
   c. enduring
   d. empathetic
   e. harmonize
   f. clash

2. People _____ from the Internet by using it to reach faraway friends.

3. If I _____ with a friend, I wait a few days before talking again.

4. I have friends whose accomplishments I really _____.

5. _____ friendships are those where you know people for many years.

6. To _____ with my teammates is a good feeling.
D Circle the words that best complete each sentence.

1. I was expecting to hear / hearing from Suzy, but I guess she’s too busy to call.
2. Maria keeps to invite / inviting me to parties, but I haven’t been able to go to any.
3. I prefer to be asked / be asked when someone borrows my things.
4. I considered looking up / to look up my old friend from college, but I didn’t.

E Complete the sentences with the correct form of the words in the box.

rebuild  reconnect  relaunch  relive  reunion

call

1. Micah quit school for a semester, but last week she _____________!
2. I saw a friend from school, but I couldn’t _____________ his name.
3. Kate always _____________ herself. Whenever I see her, she looks different.
4. If we _____________ this disagreement again, I’m going to go crazy.
5. After our fight, it was hard for us to _____________ our friendship.
6. We were glad to _____________ our friendships after being apart so long.
7. My high school is having a class _____________ this weekend.
8. Our college friend Muffy, will _____________ with us for dinner next weekend.

F Read the article. Then check (√) true or false.

Americans are more socially disconnected than ever, experts say. Over the last 30 years, attendance at clubs and civic associations has decreased. Also, people don’t visit with friends as much as their parents and grandparents did. This trend has an impact on people’s everyday lives in ways you wouldn’t expect. For example, areas where people know their neighbors’ names have a lower crime rate than areas where people don’t interact with each other.

But social disconnection has more obvious consequences. People need connection with others, and their physical and mental health depend on it. According to one study, joining just one group cuts your chances of dying within one year by 50 percent. A Harvard professor suggests that people engage in activities in which they interact with a diverse group of people, rather than in socializing with people like themselves.

Find groups of people for which superficially you have something in common. For example, you might have children the same age, or you play the same sport. Joining groups like these guarantees you will meet many different types of people, even though you may only have one interest in common.

1. People are visiting friends less often than 30 years ago.  True  False
2. People who don’t know their neighbors suffer higher crime rates.  True  False
3. Having a connection with others doesn’t affect your health.  True  False
4. Joining diverse groups of people helps you connect with others.  True  False
5. Joining a group cuts your chance of dying by 30 percent.  True  False

Total: ___ out of 50
Unit 2 Quiz

A Listen to a conversation between two friends. Then check (✓) true or false.

1. Doug sewed the coat he is wearing.                      True False
2. Doug didn't like or couldn't afford the clothes he found in stores. True False
3. Doug made the pants he is wearing.                      True False
4. Krista prefers to wear trendy clothing.                 True False
5. Doug thinks fashionable clothes can be comfortable too. True False

B Circle the words that best complete each sentence.

1. I love classic / trendy clothes, because they never go out of style.
2. At the opera, I love to see the sloppy / elegant clothing rich people wear.
3. I work outside, so the clothing I wear has to be formal / functional.
4. My mother's clothes are so chic / sloppy that she always gets compliments on them.
5. When going to a job interview at a bank, it's best to wear conservative / flashy clothing.
6. My sister wears quirky / formal clothing she makes herself out of thrift-store purchases.

C Complete the sentences with the correct form of the verbs in parentheses.

1. I refuse __________ clothes that don't fit properly. (wear)
2. I had my shoes repaired since my mom advised me not __________ them out. (throw)
3. My friend always convinces me __________ clothes that I never wear. (buy)
4. I enjoy __________ for nice clothes in secondhand stores. (hunt)
5. My parents discouraged me from __________ too much on clothing. (spend)

D Match the words with the descriptions.

1. She always wears yellow glasses and a hat with feathers. __________ a. innocent
2. Li-li is always on time and prepared for every meeting. __________ b. intense
3. Lara always looks very serious and focused. __________ c. intellectual
4. Gemma has never seen anything bad happen to anybody. __________ d. smug
5. Kavi can talk knowledgeably about any subject. __________ e. eccentric
6. Peter has a lot of money, but he is always bragging about it! __________ f. sympathetic
7. There's something creepy about Rick. I'm scared of him. __________ g. trustworthy
8. Lori always listens to her friend's problems. __________ h. sinister

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E  Rewrite the sentences by making cleft sentences with what.
  Example:  I always notice people who are well dressed.
            what I always notice is ____ people who are well dressed.
  1. The way I appear to others is important to me.
     ___________ the way I appear to others.
  2. I pay attention to people who are eccentric.
     ___________ people who are eccentric.
  3. I'm interested in people who love to travel.
     ___________ people who love to travel.
  4. I can't stand people who aren't sincere.
     ___________ people who aren't sincere.
  5. Someone with a nice smile is appealing to me.
     ___________ someone with a nice smile.
  6. I always notice people's shoes.
     ___________ people's shoes.

F  Read the article. Are the statements true (T), false (F), or not given (NG)?

   Nature or nurture?
   Your environment and the way in which you were raised by your parents profoundly affects your personality. However, researchers say that you can greatly affect your environment and the way people respond to you.
   How do you influence your environment? From a young age, your personality and appearance cause people to react to you in a certain way. This, in turn, causes you to alter your own behavior and personality. For example, researchers found that attractive children are treated as though they are socially superior to others. Children who are considered not as attractive are treated in an inferior way. One study found that when teachers' expectations of children's behavior differed according to their appearance, the children modified their behavior to meet those expectations. Another study showed that children at an early age begin to choose their playmates by such standards as facial attractiveness and body form.
   Other research showed that in a short interview with someone they believed had a low opinion of them, people's self-esteem was measurably lower after the interview. Researchers believe that once people have low self-esteem, they are so uncomfortable with success that they purposefully fail or interfere with future results so that they are unfavorable to them.

   1. According to the article, you can have an effect on your environment.
   2. Your clothing greatly determines how people respond to you.
   3. Children want more attractive clothing when their teachers treat them poorly.
   4. Children choose playmates based on physical appearance.
   5. People with low self-esteem try to gain success any way they can.

Total:  ____ out of 50
Unit 3 Quiz

Name: ____________________________

Date: ____________________________ Score: ______

A Listen to an advertisement. Then check (✓) true or false.

1. The LifePhone only checks your e-mail and plays games. ☐ ☐
2. The LifePhone won't confirm your appointments. ☐ ☐
3. The LifePhone makes reservations at restaurants. ☐ ☐
4. You can use the LifePhone to find a baby-sitter. ☐ ☐
5. The LifePhone can't help you if you're in an accident. ☐ ☐

B Circle the words that best complete each sentence.

1. Technology / The technology is making people's lives both easier and more complicated.
2. A / The cell phone in Japan can read bar codes and give tourist information.
3. Blogs / The blogs are being used for many different purposes these days.
4. Wireless computing depends on a / the signal from a wireless router.
5. The / A first personal computers were very large and heavy.
6. Online communication / The online communication may replace the cell phone one day.

C Complete the sentences with words from the box.

autocidal, frivolous, hazardous, prudential, unethical

1. Many ________________ batteries were recalled because they were causing fires.
2. Imitating another company's products is ________________, but not illegal.
3. Security laws assure that information on banking websites is ________________.
4. The ________________ company presented technology that shocked the public.
5. Owning five gadgets to keep track of your life seems ________________.
6. It's ________________ to be sure your credit information is secure.

D Read each pair of sentences. Then complete the sentences below with an -ing clause.

Example: I was talking on the phone to a classmate. I typed our class project.

Talking on the phone to a classmate, I typed our class project.

1. I am terrible with computers. I break my laptop all the time.
   ____________________________, I break my laptop all the time.

2. My printer died. It was printing out my dissertation.
   My printer died ____________________________.

3. I entered my phone number on an insecure website. I received hundreds of calls.
   ____________________________ on an insecure website, I received hundreds of calls.

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4. I am at an Internet café. I am checking my e-mail.
   I am at an Internet cafe
5. I typed an e-mail. I clicked “send” and lost it.
   __________________, I clicked “send” and lost it.

E  Circle the expressions that best complete each sentence.
1. I can’t live without my laptop. I’ve become very reliant on/suspicious of it.
2. I’m crazy about/intimidated by new phones that have features I don’t know how to use.
3. I’m fed up with/knowledgable about my new laptop. I keep having to get it fixed.
4. I’m sick of/curious about digital photography, but I always use my old film camera.
5. People are leery of/fed up with eye surgery, but today the technology is safe.
6. I’m knowledgable about/aware of the new software, but don’t understand it.
7. My cell phone wasn’t always necessary before, but I’m now leery of/reliant on it.
8. I thought I would never use my MP3 player, but now I’m crazy about/aware of it.

F  Read the article about spam. Then check (√) true or false.

What’s for breakfast? Spam!
Many people, after they’ve brewed their morning coffee and turned on their computer, face an inbox full of spam. Getting rid of spam is increasingly cutting into workers’ productivity, and spammers are finding new ways to get past the filters set up to block their messages.

Spammers use tricks to avoid being trapped by e-mail spam filters, or programs designed to block spam. The first clue to a spam e-mail is the name of the sender. Names like Briskio Meltdowns seem human to spam filters, even if they seem fake to people. Also, take e-mail addresses such as Hijofml7734@rentalcars.com that show that the sender simply typed letters and numbers at random to generate the address. In addition, the subject line is usually something that seems like a phrase, but it doesn’t make sense, such as “Innocent playtimes courageous”

Experts offer this advice for avoiding spam: Open a free e-mail account just for spam. Use this address whenever you are unsure about the privacy policy of the website you are using. Use your personal e-mail account only for companies you trust. Never click on a link in a spam e-mail message that requests, “Click here to unsubscribe.” This only confirms to the spammers that your e-mail address is valid.

1. Spammers use real names to avoid being trapped by filters.  True  False
2. Spammers use randomly generated e-mail addresses.  True  False
3. The subject line of spam seems logical, but it isn’t.  True  False
4. To manage spam, use your personal e-mail address.  True  False
5. Clicking links in spam confirms your e-mail address.  True  False

Total: ___ out of 50
Unit 4 Quiz

Name: ________________________________ Score: __________

Date: ________________________________

A Listen to a conversation between two friends. Then check (√) the correct answers.

1. The baseball pitcher ___________.
   □ a. cuts his hair before games
   □ b. does a dance before pitching
   □ c. goes dancing before games

2. The soccer player ___________.
   □ a. shaves his head before games
   □ b. calls himself the “rabbit guy”
   □ c. cuts his hair every four years

3. Karl makes a wish ___________.
   □ a. whenever he sees the time is 11:11
   □ b. every day at 11:11
   □ c. when he sees a clock

4. Jill says ___________ keeps her healthy.
   □ a. listening to “I Feel Good”
   □ b. going to the doctor
   □ c. listening to music in the car

B Choose the phrase that best completes each dialogue.

1. A: My wallet was stolen, and I just wrecked my car!
   B: I’m sorry. You’ve had some ___________.
      a. push your luck
      b. out of luck
      c. bad luck
      d. best of luck
      e. no such luck
      f. beginner’s luck

2. A: I thought you said you’d never bowled before.
   B: I hadn’t. I won because of ___________.

3. A: Are there any other banks open at this hour?
   B: I’m afraid you’re ___________. They all close at 5:00.
      a. closed
      b. over
      c. late
      d. out
      e. shut

4. A: I got a raise! Now I’m asking for a vacation.
   B: Hmm, maybe you shouldn’t ___________.

5. A: I’m starting a website and I will be rich soon.
   B: ___________! People can make a lot of money on websites.

6. A: I heard you won a new car in a raffle! Congratulations!
   B: ___________. It was my sister who won it, actually.

C Complete the sentences with a reporting clause. Use the words in parentheses.

Example: Koreans say that giving shoes to friends makes them leave you.
          (Koreans say)

1. ___________ spelling salt is bad luck. (I believe)

2. ___________ living on the fourth floor is unlucky. (Chinese people argue)

3. ___________ walking under a ladder brings bad luck. (Many people feel)

4. ___________ finding money, brings money. (Argentineans assert)

5. ___________ wearing blue at your wedding brings a good marriage. (Americans say)
**D** Circle the word that best completes each sentence.

1. Milton told us a **credible** / *farfetched* story about catching a bear.
2. Ray’s résumé is true, but some facts are **misleading** / *plausible*.
3. Jared gave a **convincing** / *phony* performance and deserves an award for it.
4. Get-rich-quick schemes are meant to sound **iffy** / *conceivable*, but they seem fishy to me.
5. Ian had a **well-founded** / *farfetched* reason for using my car without asking, so I wasn’t upset.
6. Some movies seem so **devious** / *plausible* that the plots are like real life.

**E** Complete the sentences with a reporting clause in the passive with *it*. Use the verbs in parentheses. More than one answer is possible.

*Example:* *It has been claimed that* coffee is the world’s most recognizable smell. *(claim)*

1. ___________ fingernails grow four times faster than toenails. *(report)*
2. ___________ more men are hit by lightning than women. *(say)*
3. ___________ some birds eat 14 feet of worms every day. *(claim)*
4. ___________ due to traffic, in Tokyo a bike is faster than a car. *(argue)*
5. ___________ Thomas Edison, inventor of the light bulb, was afraid of the dark. *(assert)*
6. ___________ you can eat at a different restaurant every day in New York and not go to the same one twice. *(assume)*

**F** Read about the legend of the blue cat. Then circle the correct answers.

Long ago in a small French village, a blue cat lived in a shoemaker’s shop. The cat arrived every evening at closing time and curled up to sleep in the window. Every evening for twenty years, the cat came, slept in the window, and by morning was gone. The old shoemaker eventually died and his shop was sold to a tailor.

The tailor, who was afraid of cats, shooed the blue cat away on the first night. The next morning, the tailor found the cat asleep in the window inside his shop. He tried to figure out how the cat got in, but every morning, the tailor found the cat in his shop. He eventually got used to the cat. Fifteen years later, the tailor died and his shop was sold to a potter.

The potter, who was mean and hated cats, trapped the blue cat and killed it. He was astonished at what he found. In the cat’s belly was a mouse made of gold. The gold brought the potter a fortune, but with the fortune came bad luck, and soon the potter lost all his money and died. His wife sold the shop to a weaver. On the first morning, the weaver came to the shop and unlocked the door. Inside, the blue cat was asleep in the window.

1. The blue cat arrived at the shoemaker’s shop **every morning / every evening**.
2. At the tailor’s shop, the blue cat **never arrived / was inside every morning**.
3. The potter **killed the cat / fed the cat a mouse**.
4. The blue cat **never returned / reappeared at the weaver’s shop**.

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**Total:** ___ out of 50
Unit 5 Quiz

Listen to a conversation between two students. Then check (✓) true or false.

A

1. Robert doesn't watch TV because he doesn't have time.  
   True  False

2. Lily watches a sketch comedy show called Chicago Dreams.  
   True  False

3. Lily thinks documentaries are boring.  
   True  False

4. Robert recommends a documentary about the city of Chicago.  
   True  False

B

Complete the sentences with so, such, so many, so few, or so little.

1. There is __________ interesting dialogue in that show that I can't stand to watch it.
2. The documentary was __________ good that I watched it three times.
3. __________ people watch sports programs that advertising is very expensive.
4. The show has __________ an interesting plot that I can't tear myself away.
5. __________ shows on TV are worth watching that I don't even own a TV anymore.
6. I spend __________ time watching TV that having cable is a waste of money.

C

Circle the words that give both sentences the same meaning.

1. There is no doubt that books are being threatened by new technologies.  
   Clearly/Potentially, books are being threatened by new technologies.

2. To be truthful, I think Wing Maartenson's books are boring.  
   Surprisingly/Honestly, I think Wing Maartenson's books are boring.

3. I think it's sad, but people just don't read as much as they used to.  
   People just don't read as much as they used to, basically/unfortunately.

4. I was amazed the new book about the Civil War was a best-seller.  
   The new book about the Civil War, surprisingly/potentially, was a best-seller.

5. The main reason I don't read as much as I used to is that I don't have time.  
   Basically/Honestly, I don't read as much as I used to because I don't have time.

6. It might be that electronic books will replace paper books.  
   Clearly/Potentially, electronic books will replace paper books.
D Circle the word that best completes each sentence.
1. I couldn’t tear myself away from that book. It was truly **formalistic** / **riveting**.
2. Nadia didn’t even finish the short story because the plot was so **clashed** / **inspiring**.
3. I fell asleep many times reading that **insipid** / **riveting** biography.
4. Those cheap novels in a series are usually **formalistic** / **moving** but I read them all anyway.
5. Detective novels are so **predictable** / **engrossing** that when I start one, I can’t put it down.
6. Ken got so fed up with the **clashed** / **moving** book he was reading that he threw it away.
7. Some mysteries are just not mysterious enough! They’re too **predictable** / **moving**.
8. The **insipid** / **touching** article about the man who rescued puppies made me cry.

E Read the letter to a publisher. Then check [✓] the correct answers.

Palmetto Publishers
10 Sawmill Way
Atlanta, GA 31154

Dear Sir or Madam,

My new book, *The Truth About Goats*, would be a great addition to your current fiction list. This dramatic novel is a riveting story about two girls growing up on farms in the English countryside. They are best friends, but their families have always been enemies. Their families don’t know they are friends. The book is a touching tale of a friendship and how it grows in adulthood. The unpredictable ending will keep readers talking about it long after they’ve finished the book.

I believe that this book will sell very well to women and young women. Last year, teenagers represented the largest increase in book sales, and women have long been the largest consumer of books. I suggest that *The Truth About Goats* be published in paperback right away, rather than first publishing a hardcover version. I have attached a marketing plan. A sample chapter is enclosed. If you would like to see the whole manuscript, please let me know.

Sincerely,

Jack Fermier

1. Jack Fermier has written a ________.
   - a. romance novel
   - b. biography
   - c. dramatic novel

2. The story is mainly about ________.
   - a. goat farming
   - b. two girls growing up
   - c. secret hideaways

3. Fermier suggests that his book will be attractive to ________.
   - a. young women
   - b. teenagers in general
   - c. both men and women

4. According to Fermier’s research, ________ buy the most books of any group.
   - a. teenagers
   - b. paperback novels
   - c. women

5. Along with his letter, Fermier sent ________ to the publisher.
   - a. a sample chapter
   - b. the whole manuscript
   - c. a paperback book

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Total:

--- out of 50
Unit 6 Quiz

Name: ____________________________

Date: ___________ Score: ___________

A Listen to a radio interview. Then check (✓) true or false.

1. Vaughn O'Keefe just started his career. ☐ ☐
2. Vaughn never thought anyone would appreciate his music. ☐ ☐
3. Vaughn was influenced most by traditional Irish music. ☐ ☐
4. Vaughn learned to play the fiddle as an adult. ☐ ☐
5. Some of Vaughn's influences are rap, Indian chants, and punk. ☐ ☐

B Match the clauses to make logical sentences.

1. The slower the beat, ______ a. the more they'll enjoy it.
2. The more I listen to classical music, ______ b. the more I detect her musical taste.
3. The earlier children learn music, ______ c. the harder it is to concentrate on the dialogue.
4. The more I hear about musicians' lifestyles, ______ d. the harder it is to dance to.
5. The louder my roommate plays her stereo, ______ e. the less I want to buy their music.
6. The louder the music in a movie, ______ f. the more I appreciate it.

C Circle the word(s) that best complete each sentence.

1. __________ / __________ movie music makes you remember scenes from the film.
   - 1. _Exciting / Monotonous_ music makes you remember scenes from the film.
2. Most modern classical music is boring and slow, or fast-paced and __________ / __________.
   - 2. Most modern classical music is boring and slow, or fast-paced and _monotonous / frenetic_.
3. Children's music has a __________ / __________ so children can sing along.
   - 3. Children's music has a _catchy tune / monotonous beat_ so children can sing along.
4. Many restaurants play __________ / __________ music so you can relax while eating.
   - 4. Many restaurants play _mellow / haunting_ music so you can relax while eating.
5. Music with a __________ / __________ rhythm before bed helps me sleep.
   - 5. Music with a _frenetic pace / soothing_ rhythm before bed helps me sleep.

D Complete the sentences with the verbs in parentheses and _would_ or _will_.

1. As a teenager, Eminem ________ against other rappers for respect. (battle)
2. Joshua Bell is a violinist who ________ sometimes ________ on TV. (play)
3. When he's not studying, he ________ singing with his band. (practice)
4. As a composer, Mozart ________ solo piano concerts. (give)
5. Before making it big, R.E.M. ________ in clubs near colleges. (perform)
6. After concerts, some stars ________ reporters backstage. (invite)
7. Many orchestras ________ free concerts in the summer for charity. (give)
8. Before finding his own style, Miles Davis ________ other musicians. (imitate)
Choose the expression that best completes each sentence.

a. make a comeback  c. washed up  e. pay your dues
b. make a name for themselves  d. one-hit wonder  f. get their foot in the door

1. In the music world, it's easy to be a ________ and never have another success.
2. For people trying to break into music, it's hard to ________.
3. Many rappers have to pay their dues in small clubs before they start to ________.
4. After the successful careers of musicians have diminished, some try to ________.
5. The musician tried to make a comeback, but the public thought he was ________.
6. If you want to make it in jazz, other musicians expect you to ________.

---

On a recent weekday, in the middle of the morning rush hour, at the busiest subway station in Washington, D.C., an amazing thing happened. One of the most famous violinists in the world positioned himself against a wall next to a trash can, opened his violin case, took out his rare, $3 million Stradivarius made in 1713, and played some of the world's most beautiful music for almost 45 minutes. And nobody noticed.

He looked like an ordinary guy who plays in the subway for money. He wore jeans, a T-shirt, and a baseball cap. But this was no ordinary guy. The Washington Post had asked Joshua Bell, a violinist who is considered by some to be one of the greatest violinists of all time, to participate in a social experiment. How many people would stop and listen? How many people would recognize him? And how much money would people throw into his violin case as he played? The answers will surprise you.

Most people never get their 15 minutes of fame, but Bell got a rare 45 minutes of anonymity. The Washington Post filmed the event, and a reporter took notes. After reading the reporter's notes and evaluating the film, the newspaper reported the following: Out of 1,077 people who passed by, only seven stopped to listen. Most stayed less than a minute. Only one person recognized him, right at the end. And how much did Bell make? The man who can command up to $1,000 a minute at any given performance brought in a whopping $32.17.

---

1. Joshua Bell is ________.
   - a. someone who often plays in the subway for money
   - b. a reporter for the Washington Post
   - c. a famous violinist

2. Bell's violin is ________.
   - a. a regular, everyday instrument
   - b. old and valuable
   - c. worth $32.17

3. The stunt was sponsored by ________.
   - a. a newspaper
   - b. Bell himself
   - c. the Washington, D.C. subway

4. ________, recognized Bell as he played.
   - a. Seven people
   - b. More than a thousand people
   - c. Only one person

---

Total: ___ out of 50
Unit 7 Quiz

Listen to a news report. Then check (√) the correct answers.

1. More people ________ .
   a. are saving more and spending less
   b. are spending more and saving less
   c. are spending and saving equally

2. Consumers spent more than they earned ________ .
   a. during the last eight months
   b. during the last eight years
   c. during the 1980s

3. Increased spending causes ________ .
   a. a long-term boost to the economy
   b. a short-term drain on the economy
   c. a short-term boost to the economy

4. When people spend to their limit, they ________ .
   a. stop spending to pay off their debt
   b. borrow money from their friends
   c. save money

Circle the word that best completes each sentence.

1. Many people think that not saving money is irresponsible / indecisive behavior.
2. My grandparents are immature / intolerant of my ideas about how to live my life.
3. Tara is indecisive / illogical about whether to travel or start working after graduation.
4. I'm worried that my manners will be indecisive / improper at the formal dinner.
5. John is so immature / inconsiderate. He always hangs out with kids half his age.
6. Parma's actions are intolerant / inconsistent with his goals.

Write 0 if the relative pronoun in each sentence is optional. Write R if it is required.

Example: R. Colleges that want to attract students are offering more scholarships.

___ 1. People who are worried about the environment are buying green products.
___ 2. As education costs rise, websites that sell used books are becoming popular.
___ 3. Banks are offering flexible loans that many students are using to pay for college.
___ 4. Adventure travel guides are noting a change in age of whom they attract.
___ 5. Zoos are becoming places that provide animals more natural surroundings.
___ 6. Farmers whose income depends on high-priced crops are trying organic farming.
___ 7. People who download music online have changed the music industry.
___ 8. Counselors are professionals who many students are relying on nowadays.
D Circle the expression that best completes each sentence.
1. I am set in my ways. I don't like change and I resist/initiate it whenever it happens.
2. The secretary's job is to facilitate/resist changes that others have proposed.
3. I initiate/welcome any changes that you suggest. My paper needs a lot of work!
4. When things aren't working as they are, it's time to initiate/resist some changes.
5. The older I get, the harder it is to cope with/block change.
6. I am trying to cope with/advocate change in my dorm, but no one is listening to me!

E Complete the sentences with as if, as though, as, or the way. Sometimes, more than one answer is possible.
1. The rarest violins are played daily, ___________ they need human contact.
2. Amish people live ___________ electricity hasn't been invented.
3. Chris feels ___________ his dad wants him to make the same choices he did.
4. I love making cookies ___________ my mom did when I was a kid.

F Read the article. Then check (√) true or false.

**Time travel: Is it possible?**

Many of us would love to see a lost loved one again, or prevent a war, or just see what life in the future will be like. Can we change the past or the future? Scientists don't agree on an answer. Carl Sagan said there wasn't enough evidence to decide whether time travel was possible. He asked, "If time travel were possible, could we interfere with things that led to our existence?"

Einstein's work states that theoretically space and time can "curve back on itself," meaning you could meet yourself as a child or witness a historical event. Some physicists say that if backward time travel were possible, you could "look around" but not interfere. They contend that the laws of physics would prevent you from changing history.

Most scientists believe time travel is impossible. They discredit theories that holes in space and time called "wormholes" exist and that humans could travel through them. They say the amount of energy required to go fast enough to travel through time would be the equivalent of an exploding star. Humans could not harness this energy because they cannot physically get that close to an exploding star.

<table>
<thead>
<tr>
<th></th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All scientists agree that time travel is impossible.</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>2. Carl Sagan said that time travel could not be proven.</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>3. According to Einstein, space and time curves back on itself.</td>
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<td>☐</td>
</tr>
<tr>
<td>4. &quot;Wormholes&quot; are theoretical holes in space and time.</td>
<td>☐</td>
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</tbody>
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Total: __ out of 50
Unit 8 Quiz

Name: ____________________________
Date: ____________________________ Score: ____________

A  Listen to a conversation between two friends. Then check (✓) true or false. 

1. The new supermarket is more expensive. □ True □ False
2. Tami prefers to buy fruits and vegetables from local farmers. □ True □ False
3. Tami doesn’t eat food that’s sprayed with chemicals. □ True □ False
4. Fruit from the supermarket may have been picked weeks before. □ True □ False
5. Tami refuses to go to the new supermarket to shop. □ True □ False

B  Complete the sentences using the words in parentheses. Use to if necessary. Sometimes, more than one answer is possible.

Example: I’d like to offer you some advice. (you / some advice)
         I’d like to offer some advice to you.

1. I prefer to give _____________. (my business / locally owned stores)
2. Chain stores offer _____________. (customers / cheaper prices)
3. Shop owners recommend _____________. (so I trust them. / products / me)
4. Local businesses usually return ______. (their profits / the community)
5. Chains provide ______, but profits go to corporate headquarters. (people / more services)
6. It costs ______, but I prefer supporting small businesses. (me / more money)

C  Circle the expression that best completes each sentence.

1. I love to go window-shopping / have buyer’s remorse at night.
2. Her life was destroyed because she is a competitive shopper / bargain hunter.
3. I often leave my money at home so I don’t go window-shopping / make an impulse buy.
4. I couldn’t have afforded these shoes if I hadn’t gone on a shopping spree / bid in an online auction.
5. I took the gold suit back to the store because I had buyer’s remorse / was a bargain hunter.
6. To celebrate my birthday, my sister and I had buyer’s remorse / went on a shopping spree.

D  Complete the sentences using the subjunctive form of the verbs in parentheses.

1. My doctor recommended that I ______ a multivitamin daily. (take)
2. The mayor proposed that all billboards ______ removed from the highway. (be)
3. My husband insists that we only ______ products that are recommended. (buy)
E Circle the term that best completes each sentence.

1. I tried many product placements/free samples before I chose the perfume.
2. There were so many product placements/celebrity endorsements that the movie looked like an ad.
3. E-mail spam/Telemarketing is so invasive when people call you at home!
4. I love frequent buyer programs/behavioral targeting because I get free products when I make purchases.
5. Free samples/celebrity endorsements are silly. Who cares what kind of shampoo Shakira uses?
6. Online TV commercials/product placements are another annoying way to advertise while you are surfing the Internet.

---

F Read the company memo. Then check (√) true or false.

To: All Lanformé employees
From: Sophie Merlin, Marketing Manager
Re: Marketing strategy for new product lines

The big industry conference is coming up in June, and all of our new products need to be ready for marketing. Each new product line has its own marketing strategy. Here's what we have planned for the coming months. Please send suggestions to me by the end of this month.

- TV advertising campaign for our Exclusive Line, airing before the news.
  Target audience: young professionals, retirees
- Four celebrity endorsements for our Superior Line, showing on prime-time TV and in magazines.
  Target audience: students, young professionals
- Product placement from our Youthful Line in four movies released over the summer.
  Target audience: teenagers, families with children
- Free samples from our Everyday Line in shopping malls and department stores.
  Target audience: women with a family, working women
- Launch a telemarketing campaign for our Special Line.
  Target audience: women with a family, people on a budget

1. Lanformé will open a new branch. □ True □ False
2. Each new product line will be marketed separately. □ True □ False
3. Comments must be sent by the end of the week. □ True □ False
4. The Everyday Line is for female consumers. □ True □ False
5. The Superior Line is aimed at children. □ True □ False

---

Total: □ out of 50
Unit 9 Quiz

Name: ___________________________
Date: ___________________________ Score: ______

A Listen to a news report. Then check (√) the correct answers.

1. Robots are being used to ________ .
   □ a. hunt for dogs
   □ b. look for explosives

2. Robots are better for this work because ________ .
   □ a. they have a better sense of smell
   □ b. it's easier than putting dogs at risk

3. Robots are being used ________ .
   □ a. by governments
   □ b. when dogs can't travel

4. Robots can replace dogs because ________ .
   □ a. dogs don't like searching
   □ b. robots don't tire of searching for a long time

B Complete the sentences with when, where, wherever, or whenever. Use when or where only if necessary.

1. Janice's dog goes with her ________ she goes.

2. ________ my daughter sees a butterfly, she gets excited.

3. ________ we went to the zoo last week, the polar bears were being fed.

4. Most people get scared ________ sharks are seen swimming close to the shore.

5. Paulo adopted a kitten from the animal shelter, ________ he got his first dog.

6. Saeko wanted to be a doctor ________ she decided to study insects instead.

7. ________ there are mosquitoes, people are bound to get bitten.

8. Felix likes to travel to Africa, ________ there are many exotic animals to watch.

C Complete the sentences with words from the box.

beaks fangs fins claws feathers fur hooves tusks wings

1. Sharks use their ________ to move through the water.

2. Some snakes have ________ that release venom when they bite.

3. Polar bears are protected from the cold by their thick ________ .

4. When they are born, baby birds use their sharp ________ to break the egg.

5. The long ________ of the albatross, a sea bird, enable it to glide long distances.

6. Fish use ________ in order to breathe underwater.

7. People put horseshoes on horses to protect their ________ .

8. Elephants have valuable ________ , which make them vulnerable to hunting.

9. Cats like to sharpen their ________ by scratching on rough surfaces.

10. Parrots and parakeets, which are tropical birds, have colorful ________ .
D Complete the paragraph with whoever and whatever.

People can really be irresponsible with animals. In parks, people feed them (1) _______ they have, meaning that ducks and other animals often eat sugary doughnuts, greasy potato chips, or other foods that are not necessarily good for them. In the wild, (2) _______ camps and leaves food out often finds that bears and other animals have eaten it in the morning. This is dangerous for (3) _______ is hiking and camping in these areas, because the wild animals then want (4) _______. Humans are eating and will come close to the campers to find food. Hungry bears are dangerous animals, and (5) _______ comes in contact with them can be severely injured or killed. The point is, be smart and don’t feed the animals!

E Match the expressions to complete the sentences.

1. Jennifer has so many projects right now that she’s as busy as _______. a. a mouse
2. You lifted those heavy suitcases; you must be as strong as _______. b. a dog
3. My husband never says anything. He’s as quiet as _______. c. an ox
4. Keiko was home from work all week. She was as sick as _______. d. a mule
5. My dog won’t bite. He’s as gentle as _______. e. a bee
6. Kyle never changes his mind. He’s as stubborn as _______. f. a lamb

F Read the article. Then check (√) true or false.

Cashmere . . . or cat?
Can you imagine falling asleep under a soft, warm blanket on a cold winter’s night? What if the blanket was made out of cat fur? A company called VIP Fibers specializes in spinning yarn made from fur that owners have collected from their pets over the years. The owner, Victoria Pettigrew, has even knitted a sweater out of hair from her cat.

Many people have written Pettigrew to complain, “Huh? But Pettigrew counters by reminding people that the sweaters they wear come from sheep’s wool, the silk scarves they wrap around their necks come from worms, so what’s wrong with spinning yarn from pet hair?

The most popular products that VIP makes from this fur are teddy bears and picture frames. Other customers just want the yarn so they can make their own keepsakes. One pet owner saved so much fur from brushing his cat for 14 years that when he had it all spun into yarn, it was more than a mile long! He plans to make a blanket out of the yarn. He’s only afraid of one thing: that his new cat will destroy it.

1. VIP Fibers spins pet fur into yarn. True False
2. Pettigrew has made things for herself out of her own dog’s hair. True False
3. Everyone thinks that making clothing from pet hair is normal. True False
4. Most customers want to make blankets out of the yarn. True False

Total: ______ out of 50
Unit 10 Quiz

Name: ___________________________

Date: __________________________ Score: ______

A

Listen to a conversation between two students. Then check (√) the correct answers.

1. Tito is vocalizing ________.
   □ a. to get ready for a speech
   □ b. to get attention from her friend
   □ c. to calm herself down

3. Tito is going to ________.
   □ a. eat turkey with honey
   □ b. eat bananas and drink tea
   □ c. eat turkey with bananas

2. Tito’s speech is ________.
   □ a. for 100 people at his office
   □ b. about public speaking
   □ c. for a public speaking class

4. Bananas can ________.
   □ a. warm up your voice
   □ b. help calm your nerves
   □ c. make you sleepy

B

Complete the sentences in the passive.

Example: People all over the world are using the Internet for communication.

The Internet is being used for communication all over the world.

1. Someone read the list of award-winning blogs.
   The list of award-winning blogs ________.

2. Someone is going to publish the article about interplanetary communication.
   The article about interplanetary communication ________.

3. Even today, people quote the wise sayings of Confucius.
   Confucius’ sayings ________ even today.

4. A company has printed a book of Dr. King’s speeches.
   A book of Dr. King’s speeches ________.

5. People have used the Internet for many different purposes.
   The Internet ________ for many different purposes.

C

Complete the paragraph with expressions from the box. Use each expression only once.

first in addition in conclusion second third to begin

If you have reached this website, you already know that tourism on our beaches has become difficult to manage. We hope people like you will donate money to save our beautiful beaches. (1) ________, we’d like to share with you some startling facts. (2) ________, the tortoise population has been destroyed by people who don’t respect their breeding grounds. (3) ________, people have been littering on the beaches. (4) ________, the seal population is in trouble because people are frightening them away, and the babies are being abandoned by their mothers. (5) ________, our rare birds are at risk as pollution from tourism destroys their natural habitats. (6) ________, we need your help! Please send your donation today.
D Complete the sentences with the correct form of the verbs in parentheses.
1. All of the kids I teach __________ a problem spelling English words. (have)
2. Plenty of people __________ mistakes when typing e-mails in a hurry. (make)
3. Most people who __________ musically talented have good language skills. (be)
4. Of the people I tutor, each one __________ a new set of problems. (bring)
5. Multilingual kids __________ to talk later than monolingual kids. (learn)
6. Two-thirds of e-mail communication __________ spam. (be)

E Complete the sentences with expressions from the box.

<table>
<thead>
<tr>
<th>has a sharp tongue</th>
<th>has a way with words</th>
<th>talks behind my back</th>
<th>talks my ear off</th>
</tr>
</thead>
</table>

1. Marta __________ all the time! You just have to ask her to be direct.
2. I thought I would never get away from Dora. She always __________ .
3. I am sad that Ron __________ . I thought he was my friend.
4. Jeri __________ . I always ask her to help me with my speeches.
5. François never __________ . I never know what he's talking about!
6. I used to get offended, but now I'm used to the fact that Paolo __________ .

F Read the brochure. Then check [✓] true or false.

The Language for Tots DVD series introduces babies, toddlers, and preschoolers to the sounds and rhythms of a foreign language. The series is specially tailored to give young minds the essential building blocks for learning a foreign language.

Studies show that between birth and three, the human brain is optimally equipped for learning language. This innate ability gradually decreases, and by six or seven, the window of opportunity begins to close. Children who are exposed from a very young age to the sounds of a foreign language are more likely to achieve fluency in adulthood.

Research shows that multilingual children have an easier time learning other languages too. These children are shown to have more advanced language skills – even in their mother tongue – than monolingual children.

This DVD series is designed to support you and includes information and tips for the best learning experiences. Enjoy Language for Tots with your child! The gift of language is a gift for life.

1. The best time to learn a foreign language is before three.  True  False
2. People who learn languages as children will be fluent.  True  False
3. Multilingual children learn languages more easily.  True  False
4. Multilingual children have high language skills in their mother tongue too.  True  False

Total: ___ out of 50
A  Listen to a conversation between two students. Then check (✓) true or false.

1. Greta is studying for a history test.          True  False  
2. Constance Cummings-John fought for voting rights.  True  False  
3. Jeannette Rankin was the first U.S. congresswoman. True  False  
4. Rico would be the only man in Greta’s class.       True  False  

B  Replace the underlined words with compound adjectives from the box.

- kind-hearted
- far-reaching
- open-minded
- well-known
- thought-provoking
- universally praised

1. Many compassionate volunteers made the charity possible. 
2. A tolerant and flexible person can work with all kinds of people. 
3. Many of our heroes are famous all over the world. 
4. Our charity has a broad impact around the world. 
5. The candidate’s inspiring speech touched me. 
6. Her work with the homeless was appreciated by everyone. 

C  Combine the words to form compound adjectives and write them in the blanks. Sometimes, more than one answer is possible.

- absent
- cool
- hard
- narrow
- blooded
- headed
- minded

1. Suzy is an ________ person. She is always forgetting where she puts things. 
2. My brother won’t listen to anyone’s advice. He’s such a ________ person it drives me crazy! 
3. Kim is such a ________ person. She always volunteers at the hospital. 
4. Keiko never got nervous when the elevator got stuck. She is a really ________ girl. 
5. Maria gets angry so easily. She’s an extremely ________ person. 
6. Paul is a ________ guy. He only hangs out with people just like him. 

D  Complete the sentences with the superlative form of the compound adjectives in parentheses.

Example: Titanic is one of the most widely seen movies of all time. (widely seen)

1. My sisters are all stubborn, but I am ____________ of us all. (strong-minded) 
2. Niail is ____________ volunteer in our group. (hard-working)
3. Mr. Shiragami was ________________ leader of our organization. (long-lasting)
4. My neighbor is ________________ woman I've ever met. (narrow-minded)

E  Circle the expression that best completes each sentence.
1. When I need help, I look to / face up to my friends for support.
2. I look after / take after my mother in that I am terrible at drawing!
3. I feel like I'll never live up to / side with the accomplishments my siblings have made.
4. When I look to / go through hard times, I tend to keep to myself.
5. After my father died, I helped my mother look after / take after my younger siblings.
6. When my friends argue, I try not to check on / side with any of them.
7. When I forgot my son's birthday, I had to look to / face up to the consequences.
8. I usually call my grandmother three times a week to check on / take after her.

F  Read the interviews. Then check (✓) true or false.

Real People magazine spoke with several local heroes to find out who their heroes are.

Real People: Henry Classon, you were the first firefighter on the scene in the devastating city fire last year. You and your team saved more than 150 people's lives. Who do you look up to and why?

Henry Classon: My hero is my wife, Gina Classon. No kidding. She's the hardest-working person I've ever met. She is an amazing mother to our five children, she runs our household, and manages to volunteer full-time at the homeless shelter. I don't know how she does it.

Real People: Do your children agree with you?

Henry Classon: They'd better! She works tirelessly to make sure they are getting the education they deserve. There's nothing more important than that.

Real People: Adela Rubio, you are our city's education hero. You turned our city's failing public schools into the wonderful educational institutions they are today. Who inspires you?

Adela Rubio: The person I most look up to is Maria Montessori. She had groundbreaking ideas about education, such as a child's ability to make his or her own decisions about education. I'm inspired by the way she treats children as competent humans and not people to be controlled.

Real People: And has this influenced your work here in our own public schools?

Adela Rubio: Absolutely. I believe in children's natural ability to make the right decisions.

1. Henry Classon's hero is a fireman.  
   True  False  
2. Gina Classon works to help homeless people.  
   True  False  
3. Adela Rubio's hero is Maria Montessori.  
   True  False  
4. Montessori believed that children needed to be controlled.  
   True  False  

Total: ______ out of 50
Unit 12 Quiz

Name: ____________________________
Date: ____________________________ Score: ________

A

Listen to a radio interview. Then check (✓) the correct answers.

1. When planning a new business
   □ a. find financing first
   □ b. write a business plan first
   □ c. make a list of reasons first

3. Finding a niche is _________.
   □ a. a way to offer what other businesses don’t.
   □ b. appealing to customers
   □ c. writing a business plan

2. A list of skills and experience _________.
   □ a. helps you find a partner
   □ b. identifies if you need a partner
   □ c. attracts a partner to your business

4. Analyzing the market _________.
   □ a. tells who your competition is
   □ b. gets you the money you need
   □ c. attracts customers

B

Rewrite the sentences to make them more formal. Use subject-verb inversion.

Example: If I had not met Dr. Fu, I would never have had the idea for my company.

       Had I not met Dr. Fu, I would never have had the idea for my company.

1. If Christina hadn’t been the team leader, we never would have completed the project.
   __________ the team leader, we never would have completed the project.

2. If Mr. Carter wishes to begin the discussion, he is welcome.
   __________ to begin the discussion, he is welcome.

3. If Pratt and Wong hadn’t bought our company, we would still be unknown.
   __________ our company, we would still be unknown.

4. If we had hired you instead of him, we would never have gotten into trouble.
   __________ you instead of him, we would never have gotten into trouble.

5. If you want to learn how to start your own company, talk to Lina Davis.
   __________ to learn how to start your own company, talk to Lina Davis.

6. If Ms. Garrison had been present at the meeting, we could have made a decision.
   __________ present at the meeting, we could have made a decision.

C

Circle the expression that best completes each sentence.

1. It took a team of engineers to work on / work toward the design, but it works great now.
2. Haley has been working around / working toward her goal of graduating early.
3. Many things worked for / worked against my progress, but I finished on time.
4. I borrowed money for school, and now I’ve finally worked off / worked on the balance.
5. Seth has worked for / worked toward the same company for 20 years.
6. Kathy’s schedule is difficult, but we have managed to work toward / work around it.
D Match the qualities to complete the sentences.
1. Frank is _____. He is always coming up with new ideas.
2. Wen’s _____ has helped our group work together very well.
3. Perry is so _____, He works well in almost any situation.
4. The senator has so much _____ that people always listen to her ideas.
5. Tia has a positive attitude. She’s _____ even when things don’t go well.
6. When our computer system is down, we call someone with _____.
7. Everyone depends on Rick. He’s the most _____ member of our team.
8. Liam always finds ways to improve things. He really has _____.

E Replace the underlined part of the sentences with adverb clauses from the box.

assuming that providing that supposing that whether or not

1. If I got a new job and even if I didn’t, I would still quit my present job.
   _____ I got a new job, I would still quit my present job.
2. On the condition that I made enough money, I’d prefer to work part-time.
   _____ I made enough money, I’d prefer to work part-time.
3. If I make the assumption that I find a job, I won’t be able to go.
   _____ I find a job, I won’t be able to go.
4. If you consider that I might be available on weekends, I’d like to volunteer.
   _____ I’m available on weekends, I’d like to volunteer.

F Read the web article. Then check (√) true or false.

What is a freelancer? Freelance workers are self-employed. They don’t own a store, an office, or a salon, but they provide services to employers who don’t want to hire an employee to do a job. Most freelancers work from home. A few travel to a client’s worksite to do a job. Still others “telecommute” from a home office but are in constant contact with the client’s office, often through videoconferencing or instant messaging. Freelancers can work for just one client at a time, or they can have a lot of different projects with a lot of different clients. They can be paid by the project, by the hour, or sign a contract with a company to work a specific amount of time for a specific amount of money.

So why doesn’t everyone freelance? It’s very attractive to decide when you will and will not work. The truth is that freelancers face as many hardships as luxuries. The freelance life is full of uncertainty. Freelancers often don’t know where their next paycheck will come from and don’t get any retirement benefits. But despite the disadvantages to freelancing, the people who do it love the freedom and variety that it gives them.

1. Most freelancers work at a client’s office.  [ ] True [ ] False
2. Freelancers are always paid by the hour.  [ ] True [ ] False
3. Freelancing is attractive because you can decide when to work.  [ ] True [ ] False
4. Most employers pay for freelancers’ retirement benefits.  [ ] True [ ] False

Total: ____ out of 50
**Unit 1 Quiz**

Hariko: Hi, Carlos! How funny to run into you here! Are you going on vacation?
Carlos: Hariko, hi! No, I'm waiting for my best friend Alvaro to arrive. He's visiting me from Mexico City this week.
Hariko: Cool! Is he an old friend?
Carlos: Yeah, I've known him since we were in elementary school.
Hariko: Wow, that's amazing. And you haven't drifted apart in all this time?
Carlos: Nope! We've been best friends the whole time, even after I moved to San Francisco. We talk almost every week. I can't wait to see him in person! It's hard because we don't get to see each other very often.
Hariko: I can empathize with you. I have a friend like that back home. I don't know how I've done without her. We used to talk every day.
Carlos: Where is she now?
Hariko: She's in Osaka. I call her about once a month or so. But we e-mail a lot.
Carlos: E-mail, yeah... It's not the same, though, is it?
Hariko: No, it's not the same. But I know our friendship will endure. We've been through so much together.
Carlos: Do you ever get to see her?
Hariko: Not really. She's so busy with her job, and I'm trying to finish my degree. I don't have much time to travel.
Carlos: So what are you doing at the airport, Hariko?
Hariko: I'm going down to L.A. for a few days to do some research for my thesis. Oh... and I'm about to miss my plane! I've got to run, see you later!
Carlos: Bye, good luck!

**Unit 2 Quiz**

Krista: Wow, Doug, that's a funky coat you're wearing! I like it!
Doug: Thanks, Krista! I made it myself.
Krista: Really? I didn't know you knew how to sew!
Doug: Sure! I started taking sewing classes last fall.
Krista: And what inspired you to do that?
Doug: I was just tired of all the stuffy, conservative stuff I found in the stores. And I couldn't afford the stylish things I really liked. So I decided to make them myself!
Krista: That's so cool. So did you make those pants, too?
Doug: No, I bought those in a secondhand clothing store. I tend to mix retro pieces with modern ones. It's my own style.
Krista: Well, it looks great on you.
Doug: Anybody can do it, Krista. It's not hard to mix and match.
Krista: I prefer wearing more functional clothing. I hate to be uncomfortable.
Doug: You can do both – be comfortable and fashionable! I'll show you. Let me design something for you.
Krista: OK, sounds great!
**Unit 3 Quiz**

**Announcer:** Are you fed up with your old cell phone? Does it only check your e-mail, navigate, organize your appointments, and play games? Introducing the LifePhone, the new personal data assistant that really does run your life! Not only does it act as a cell phone with all the regular features, but it calls ahead to confirm your appointments, makes dinner reservations at your favorite restaurants, and takes messages from callers like a human answering service. It mixes your music like a real DJ, searching through your collection and automatically downloading music that it thinks you would like. It even finds babysitters according to criteria that you specify, and interviews them for you! Here's what people are saying about the LifePhone.

**Man:** The LifePhone coordinated my laundry, my appointments, and my tennis class! I couldn't be happier. The LifePhone has changed my life for the better.

**Woman:** My LifePhone saved my life! Once I was involved in an accident, and the LifePhone automatically contacted the hospital and gave them my insurance information before I arrived. When I got there, I was taken care of immediately – I didn't have to wait!

**Announcer:** Don't wait, get your LifePhone today. Your life may depend on it!

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**Unit 4 Quiz**

**Jill:** Did you see that baseball game last night, Karl? The pitcher was so weird!

**Karl:** I know. He always does that little dance before each pitch.

**Jill:** I guess he's pretty superstitious.

**Karl:** A lot of athletes are, Jill. You know that basketball player, the one with the shaved head?

**Jill:** Uh, are you talking about the rabbit guy?

**Karl:** Yeah, that guy! He believes that if his pet rabbit isn't at every game, his team will lose.

**Jill:** Oh, and what about the soccer player who won't cut his hair until after the World Cup? He gets one haircut every four years!

**Karl:** At least he saves some money that way!

**Jill:** Do you have any superstitions, Karl?

**Karl:** Let me see. I guess making a wish every time the clock says 11:11 is superstitious.

**Jill:** Do you really do that every day?

**Karl:** No, not every day. It's just when I happen to look at the clock and it says 11:11.

**Jill:** Wow!

**Karl:** What about you, Jill?

**Jill:** Hmm, yeah, here's one: Before every checkup at the doctor's office, I listen to a particular song on my MP3 player.

**Karl:** Why do you do that?

**Jill:** I don't know, I guess I think it helps me relax.

**Karl:** What's the song?

**Jill:** Uh, it's "I Feel Good," by James Brown.

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*Quiz audio scripts T-237*
Unit 5 Quiz

Lily: Hey Robert, did you watch the last show of Chicago Dreams last night? I can’t believe who the killer turned out to be!

Robert: Nah, I never watch TV, Lily. I have so much homework that I don’t have time!

Lily: Oh, you missed it! Wow, what a great show. It’s a drama series. So it turned out that Carmen, who acted totally innocent the entire time, . . .

Robert: Uh, Lily, I’ve never seen the show.

Lily: Never?

Robert: Never. But I did see a great documentary a few weeks ago for my sociology class. Maybe you saw it too. It was about these farming communities in Africa, and they . . .

Lily: Yeah, yeah, I’m sure it was good. I didn’t see it, though.

Robert: Well, it’s playing at Sunshine Cinemas, if you’re interested, Lily.

Lily: I don’t really like documentaries. I think they’re boring.

Robert: How can you say that? Documentaries can be about anything.

Lily: But there’s no story.

Robert: But what about, say, a documentary on crime, something like Chicago Dreams, but real?

Lily: Oh, now that would be interesting!

Robert: See? There are plenty of fascinating documentaries about crime. To start, I’d recommend The Thin Blue Line.

Lily: Hmm, OK, Robert. I’ll rent it and see.

Robert: Let me know how you like it!

Unit 6 Quiz

Interviewer: We’re in our studio today with Vaughn O’Keefe, a musician who is on everybody’s radio these days. Thanks for being with us today, Vaughn.

Vaughn: Thanks for having me, Maria.

Interviewer: What is it like to be Vaughn O’Keefe? I mean, you’ve had such sudden success after being around for so many years.

Vaughn: Yeah, that came as somewhat of a surprise. You know, I always had faith in what I was doing with my music. I knew people would love it. I just had to find my audience, and it took a few years!

Interviewer: But they’re out there now! You’ve got the hottest sound on the radio. How has this sudden fame changed you?

Vaughn: It’s really quite humbling. I never expected to be famous, though I always believed in my talents and knew I had what it takes to make it in the music business. The longer I performed, the more convinced I was that eventually people would notice.

Interviewer: Now, your music is powerful because it encompasses many different genres. What are your influences?

Vaughn: Well, the biggest one is obviously traditional Irish music.

Interviewer: Yes. There’s a big Irish sound in your music. Where did that come from?

Vaughn: Well, my father was Irish. His father taught him to play the fiddle at a very early age, and my father taught me when I was four years old. The three of us used to play together before my grandfather died. He was an amazing fiddle player.

Interviewer: What else?

Vaughn: I borrow a lot from rap, as you can hear in my latest album. And there are some haunting melodies that I took from traditional Indian chants.

Interviewer: And it’s all stirred together in a big pot along with, let’s see . . . jazz . . .

Vaughn: Mmm-hmm.

Interviewer: And I’ve heard a little punk rock in your music. Would you say that’s true?

Vaughn: Yes, I guess you could say that. I listened to a lot of old 1970s punk when I was a kid.

Interviewer: Who are your favorite musicians?

Vaughn: Oh, my grandfather is my all-time favorite. He could play anything. After him, I’d say Dizzy Gillespie, Dr. Dove, and John Lennon.

Interviewer: Wow, that’s quite a mix! Vaughn: That’s what my music is about. Let me play you one of my new songs. . . .
**Unit 7 Quiz**

Henry: And now to our business desk with Maxine Wall. Maxine?

Maxine: Thank you, Henry. Today’s money report is about how consumers are spending more money and saving less than ever before. This week’s news from the commerce department is bleak. Last month, as well as in the seven previous months, consumers spent more money than they earned. This means that the savings rate may turn out to be negative for the entire year. If this happens, it will be the first time since the Great Depression. Not good news, Henry.

Henry: Hmm. What does this mean for the economy?

Maxine: Good question. Now, in the short-term, this is good news for the economy because the more people spend, the bigger the boost to the nation’s growth in the goods and services sector. However, Henry, it’s a temporary improvement. When people have spent all their money and borrowed more on top of that, you’re going to see a slowing of the economy as those people stop spending in order to pay off their debt.

Henry: Have we always been poor savers?

Maxine: Well, this is the first time in a long time people have been irresponsible savers. The trend in the last thirty years seems to be a downturn in savings rates. Back in the 1980s, people were saving almost nine percent of their income. In the nineties, that turned into five percent. And now? As I said, it’s next to nothing.

Henry: Sounds like it’s time to start saving again, folks. Thank you, Maxine.

Maxine: Thank you, Henry.

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**Unit 8 Quiz**

Frances: Hey Tami, have you been to the new Cut-Rate Supermarket on 24th Street?

Tami: Nah, I heard about it but I haven’t been. I don’t like big supermarkets.

Frances: Why not? The prices are so good. Everything is so cheap! You can buy huge packages of vegetables for half the price of what you would find in a regular supermarket.

Tami: Yeah, but what about the quality of the food? I prefer to buy organic produce from local farmers at the farmer’s market.

Frances: But that stuff is so expensive, Tami.

Tami: Yeah, but I know what I’m getting! I know that the food I’m eating doesn’t have harmful chemicals sprayed on it, or that it didn’t spend two weeks on a truck before I bought it.

Frances: Ugh! You mean the produce in the supermarket may be that old?

Tami: Yeah, like many fruits, for example, are picked while they’re still green, so that they ripen while they’re being transported. That can be a long time. I prefer to eat fruit that is fresh from the tree. Produce that isn’t eaten right after it’s picked can lose its nutritional value.

Frances: I didn’t know that.

Tami: And you know, I think it’s just better to buy food from the people who grew it.

Frances: That makes a lot of sense. But what about stuff like cereal and cookies . . . you know, packaged food?

Tami: Well, I usually get that from the corner store. It’s expensive, though.

Frances: Listen, I know you’re on a budget, Tami. We both are. You should at least try the new Cut-Rate supermarket. You could buy your packaged food there and your produce from the farmer’s market.

Tami: Good idea. Next time you go, let me know. I’ll go with you.

Frances: Great! I’ll give you a call.
**Unit 9 Quiz**

**Female news announcer:** A dog's nose is so sensitive that people have been using them for years to search for mines and land mines. But the working dog may have a new rival. Tell us about it, Ted.

**Male news reporter:** Thank you, Tina. We're talking about robots. Robots are being developed to find land mines and other explosives that are hidden deep in the ground.

**Female news announcer:** So, Ted, who are using these robots and where?

**Male news reporter:** Governments mostly, in areas where land mines are still a problem long after wars have been fought. This is important work because innocent people are still being injured by these mines, many of them children.

**Female news announcer:** So what is the future of using these robots?

**Male news reporter:** Well, Tina, it looks like there's a big future for these robots. Dogs do not necessarily want to hunt for things underground, or above ground for long periods of time, but robots don't tire of searching for land mines because, well, because they are machines.

**Female news announcer:** That's all we have time for, Ted. Thanks for that fascinating report.

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**Unit 10 Quiz**

**Tito:** Ma-Me-Me-Mo-Moo . . . Ba-Bi-Bi-Bo-Boo . . .

**Shelly:** Hey, Tito . . . uh, what are those noises you're making?

**Tito:** Oh, hey, Shelly. I'm vocalizing.

**Shelly:** What's vocalizing?

**Tito:** I'm warming up my voice to get ready for a speech.

**Shelly:** Oh, really? Where are you giving a speech?

**Tito:** It's for my public speaking class. We each have to give a 15 minute speech in front of our class and another class. I'm really nervous. There's going to be a hundred people there!

**Shelly:** Wow, a hundred people? I'd be nervous too. What else are you doing to prepare?

**Tito:** I'm going to drink some tea with honey. And eat lots of bananas.

**Shelly:** Bananas? Why bananas?

**Tito:** Well, bananas are high in potassium. My friend who plays the flute told me that lots of musicians eat them before performances. They're supposed to calm your nerves. Turkey does the same thing, but I don't eat meat.

**Shelly:** Wow, I never knew that.

**Tito:** Yeah, turkey has some chemical in it that makes you calm, or even sleepy! But even if I ate meat, I wouldn't want to feel tired before my speech!

**Shelly:** Yeah, that wouldn't be good. Well anyway, I'll let you get ready. Listen, good luck on your speech!

**Tito:** Thanks a lot! See you, Shelly. Pa-Pe-Po-Po-Po . . .
Unit 11 Quiz

Rico: What are you studying, Greta?

Greta: Ah, hi, Rico. I have a test in my Women in History class.


Greta: Yeah, we’ve studied a lot of women I’ve never even heard of.

Rico: Like who?

Greta: Well, like Constance Cummings John, for example. She was a West African who fought for the education of young women in Sierra Leone when women had no rights at all.

Rico: Wow. Who else have you learned about?

Greta: Let’s see, there’s Jeannette Rankin, who was the first female member of the United States Congress. She had helped win the right to vote for women in her home state of Montana. As a congresswoman, she was one of the very few who opposed the war in 1917, and for that she lost the next election.

Rico: So she stood up for what she believed in, even though it was an unpopular viewpoint.

Greta: That’s right. And there are a lot of other women like her. This class has been fascinating.

Rico: Cool. Maybe I’ll sign up for it next semester. But… will there be, I mean, like…

Greta: You mean, will you be the only guy in the class?

Rico: Well, yeah! I don’t want to be the only one.

Greta: Oh, come on, Rico. Actually, there are more men than women in my class.

Rico: That’s surprising.

Greta: Yeah, but I guess people have heard what a great class it is. Hey, I’ve got to go. I have a lot more studying to do.

Rico: OK, we will later.

Greta: Bye, Rico.

Unit 12 Quiz

Host: This is Shellburn Ray for Your Business Minutes. Today’s guest is Ellen Lee. Ellen manages the small business development office at City Hall. Ellen, what are the most important factors to consider when starting a business?

Ellen: Shellburn, most people think that starting a business is all about having the money to finance it. But there are a lot of questions to answer before you even start thinking about money. First of all, you absolutely must identify your reasons for wanting to start a business. Make a list and be brutally honest with yourself. If it’s just about making money, chances are you won’t succeed. You have to believe in what you do, you know, really want to do it. Second, identify your skills and experiences. What skills do you bring to the business? Are they sufficient? You might need a partner with complementary skills. The next thing to think about is where will your business fit in? Finding a niche is important. You must find a way to set your idea apart from what is already being offered. In other words, answer the question, “What can I offer that other businesses aren’t offering?” After that, you must do an analysis of the market. Find out who your competition is. Who is offering similar services? Who are their customers? Can you appeal to those customers? Who else can you appeal to? Are there enough people out there who would use your services? When you’ve answered all of these questions satisfactorily, then it’s time to start writing your business plan and finding the money to start up.

Host: That’s great advice, Ellen, thank you. This has been Your Business Minutes. I’m Shellburn Ray.

Quiz audio scripts T-241
## Unit 1 Quiz

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<td>1. a</td>
<td>2. c</td>
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**B**
1. I always stand up for my best friend.
2. Some people bring out the worst in you. / Some people bring the worst out in you.
3. Do your friends put you down?
4. I have hung on to my old friends from school.
5. Yesterday I ran into an old classmate at the mall.

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<td></td>
<td>1. d</td>
<td>3. f</td>
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<td>4. b</td>
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**D**
1. to hear
2. inviting
3. to be asked
4. looking up

**E**
1. resurfaced
2. recall
3. redefines
4. rebash
5. rebuild
6. rekindle
7. reunion
8. reconnect

## Unit 2 Quiz

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**B**
1. classic
2. elegant
3. functional
4. chic
5. conservative
6. quirky

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<tbody>
<tr>
<td></td>
<td>1. to wear</td>
<td>2. to throw</td>
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</table>

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

**E**
1. What is important to me is
2. What I pay attention to is
3. What I’m interested in is
4. What I can’t stand is
5. What is appealing to me is
6. What I always notice is

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<tbody>
<tr>
<td></td>
<td>1. T</td>
<td>2. NG</td>
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</table>
Unit 3 Quiz

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

B 1. Technology
2. A
3. Blogs
4. a
5. The
6. Online communication

C 1. hazardous
2. unethical
3. confidential
4. audacious
5. frivolous
6. prudent

D 1. Being terrible with computers
2. printing out my dissertation
3. Entering my phone number
4. checking my e-mail
5. Typing an e-mail

E 1. reliant on
2. intimidated by
3. fed up with
4. curious about
5. leery of
6. aware of
7. reliant on
8. crazy about

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

Unit 4 Quiz

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

C 1. I believe that
2. Chinese people argue that
3. Many people feel that
4. Argentinians assert that
5. Americans say that

D 1. farfetched
2. misleading
3. convincing
4. conceivable
5. well-founded
6. plausible

E 1. It is reported that / It has been reported that
2. It is said that / It has been said that
3. It is claimed that / It has been claimed that
4. It is argued that / It has been argued that
5. It is asserted that / It has been asserted that
6. It is assumed that / It has been assumed that

F 1. every evening
2. was inside every morning
3. killed the cat
4. reappeared at the weaver’s shop

Quiz answer key  T-243
Unit 5 Quiz

A
1. True
2. False
3. True
4. False

B
1. so little
2. so
3. So many
4. such
5. So few
6. so little

C
1. Clearly
2. Honestly
3. unfortunately
4. surprisingly
5. Basically
6. Potentially

D
1. riveting
2. clichéd
3. insipid
4. formulaic
5. engrossing
6. clichéd
7. predictable
8. touching

E
1. c
2. b
3. a
4. c
5. a

Unit 6 Quiz

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

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

C
1. evocative
2. frenetic
3. catchy tune
4. mellow
5. soothing rhythm
6. an exhilarating tempo

D
1. would battle
2. will play
3. will practice
4. would give
5. would perform
6. will invite
7. will give
8. would imitate

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

F
1. c
2. b
3. a
4. c
**Unit 7 Quiz**

A 1. b  2. a  3. c  4. a

B 1. irresponsible  
2. intolerant  
3. indecisive  
4. improper  
5. immature  
6. inconsistent  


D 1. resist  
2. facilitate  
3. welcome  
4. initiate  
5. cope with  
6. advocate  

E 1. as  
2. as if / as though  
3. as if / as though  
4. as / the way  

F 1. False  
2. True  
3. True  
4. True

**Unit 8 Quiz**

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

B 1. my business to locally owned stores / locally owned stores my business  
2. customers cheaper prices / cheaper prices to customers  
3. products to me / me products  
4. their profits to the community  
5. people more services / more services to people  
6. me more money  

C 1. go window-shopping  
2. compulsive shopper  
3. make an impulse buy  
4. bid in an online auction  
5. had buyer's remorse  
6. went on a shopping spree

D 1. take  
2. be  
3. buy  

E 1. free samples  
2. product placements  
3. Telemarketing  
4. frequent buyer programs  
5. Celebrity endorsements  
6. Online TV commercials  

F 1. False  
2. True  
3. False  
4. True  
5. False
Unit 9 Quiz

A  1. b  2. b  3. a  4. b

B  1. wherever
   2. Whenever
   3. When
   4. whenever
   5. where
   6. when
   7. Wherever
   8. where

C  1. fins
   2. fins
   3. fur
   4. beaks
   5. wings
   6. gills
   7. hooves
   8. tusks
   9. claws
   10. feathers

D  1. whatever
   2. whoever
   3. whoever
   4. whatever
   5. whoever

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

F  1. True
   2. True
   3. False
   4. False

---

Unit 10 Quiz

A  1. a  2. c  3. b  4. b

B  1. was read
   2. is going to be published
   3. are quoted
   4. has been printed
   5. has been used

C  1. To begin
   2. First
   3. In addition
   4. Second
   5. Third
   6. In conclusion

D  1. have
   2. make
   3. are
   4. brings
   5. learn
   6. is

E  1. hems and haws
   2. talks my ear off
   3. talks behind my back
   4. has a way with words
   5. sticks to the point
   6. has a sharp tongue

F  1. True
   2. True
   3. True
   4. True

---

T-246  Quiz answer key
Unit 11 Quiz

A 1. True
   2. False
   3. True
   4. False

B 1. kind-hearted
   2. open-minded
   3. well-known
   4. far-reaching
   5. thought-provoking
   6. universally-praised

C 1. absent-minded
   2. hard-headed / narrow-minded
   3. soft-hearted
   4. cool-headed
   5. hot-blooded / hot-headed
   6. narrow-minded

D 1. the strongest-minded
   2. the hardest-working
   3. the longest-lasting
   4. the most narrow-minded

E 1. look to
   2. take after
   3. live up to
   4. go through
   5. look after
   6. side with
   7. face up to
   8. check on

F 1. False
   2. True
   3. True
   4. False

Unit 12 Quiz

A 1. c  2. b  3. a  4. a

B 1. Had Cristina not been
   2. Should Mr. Carter wish
   3. Had Pratt and Wong not bought
   4. Had we hired
   5. Should you want
   6. Had Ms. Garrison been

C 1. work on
   2. working toward
   3. worked against
   4. worked off
   5. worked for
   6. work around

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

E 1. Whether or not
   2. Provided that
   3. Assuming that / Supposing that
   4. Supposing that / Assuming that

F 1. False
   2. False
   3. True
   4. False

Quiz answer key  T-247
Oral quizzes

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 2. 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 material.
- 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 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 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.

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.
## Oral quiz scoring sheet

<table>
<thead>
<tr>
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<th>Fair</th>
<th>Good</th>
<th>Very good</th>
<th>Excellent</th>
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<tbody>
<tr>
<td>Comprehension</td>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Fluency</td>
<td>0</td>
<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>
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</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 your closest friend.
- What do you have in common?
- How would you describe your friendship?
- Why is this person your closest friend?

Option B: Personal choice
Some people think that making new friends is more important than keeping in touch with old ones. Others think that your oldest friends are the most important. Which type of friend is most important to you? Why?

**Unit 2 Oral quiz**

Option A: Personal choice
Some people think that clothing is a reflection of your personality. Others think that your clothing style is totally unimportant. Which do you think is true? Why?

Option B: Personal preference
Describe a time in the past when someone made a bad first impression on you, but who turned out to be a friend. Explain why you misjudged the person at first, and how you changed your opinion. Include details and examples to support your explanation.

**Unit 3 Oral quiz**

Option A: Personal preference
Describe a modern technology that you think is now essential for society and explain why you think it is necessary. Include details and examples to support your opinion.

Option B: Question bank
Talk about your ideal piece of electronic equipment or gadget.
- What important features does it have?
- How would this gadget improve your daily life?
- What does this gadget do that today's technology doesn't?
**Unit 4 Oral quiz**

**Option A: Personal choice**
Some people believe that good things happen because of luck. Others believe that good things happen because of hard work. Which do you believe? Why?

**Option B: Deliver a talk**
Talk about a superstition or belief that is common in your culture.
- What does the superstition require people to do?
- How is it supposed to work?
- If it doesn’t work, what is supposed to happen?

**Unit 5 Oral quiz**

**Option A: Personal choice**
Some people avoid TV, thinking that watching television is bad for adults and even dangerous for children. Other people watch a lot of television, thinking that TV is OK for any generation. What is your opinion about TV? Why?

**Option B: Personal preference**
Name the medium (newspapers, the Internet, magazines, books, etc.) that you prefer to use for pleasure reading. Explain why you prefer this medium to others. Include details and examples to support your explanation.

**Unit 6 Oral quiz**

**Option A: Question bank**
Talk about your music preferences.
- What kind of music do you listen to on a regular basis?
- How does listening to this kind of music make you feel?
- Is there a certain kind of music that you listen to in the morning? While you study? Before you go to bed? Why?

**Option B: Personal choice**
Some people believe that only people with talent can be successful. Others believe that people who work hard can be successful, even if they do not have talent. Which do you believe? Why?
Unit 7 Oral quiz

Option A: Question bank
Talk about the Internet generation.
- How has the Internet changed people’s lifestyles?
- Do you think there is benefit from this change? Why or why not?
- How do you think the world will continue to change?

Option B: Personal choice
Some people believe that it is important to preserve traditions of the past. Others believe that preserving the past keeps them from moving into the future. Which do you think is true? Why?

Unit 8 Oral quiz

Option A: Personal choice
Some people believe that saving money while shopping is the most important goal. Others think that supporting local businesses and fair labor practices is more important than getting the best price. Which do you believe? Why?

Option B: Personal preference
Describe several features of advertising that you consider most effective. Include details and more examples to support your explanation.

Unit 9 Oral quiz

Option A: Deliver a talk
Describe your beliefs about animals.
- In what ways are animals useful to humans?
- Do humans have the right to use animals for their advantage?
- Do people have the right to limit other people’s use of animals?

Option B: Personal preference
Describe how animals help people and explain how some pets are necessary for their owners. Include details and examples to support your explanation.
Unit 10 Oral quiz

Option A: Question bank
Talk about effective communicators.
- What traits do effective communicators have in common?
- How do effective communicators grab and hold your attention?
- What are some ways to improve your communication skills?

Option B: Personal choice
Some people think that slang is the natural evolution of modern language and should be encouraged. Others think that preserving formal language is important and that slang should be discouraged. Which do you think is the best way to deal with slang? Why?

Unit 11 Oral quiz

Option A: Deliver a talk
Describe a struggle to achieve something difficult that you have had in the past.
- What were you trying to achieve?
- How did you learn from your struggle?
- How did the experience make you stronger or smarter?
- What good habits have you learned from this struggle, or what bad habits have you gotten rid of?

Option B: Personal preference
Describe the most important character trait of a hero and explain why it is important. Include details and examples to support your explanation.

Unit 12 Oral quiz

Option A: Question bank
Discuss big business.
- How does big business benefit society?
- What place do small businesses have in society?
- What are some bad characteristics of big business?
- What should small businesses do to survive competition from bigger businesses?

Option B: Personal choice
Some people prefer to work in groups. Other people prefer to work alone. Which type of work do you think is better for achieving the best results? Why?
1 Relationships

LESSON A, Ex. 2  [p. 2, CD 1 Track 2]

Professor Roth: All right, class... um, how was everyone’s weekend? Did anyone get together with a friend? Yes, Jessica, what did you do?

Jessica: Um, well, nothing much, really. We pretty much sat at a café and talked.

Professor Roth: Uh huh. What about?

Jessica: Um, you know, about nothing... and everything! Um, let’s see, about my sister’s new baby, and about when she could go back to work, and, you know, who should take care of the baby. Things like that.

Professor Roth: OK! Now, what about the guys? Any of you get together with a friend?

George: Uh, well, a... a buddy – a buddy and I went to a baseball game.

Professor Roth: OK. What did you do about?

George: Uh, the game? I mean, you know, when we’re at the game we, you know, talk about the players and what’s going on in the game and... 

Professor Roth: Nothing else?

George: Well, not really. I mean, were we supposed to talk about something?

Professor Roth: Perfect! Do you know what just happened, class? Jessica and George have just demonstrated for us the basic idea of today’s lecture – that friendship between women is different from friendship between men. This is an idea put forward by Deborah Tannen in her book, ‘Just Don’t Understand: Women and Men in Conversation’, and that’s what I’d like to talk about today. Now, Deborah Tannen is an author and linguist who has written about the relationships between men and women, and why they often don’t understand one another. According to Tannen, when a woman talks with a man, she’s often feel as though he isn’t really listening or that they aren’t really having a conversation, right? And a man often doesn’t understand what the woman really wants from him.

“What’s her point?” He wonders. “Where is this conversation going?” How many of you feel that this sounds familiar? OK, most of you. Well, Tannen points out that we can understand this difference in communication better when we examine how men and women view friendship. OK, for a woman, her best friend is someone she can be close with and talk to. They talk in detail about everyday events in their lives. They share feelings and secrets. Talking gives women a chance to better understand their world and themselves. For a man, talking is generally more straightforward. It’s about giving and getting facts. Men generally don’t base their friendships on talking, but on doing – getting together with buddies, playing sports, or going places. Men will often put down a woman’s need to talk with her close friend about a subject in great detail. They don’t understand how women put up with such long conversations. OK, so, who here agrees with Tannen’s ideas?

LESSON B, Ex. 2  [p. 6, CD 1 Track 4]

It’s really crazy how Kate and I became friends. I guess it was about two years ago now. I was on a plane, flying from New York to Los Angeles for work. Anyway, the woman sitting next to me was reading the same book as me, so we started talking. She told me her name was Kari, and that she was going to her college roommate’s wedding in Monterey. We had a great conversation and talked the entire trip – seven hours. But, unfortunately, the flight had been delayed in New York by bad weather, and when we got to L.A., she found out she’d missed her connecting flight to Monterey.

So, I invited her to stay with me in my hotel in L.A., but the airline had already promised to give her a room at the airport hotel, and she had to catch a really early flight the next day. We talked and talked until her hotel shuttle bus came, but as her bus drove away, I realized that I had completely forgotten to get her e-mail, telephone number, or anything! Ugh. I felt bad because I would have liked to hang out with her back in New York. We had a lot in common.

Well, three months later, my roommate had a bunch of people over for a party one Thursday evening. I started talking to this woman, Samantha. She told me she had just gotten married a few months ago in Monterey. I remembered Kate said she was going to a wedding in Monterey, so I then asked her if she’d had a roommate in college named Kate. She was very surprised and said that she had. Then I told her all about meeting Kate on the plane to L.A. So, to make a long story short, Samantha called Kate up right away, and Kate came over to the party too. It was so exciting to see her again, and we’re all good friends now.

2 Clothes and appearance

LESSON A, EX. 5  [p. 12, CD 1 Track 6]

1. Mark

Well, back in my high school days, in the early 90s, I was really into rock and alternative music. I saw the band Nirvana, and they were totally awesome. After that I started to do the grunge thing – ripped jeans, checked flannel shirts, and a wool cap. But grunge didn’t really stay popular very long, and after a couple of years, I got into rap and hip-hop. It was really the new style that finally inspired me to wear baggy jeans, oversized T-shirts, hooded sweatshirts, and, of course, my baseball cap – you know, a more urban style! Yeah, I think it was in the mid 90s when I went to my first hip-hop concert. After that I completely gave up my grunge style.
2. Satoke
Well, you know, it's funny. My mother's from Japan and is very old-fashioned. But, ever since I was a little girl, I've never really been interested in wearing traditional Japanese clothing, like a kimono, or anything. My mom used to get a little angry at me, but the thing is, I never felt comfortable. Well, when I was old enough I finally bought the clothes I liked – and I went for a total goth look. I wore long black dresses, heavy black boots, and dark makeup! My mother really hated it, but I guess I wanted to make a statement. Now that I'm in college, I just wear comfortable, fun clothes – mostly long, flowing floral skirts and dresses, long pants – and lot of layers. I guess you would call it the bohemian look.

3. Carlos
Well, I was really into sports in high school, and I was always wearing sweat pants, a jogging suit, or jerseys with numbers on them. I didn't have much time for fashion. I guess I had a sporty look. But nowadays, you'll almost always see me in light-colored slacks, a nice polo shirt, and maybe a sweater when it's cold. A lot of people call it the "preppy" look. I don't see any need to change it. It worked for me in college, and it works for me now. It's a classic look. Naturally, I'll put on something formal if I'm going to a wedding or a special event, and when I plan to do something athletic, then, of course, I wear sports clothes.

LESSON B, EX. 2  (p. 14, CD 1 Track 8]

1. Gabriela
People say, you know, that personality is more important than how people look, but honestly, when you meet someone, you don't "see" their personality. You see how they look first. Clothes are, like, important to me. They don't have to wear the same thing I wear, but they should look, I don't know, stylish.

2. Joon
Well, in a social setting – a party, club, a restaurant, something like that – I like to look at a person's face. Uh, but in a business setting, it's somewhat different. It's more people's overall appearance that matters. I like to see how people appear to others, how they interact, how they present themselves to people. You know, I think it's actually – I like to see their level of confidence. I... I think confidence is what's important to me.

3. Alice
Um, when I meet new people, uh, I guess it's their eyes. They have to be big, kind, and... um... interesting. Uh, I really don't care about clothing or hair color, or anything like that.

3 Science and technology

LESSON A, EX. 2  (p. 18, CD 1 Track 10]

Reporter: You're in the supermarket deciding what you want to buy. The tomatoes and corn look especially delicious. But wait! Have those vegetables been genetically modified? Wouldn't you want to know before you bought them? Kimberly Cassady, a local environmentalist, believes it is everyone's right to know what they are eating.

Kimberly: How would you make people aware that they are buying genetically modified foods?

Kimberly: Well, I think that we need to have a system where all genetically modified foods are clearly labeled in supermarkets. We label organic foods, so why not genetically modified foods?

Reporter: Let's take a step back for a moment. Can you explain to our listeners exactly what genetically modified foods are?

Kimberly: What are genetically modified foods? Well, it's complicated to explain. OK. Genes are the blueprints for an organism, and genetic engineering is the process of artificially modifying these blueprints. Scientists can transfer the desirable genes of one organism to another – alter its genetic makeup, so to speak. Scientists now are routinely using genes from bacteria, viruses, insects, fish, and animals to modify crops.

Reporter: They're using viruses? But what for?

Kimberly: Well, supporters of genetically modified foods want crops that are resistant to herbicides – plant-killing chemicals that farmers use to kill unwanted weeds and plants. Supporters say that these new genetically altered crops such as soybeans, potatoes, and tomatoes are more resistant to certain bacteria, viruses, and insects.

Reporter: Well, are there any health benefits?

Kimberly: Uh, some claim that in the future, scientists will develop foods that are more nutritious and able to help prevent disease.

Reporter: That sounds promising!

Kimberly: Well, yes, but I think the dangers outweigh the benefits... and the list of dangers is long. New toxins in foods, the spread of disease across species, disturbances in the ecological balance, herbicide-resistant plants that may grow out of control. They claim that we don't know what the long-term effects of producing genetically modified foods will be. And once changes are made in the genetic structure of organisms, they cannot be reversed. The problem will spread.

Anyway, like I said, at the very least, producers and retailers should be required to clearly mark products that contain genetically modified ingredients.

Reporter: So, what do you think? Will all this technology result in better crops and healthier food? Or is there a risk to humans and the environment that should not be ignored? Call in with your thoughts...

LESSON B, EX. 2  (p. 22, CD 1 Track 12]

Ah, yes, the wonders of technology? Technology is supposed to make our lives easier, right? Wrong! I mean, come on, folks – the remote control! Control? What control? First of all, the buttons are too small. I mean, who can read anything? Second of all, what are all those buttons for? Give me a break. I want the volume up, I press a button... and the channel changes. Great! I try to change the channel and the volume changes. Argh! And... and we don't just have one
remote control, do we? Nah. We’ve got one for the TV, the one for the cable, the DVD player, the stereo. Yikes! And now one for the DVR, you know, the digital video recorder. Only, I can never get it to record anything. That brings me back to the DVR player, I guess it doesn’t like the taste of those silver DVD disks because it keeps spitting them out when I put them in. I keep getting new ones from the movie rental store, hoping that I can find one that tastes good to it.
So, I’ve got everything hooked up to the computer, now, right? I thought, great, this will solve all my problems. I’ve got my Internet, I’ve got TV and movies, I listen to music. Great! Great, Great! Give me more technology. No. OK. OK. OK. So now I’ve got a positive attitude. I couldn’t work anything before, but, hey, with the computer, I’m finally able to do it all. Control everything with one small touch of a button. I am the master of my domain. Yeah, right! It’s worse. And I’m going nuts now! And the computer… the computer keeps asking me things like, “Dove, do you want to revert to the file that is already opened?” What? I just want to watch a movie. I have no idea what it’s asking me. It does not speak any language that I understand.

1-3 Communication review

Ex. 1 [p. 26, CD 1 Track 14]

Lucy: Hi, Karla, what are you up to?

Karla: Hey, Lucy. I’m on this website where we can reconnect with people we graduated with. I’ve started trying to organise our class reunion. It’s less than six months away. I really can’t keep putting it off. You’re coming, right?

Lucy: Of course. So, how’s it going?

Karla: Well, I ran into a couple of problems at first, but now I’ve figured out how to use the site. It’s really easy. It’s got a neat program you can use to set up a reunion Web page. I’m putting one together for our class.

Lucy: Have you decided who to invite? Are you asking everybody from our class?

Karla: I think I should.

Lucy: There were some personality clashes, remember?

Karla: How could I forget?

Lucy: Well, they could resolve, that’s all I’m saying.

Karla: I know. But it’s been a long time. Maybe it will be OK.

It’s incredible, really, being able to organise something like this with people in these far-flung places. I’m crazy about the Internet. I’ve found out almost everybody’s contact information. It’s just the most incredible… Hey! Look at this! A lot of the people from our class have posted “then” and “now” pictures online. Oh, Andrew. He was so preppy then. It looks like he’s turned into Mr. Stylish now.

Lucy: Personally, I think he was more Mr. Arrogant then, and he’s turned into Mr. Smug now. Look what he’s wearing. Where did he get that suit?

Karla: Lucy!

Lucy: People like that bring out the worst in me. I got sick of him always putting everyone else down. Mom, look at Renee, very bohemian – then and now. She always was a quirky dresser. It’s a nice look. I always admired her; she wasn’t afraid to be herself. Her profile says she’s an artist.

Karla: Look, there’s Javier. Oh, he’s looking very formal these days. He used to really hate getting dressed up for anything, even graduation.

Lucy: This is such a cool site.

Karla: It’s the best I’ve seen. The site’s set up so that you can do everything you need to do – searching and organizing address books and message boards and stuff.

It’s very good. It even reminds you to do things, and there are checklists. Designing one of these things must be complicated, but it’s so interesting. I wonder how this feature works.

Lucy: Karla, are you turning into a geek?

4 Superstitions and beliefs

LESSON A, EX. 5 [p. 30, CD 1 Track 16]

1.

Woman 1: Ah-chooo! Ah-chooo! Ugh! Excuse me.

Man: Bless you!

Woman 2: Bless you!

Woman 1: Thank you! Ugh! These allergies are so annoying. You all must be tired of saying, “Bless you.”

Woman 2: No, that’s all right. But isn’t it funny how we automatically do that when someone sneezes? It’s some kind of superstition, isn’t it?

Man: Yes. You know, a long time ago, it was commonly thought that when people sneezed, their heart stopped beating. You would bless them as a way to ensure the return of life or to encourage their heart to continue beating.

Woman 2: Well, uh, you know, thanks, but it’s really just my allergies!

2.

Mom: Oh, no! Oh, I can’t believe I dropped that mirror.

Son: What bad luck!

Mom: Don’t worry, Mom. I’ll pick it up for you.

Mom: Oh, thanks, but, you know, I can just hear your grandmother’s voice saying, “Now you’re in for seven years of bad luck.”

Son: Why would she say that?

Mom: Oh, you know her. She’s very superstitious. She believes that once a mirror is broken, you can’t see yourself as a whole person in it, so something really bad is going to happen to you.

Son: Yeah, but why…why seven years of bad luck?

Mom: Well, I guess a long time ago, people thought it took seven years for the body to repair itself. So, I guess it would take seven years to fix a “broken” body.
Son: Seven years is a really long time. I guess I'm glad I didn't drop that mirror.
Mom: Oh!
Son: Mom, I'm only kidding! I mean, you don't really believe . . .

3.
Mom: Don't bother going in to see Mr. Wilson right now. He's in a really bad mood today.
Woman: Oh, no, he probably got up on the wrong side of the bed.
Man: What do you mean by that?
Woman: You never heard that expression?
Man: No.
Woman: Well, you know, it's an old superstition from when people believed that the right side was good and the left side was bad.
Man: Why did they believe that?
Woman: I don't know. I guess since most people are right-handed, they felt like being left-handed was suspicious.
Man: Well, don't tell that to Mr. Wilson.
Woman: Why?
Man: He's left-handed!

LESSON B, EX. 4 [p. 34, CD 1 Track 18]

Sam: Hi, Tonya!
Tonya: Hi, Sam! How was your semester in Belgium?
Sam: It was great, but the strangest thing happened while I was there.
Tonya: Really? What happened?
Sam: Well, one night in December, I was watching TV with my host family, when it was reported that the southern half of Belgium, called Wallonia, had declared independence and was leaving Belgium!
Tonya: Wow! You mean the country was breaking in half?
Sam: Well, that's what the guy on TV said, anyway. He seemed perfectly credible, and we all thought he was trustworthy. I mean, the southern half is mainly French speaking, and the north speaks more Flemish, so there's always been some tension between the two halves. The report even showed King Albert II and Queen Paola leaving the country on a plane, and the Belgian flag was being taken down from government buildings.
Tonya: That must have been scary!
Sam: Oh, definitely! Internet servers were crashing all over the country as people tried to find out more about what was happening.
Tonya: Wow, that's terrible!
Sam: Yeah, but get this. It was all phony, just a hoax! It was claimed to be done to call attention to the political situation in Belgium. But it was so believable that even foreign government officials called their home countries to find out what they should do.

Tonya: Gosh, what an incredible hoax!
Sam: It really was, but everyone calmed down after they announced that it was just a hoax. I guess it did show that tensions between the north and south are pretty well-founded, though.

5 Television and reading

LESSON A, EX. 4 [p. 38, CD 2 Track 2]

Announcer: Welcome to TV Talk with your hosts Robert Rudnick and Ann Powell.
Robert: I'm Rob Rudnick.
Ann: And I'm Ann Powell, once again, here with you today on TV Talk.
Robert: Well, Ann, we've got another season jam packed with new and old shows.
Ann: Yes, we do, Robert. Uh, let's start off talking about a couple of shows that have been around for a while and are still going strong.
Robert: Mm-mm. And what comes to mind first is that celebrity host Oprah Winfrey continues to be a viewer favorite among the daytime talk show hosts.
Ann: She really is.
Robert: You know, when Oprah interviews people on her show, she seems so genuine. I mean, she seems like a real person—no phony like certain other celebrities, who shall remain nameless.
Ann: You're so right, Robert!
Robert: I mean, it's her simple honesty. I think that's a missing ingredient in a lot of talk shows on TV these days. Plus, she's very passionate about the things she likes, and I think the viewer gets caught up in her passion.
Ann: You've really put your finger on it, Robert. No wonder she's the queen of daytime TV!
Robert: Mm-mm.
Ann: Well, how about soap operas, Robert?
Robert: We love our soap operas, don't we? We can't get enough of 'em!
Ann: You know, At the World Tends to begin in 1936, and it's still at the top of its field!
Robert: Wow!
Ann: One characteristic I look for when deciding if a soap opera is working is familiarity.
Robert: Right.
Ann: At the World Tends to has some of the same characters and actors playing those parts since the very first show in 1936. It's amazing.
Robert: Long time.
Ann: The audience has "grown up," so to speak, with the characters.
Robert: Mm-mm.
Ann: Well, they’re . . . they’re friends. You can’t just turn off your friends. And the story loses . . . they’re familiar. Romance, intrigue — it’s, it’s all there.

Robert: That’s true. But you know, there are some different shows that have a bright future ahead of them.

Ann: Mmm-mmm.

Robert: For example, my favorite sitcom, Ugly Betty. It’s based on a Colombian show. The talented star, America Ferrera, won a Golden Globe award after the first season for her role as Betty!

Ann: She’s such a good actress!

Robert: She really is. I’m sure she’s a major reason that the show is so popular. Ferrera’s performance as Ugly Betty is full of heart.

Ann: Well, Robert, my favorite new show is quite different. It’s called Girls GB, and it’s quite a clever game show.

Robert: The whole show takes place in a moving taxi?

Ann: Really!

Robert: It works like this. A taxi picks up some people. The people think it’s just a regular taxi. They get in, any where they want to go, and suddenly all these lights go on, music plays, and the game begins.

Ann: Wow!

Robert: The cab driver, who is a comedian and an actor, starts asking questions, one after another. And of course, the more correct answers, the more money the people make.

Robert: You know, that’s really a brilliant concept! It shows that, if you have an original and creative idea for a show, people will definitely watch it.

Ann: And we certainly hope you’ll watch us again on next week’s TV Talk.

Ann and Robert: Goodnight everybody!

LESSON B, EX. 4  [p. 42, CD 2 Track 4]

Junko: Hey, Andy!

Andy: Hi, Junko. I see you’re reading another novel again.

Junko: Well, you know, there are the practical things — you know, like building your vocabulary and improving your spelling.

Andy: That’s true.

Junko: But for me, the best thing you gain from literature is that you learn to see things from another person’s point of view.

Andy: Yeah, yeah. I know what you mean. You can really see things from a different perspective. In a way, it’s like becoming another person and being able to see the world through their eyes instead of your own.

Junko: I know. It can be really enlightening. Or, when you read a book about someone from a different country, well, then you get all kinds of information about their country and their culture. It’s almost as good as traveling there. Well, not quite, but you know what I mean.

Andy: In literature class, the professor has us pay attention to the author’s writing style. She told us that we can improve our writing by paying attention to the way the author writes.

Junko: Yeah, I can see how that would really help your writing. I’m mostly interested in creative writing. For that, you need to use your imagination. And I think that reading trains your imagination, you know, stretches it.

Andy: Definitely. After all, think of all those imaginative movies they make from literature. Harry Potter, Lord of the Rings, and, um, well, lots of others. But, honestly, I think the part I like best about reading literature is the escape.

Junko: The escape?

Andy: Yeah, you know, I can just forget all my troubles and escape into another world. It’s an awesome way to just relax.

LESSON A, EX. 2  [p. 44, CD 2 Track 6]

Lisa: Hey, Adam! Check out this new music download site!

Adam: Let me see! Oh, wow, Lisa, that looks cool!

Lisa: I know! I just found it today. Plus, you can listen to free samples of music, even if you don’t buy anything.

Adam: Awesome! Let’s see what they’ve got: 70s pop, 80s pop. Hey! Why don’t we check out the 70s pop?

Lisa: No way. My father listens to that all the time, and I’m sick of it. The less I hear of that, the better.

Adam: Oh, well, OK. Um, what about this reggae tune?

Lisa: Go for it!

Adam: What do you think?

Lisa: I’m not crazy about it.

Adam: Me neither. I’m not into it at all. Why don’t you pick one now?

Lisa: OK, let’s see. What’s this? Bluegrass?

Adam: Oh, yeah, bluegrass. I think that’s some kind of country music.

Lisa: Well, here goes.

Lisa: Wow, that’s sort of cool. I kind of like it.

Adam: You did! I guess it’s kind of interesting, but it’s a little weird. Anyway, let’s move on. How about this one? It’s a new hip-hop single.

Lisa: That sounds good.

Adam: Here goes.

Lisa: Oh, yeah! That’s amazing!

Adam: I love it.

LESSON B, EX. 4  [p. 50, CD 2 Track 8]

Theresa: Hi, Marco!

Marco: Oh, hi, Theresa.

Theresa: What’s wrong? I mean, is everything OK?
Marco: Oh, well. Well, since you ask, I've been getting a little discouraged lately. You know, I had really high hopes for breaking into the music business, but I just, um, I can't seem to get my foot in the door, you know?

Theresa: Oh, don't be discouraged, Marco! It takes time to make a name for yourself. It will happen for you, I'm sure. I know you'll be discovered soon.

Marco: I wish my parents thought the same way you do. They keep telling me to stop dreaming and start working - at my father's shop. They don't think I'm being realistic. Sometimes I think they might be right.

Theresa: It's really important to respect your parents' opinion, Marco. But at the same time, I mean, it's your life, and they don't know everything you're capable of. I mean, you don't have to accept the limitations they put on you.

Marco: You're really sweet to say that, Theresa. You're one of the few people who really believes in me. Let me tell you a secret - sometimes I'm not even sure if I believe in myself.

Theresa: Oh, Marco! Don't say that! You have to take yourself seriously. If you don't take yourself seriously, nobody else will take you seriously.

Marco: Of course. I know you're right, Theresa. It's just that sometimes I lose confidence in myself.

Theresa: I know, I know, that's only natural. Even professional musicians feel that way sometimes.

Marco: They do?

Theresa: Of course they do. They're only human, after all. But they make sure they appear confident on the outside. So even when you're feeling nervous, Marco, remember to look confident - no matter what!

Marco: Well, that's easy for you to say! You don't have to get on stage in front of hundreds of people. I mean, what if they don't like my music, or . . .

Theresa: Marco, my cousin was a professional musician, and his advice was to never be afraid to fail. Failure is part of success. All successful people have suffered failures of one kind or another.

Marco: Wow, Theresa. You're so wise. Thanks for the advice.

Theresa: Don't mention it. Now, why don't you play me a little of your new song?

Marco: Sure!

4-6 Communication review

EX. 3 [p. 53, CD 2 Track 10]

Interviewer: And next tonight I'll be talking to Jeffrey Stevenson, theater critic for the Chronicle. Hello and welcome to Backstage, Jeffrey.

Jeffrey: Thanks very much, Anna. It's good to be here.

Interviewer: So, you're going to tell us about superstitions in the acting profession. Some people say that it is one of the most superstitious professions in the world. Is that true?

Jeffrey: Well, clearly there are actors who aren't superstitious, but there are certainly a lot of superstitions connected to theaters all over the world. There are a few possible explanations for why this might be.

The first, really, is historical. In the past, many of the people who criticized theaters and acting argued that playing a role - pretending to be another person - was wrong. So actors were looked down on in some societies, and I think that the more this happened, the more they felt cut off from society.

Not surprisingly, they developed their own "society" or "community." But, obviously, actors move around, they travel, so the theater buildings become "home," and the superstitions are the same wherever the theater is.

Interviewer: I see. Can you give us some examples of superstitions in the theater?

Jeffrey: Well, cats are very welcome in theaters, especially black cats. There is, clearly, a practical reason for this: You don't want mice running around nibbling the costumes.

But there's more to it than that. Some actors claim that it is bad luck to wear a costume unless a cat has slept on it. I remember one actor who would leave his costume out on a chair before the opening night, hoping a cat would fall asleep on it.

Interviewer: Really?

Jeffrey: Absolutely. And many American theaters will raise the curtain and begin the play 13 minutes after the hour to make sure that they're lucky with the audience.

Interviewer: Black cats! The number 13? Those are usually considered bad luck!

Jeffrey: That's right. I think it's another way of saying, "We're different."

Interviewer: Right. And what about certain plays being considered unlucky? Could you tell us more about that?

Jeffrey: Ah, of course, Shakespeare's Macbeth. Many actors believe that it is bad luck to even say the name of the play in a theater building, so they call it "the Scottish play," or sometimes just "that play." If an actor accidentally says "Macbeth," he or she will leave the room immediately, go outside, and turn around three times to the right, then knock on the door and ask permission to come back in. This goes back to the first performance in London in 1606!

Interviewer: Is "that play" still considered unlucky?

Jeffrey: Yes, it is. Recently, television's Kelsey Grammer played Macbeth - it was a big hit. The play closed early - after just 13 performances . . .

7 Changing times

LESSON A, EX. 5 [p. 56, CD 2 Track 12]

Interviewer: Hi. I'm conducting some interviews for a research project. I was wondering if the two of you could talk to me a bit today about how you think your generation is different from that of your parents'.
Paula: Oh, sure. Well, I definitely think our generation is different from our parents' and grandparents' generation. DON'T you think so too, Chris?

Chris: Oh, totally. I mean, just in how we think about family and career. For example, in the past, people tended to think about marriage first, and career came second, or maybe not at all. I mean, lots of women were full-time mothers, and plenty of men just stayed at one job their whole lives. They didn't think too much about a lifelong career with more than one company.

Paula: Yeah, but, like, I think our generation is more concerned with education and careers, and — well, it may sound kind of irresponsible — but with enjoying life!

Chris: My father always says I'm immature when I say that, but it seems totally logical to me. To make the most of life while you're young. There's plenty of time for marriage and responsibility later!

Interviewer: I see.

Paula: I think things have really changed a lot for women in particular. They just didn't have as many career options in the old days. But now a woman can choose any career she wants.

Interviewer: OK.

Chris: Yeah, and even after marriage, it's common to see both the husband and the wife continue to work and have children later, so there's more money.

Paula: But all the focus on career and money and material things, well, I think it's changed our generation. We've come to expect more — more things — you know, technology, cell phones, computers, and all that stuff. Our parents and grandparents used to enjoy a simpler life.

Chris: Yeah, that's really true. They were less materialistic. After all, things and money don't really bring true happiness. And today's children grow up with much more stuff that they just take it all for granted.

Interviewer: Interesting!

Paula: But I still definitely wouldn't want to turn back the clock. People in the old days could be quite intolerant of others.

Chris: Like of people from other places, other nationalities, other religions.

Paula: Yeah, basically we're more accepting of differences, I think. Nowadays, we're more tolerant, and to me, that's progress!

Chris: That's true.

Interviewer: Thanks very much for your time, both of you!

Chris and Paula: No problem!

LESSON B, EX. 2  [p. 58, CD 2 Track 14]

Julia: Guess what? Today I finally finished one of my major projects.

Kent: What's that?

Julia: I finished scanning all of my old family photos and burning them onto these CDs. There were thousands of them!

Kent: Wow! Why did you do that?

Julia: Well, you know, photographs only last about 30 or 40 years before they start to break down. It's such a great feeling to know that all my memories are safe and secure for... forever! Someday I'm going to show them to my children, and my grandchildren, and after I'm gone I'll give them to...

Kent: Whoa! Hold on a second, Julia. Those inexpensive CDs you burned won't last forever either, you know!

Julia: They won't?

Kent: I'm afraid not. CDs like those could start having problems after only ten or 20 years. You'll probably need to copy them somewhere else by then, to be safe.

Julia: You're kidding! That's so inconvenient!

Kent: Well, yeah, but it's better than losing your photos. I learned the hard way that magnetic tape, you know, like in old video and audio cassette tapes, starts to have problems after 10 or 20 years. All the old movies of my grandparents are so damaged now.

Julia: That's terrible!

Kent: Yeah, I was really sad about that. But, you know, it even happens in Hollywood. Under normal conditions, film only lasts 25 to 50 years before problems start to develop. Steven Spielberg, the movie director, learned that the hard way when he took out the original film of his 1975 movie Jaws and found that it was already partially ruined!

Julia: Oh, is there anything they can do to stop it?

Kent: Well, you know, they're trying to convert a lot of these movies to digital format and save them in computer memory, or it's even possible to transfer them to extra-high quality film that lasts over 100 years. They're already working on Singing in the Rain, Dr. Zhivago, Gone with the Wind... 

Julia: Well, I don't want my photo memories to be gone with the wind. Oh, what should I do?

Kent: Well, for now, remember to use high-quality CDs, don't touch the surface with your fingers, and keep them in a dark place that's cool. Believe it or not, the refrigerator might be the best place! And keep an eye out for new technologies. I'm sure they'll come up with longer-lasting solutions in the future.

Julia: Thanks for the advice, Kent!

B Consumer culture

LESSON A, EX. 2 [p. 62, CD 2 Track 16]

1. Ben

You know, recently I've been doing a lot more shopping on the Internet because a lot of the retailers have websites, and it's so much more convenient to go right to their website and get exactly what you want. Sometimes it's fifty percent less than what you would pay if you were at a regular store. So, there's no point in going to the mall when you can just do it at home. And it's fast too. You can get things sent to you almost right away. I can get them the next day. I've done it with electronics and computers — all the stuff I'm into —
books, sporting goods . . . Uh, it's really a great deal. I love shopping on the Internet.

2. Anna
I am definitely not an Internet shopper. I don't even get the appeal of that. I'm not a catalog shopper either. I like going into a store and physically seeing the item I buy. If I'm going to wear it, I like trying it on. I even like trying things on that I'm not going to get. I like window-shopping. I really like the experience of shopping. And I would say that I like different kinds of places. Like, I really like going to a department store, especially when it's not really crowded. I don't like it during big sales or on Saturdays. I also like discount stores or variety stores to look for bargains.

8 Animals

LESSON A, EX. 2  [p. 70, CD 3 Track 2]

1. Woman
Helping Hands is an organization that trains monkeys to aid quadriplegics—people who are unable to use their arms or legs. These animals are able to perform easy but necessary tasks, such as turning electric switches on and off, fetching objects, and picking things up off the floor. They can even be taught to scratch an itch on someone's nose. How are they trained? The young monkeys are placed with foster families who love them, take care of them, and teach them the basic skills. When the monkeys are adults, they go back to the organization for more advanced training. Once the monkeys are placed with quadriplegics, they can be helpful for many years.

2. Man
These days, many nursing homes are discovering the powerful impact that animals, such as dogs, can have on their elderly residents. Owners bring in healthy dogs with good dispositions for weekly visits. Residents look forward to their arrival, often smiling and showing a true interest in the animal. They make more of an effort to walk or move their wheelchairs over to the dogs to pet them. This probably has a lot to do with the fact that dogs give everyone their attention, not caring about age, looks, or ability to speak. For some residents, it may spark fond memories of pets. The owners of the dogs also benefit from the experience. They see the happiness that volunteering their pets brings.

LESSON B, EX. 5  [p. 76, CD 3 Track 4]

We get all kinds in here . . . all kinds of people. And, you know, sometimes they've got some funny ideas about what's the right pet for them. But that's what I'm here for, you see. I set 'em straight. Take, for instance, couch potatoes. You know, people who spend most of their time sitting on a couch watching TV. Now, they might want a dog, but that would be a mistake. Dogs require a lot of care, attention, and walks. No, for couch potatoes, I think a cat or a parakeet is the right choice. Now, for outdoor sports enthusiasts, I mean people who love to get out of the house and get a lot of exercise, I think a large dog is a natural choice, you know, a perfect exercise buddy. Quiet boy! Now, where was I? Oh, right, you
know, lately, there have been quite a few of those world travelers through my shop looking to buy pets. These folks spend so much time out of the country or on the road that I wonder why they even want pets. For these folks, I often recommend a cat or small dog that the person can put in a kennel or take along in a carrier when they travel. Now, things are very different for what I call full-house – households full of family, children, and friends, with people coming and going all the time. Those folks can get any pet they choose – the more the merrier! It's easy to have a pet when there are lots of people to take care of it. Now, did I leave anybody out? Oh, yeah, the busy-as-a-bee city dwellers. They're home from work, out again for dinner, going shopping, going dancing, home just in time to go to sleep, then up early and out the door to work. For those types, I think an aquarium filled with tropical fish is the best choice. It looks cool in the apartment, and the fish are perfectly happy with the other fish. They really don't care who their owner is at all!

7-9 Communication review

EX. 4  [p. 79, CD 3 Track 6]

Announcer: Welcome to Pet Expert. Today on the show we've got Dr. Amanda Benson with us. Welcome to the show, Dr. Benson.

Amanda: Thank you, Matt. It's nice to be here.

Announcer: Now, your specialty area is the African grey parrot. What can you tell us about this bird?

Amanda: Well, first I'd like to talk a bit about who should have a pet, cover some of the basics of caring for an African grey, and answer some frequently asked questions.

Announcer: Great. But first I have a question: Is owning an African grey parrot illegal?

Amanda: No, but it is illegal to import or buy wild birds. So it's important to buy from a reputable breeder who has bred the bird in captivity.

Announcer: All right. So who should have an African grey as a pet?

Amanda: The short answer is whoever has the time, space, and interest to take care of a highly intelligent creature. An exception is people who have asthma. Greys groom their feathers with a dust that's similar to talcum powder. This may cause problems for people with asthma. Families with children should be aware that, while greys make interesting and affectionate pets, they can be unpredictable. They have very strong beaks and have been known to bite.

Announcer: You said these are intelligent birds?

Amanda: African greys are extremely intelligent and become bored quite easily. It's absolutely vital that they have stimulation and physical interaction.

Announcer: Do they need time outside the cage every day?

Amanda: Yes, most experts agree that three hours a day is vital. They can stay out all day, as long as they're supervised.

They also need toys in their cages – bells, ropes, and ladders are very popular. And there are some excellent DVDs on the market, which provide the sounds of a flock of birds, as well as visual stimulation for the parrots.

Announcer: DVDs for birds?

Amanda: Absolutely. Those don't replace human interaction with your bird, but you can put the DVD on continuous play when you're out at work, for example.

Greys need stimulation. For that reason, the cage should be located where the bird can see what's going on in the household. A light corner of the living room is a good spot.

Announcer: What about teaching parrots to talk?

Amanda: It can be very rewarding and a lot of fun. There's been some amazing research done on African greys. In fact, it seems as if they are capable of real, meaningful communication.

Announcer: Amazing, and what do parrots eat?

Amanda: Fruit, vegetables, nuts – a varied diet. Some birds are quite funny; others will eat whatever you give them. It's important not to give them avocados, though. Avocados can make a parrot very ill, or even kill it.

Announcer: How long do African greys live?

Amanda: 40 to 50 years is not uncommon.

Announcer: Wow! That's a long-term commitment. Thank you very much, Dr. Benson.

10 Language

LESSON A, EX. 5  [p. 82, CD 3 Track 8]

To start, let me say that making a presentation is often a source of anxiety for people. They usually rank it as one of the things they least want to do. It's been said that it's the third biggest fear after death! But it doesn't have to be that way. Here are some tips to make your next presentation go smoothly.

First, as a presenter, you need to consider your audience – the people who will be listening to you. Keep in mind what they want to hear from you. It's important to remember that your presentation is for them, not for some other imaginary audience.

Second, let me stress that you need to create an outline. The outline contains the ideas you need for your introduction, as well as the main point of your presentation, and, finally, your conclusion. Keep it clear and simple without too many boring details.

With your outline in hand, it's time to practice your presentation. You might choose to practice in front of a mirror, with a friend, or you might record it and listen to it afterward. Practice will make you more confident.

Next, let's talk about giving the actual presentation. Humor can be very useful at the beginning of a
presentation, as it puts the audience at ease and gets them on your side. So if you care, you should start with a joke. Puns are very important. Don’t stand up there like a stick, holding on to the table or podium with both hands. Try to look relaxed and natural, even if you’re feeling a little nervous. Eye contact is also very important, but keep in mind that you shouldn’t stare at any one person or stare too long. Keep slowly moving your eyes around the room from person to person. Your voice should sound friendly and natural, and should be expressive rather than flat.

After your presentation is complete, always welcome questions from the audience. On the other hand, too many questions from one person can be tedious for the audience, so ask those enthusiastic questioners to speak with you afterwards, one-on-one.

In conclusion, by following these tips, you should be able to enjoy your next presentation, not dread it!

**LESSON B, EX. 5**  [p. 86, CD 3 Track 10]

1.

Man: Honey, it says here on our credit card bill that someone spent 1,000 dollars on a health club membership. Was that you?

Woman: Yes, dear, I did. Fitness is so important to me, and plus, it’s a family membership, so you and the kids can use it too.

Man: That’s nice, but we really need to save money. I think you should cancel the membership.

Woman: Oh, that reminds me. Have you contacted the dentist yet for your appointment for next week? Since we’re going on vacation, you won’t be able to make it. I’m really looking forward to our trip. Aren’t you?

Man: Yes, of course, but getting back to what we were talking about, don’t you think it would be wise for us to cancel the health club membership?

Woman: Well, I suppose I do tend to spend too much. I know how you worry about money, and I don’t mean to make you angry. Sometimes I think I just can’t do anything right. I don’t know how you put up with all my . . .

Man: Never mind, honey, that’s OK. Let’s talk again after our vacation.

Woman: OK, dear. Well, I’m off to the health club. I want to look my best for our vacation!

2.

Father: This looks like a good spot, Son. I’ve got a feeling that this is where the fish are! Put down the anchor, Son. Careful! I don’t want you falling out of the boat!

Son: OK, Dad.

Father: Here’s your fishing rod, Son. Ahhh! It’s great to be out here fishing, just us and nature, isn’t it, Son? Since the beginning of civilization, it’s been the same story. Humans and their struggle to find food – the struggle for survival!

Son: Uh, Dad?

Father: Oh, I know, Son. You’re a little young to understand. When you get to be my age, you start to look at life a little differently. You start to see the big picture and . . .

Son: Uh, Dad, uh, could I say something, Dad?

Dad: You don’t have to say anything, Son. I understand. You’re glad I took you on this fishing trip, you’re happy to be with your old dad in this beautiful place, and . . .

Son: I just wanted to say that there’s a hole in the boat.

Dad: A hole in the boat? Why didn’t you tell me? Quick, start the engine! Let’s get back to dry land!

3.

Donna: Hello?

Jean: Hi, Donna!

Donna: Hi, Jen! I was just thinking of calling you!

Jean: Really? What a coincidence! Well, anyway, I’m calling for a very special reason. This Friday evening, I’m planning a party at my house. It’s my birthday, and I’m inviting about 30 friends over. Would you like to come?

Donna: Oh, thanks for asking, Jen, but I’m afraid I can’t make it.

Jean: Can’t make it? What do you mean? It’s going to be such a great party! I’ve hired a caterer and a band – everything’s going to be first class! Is it transportation? I’d be happy to pick you up.

Donna: That’s really nice of you, but that’s not the reason I can’t come.

Jean: Well, what is the reason, then?

Donna: Well, Friday is my birthday too, and I’m having a party at my house too. In fact, I was planning to invite you!

11 Exceptional people

**LESSON A, EX. 5**  [p. 90, CD 3 Track 12]

Man: Do you want to be a high achiever?

Crowd: Yes!

Man: Then you’re going to have to know like a high achiever! Are you ready to change the way you think?

Crowd: Yes!

Man: Are you willing to change the way you do things?

Crowd: Yes!

Man: Then it sounds like you’re ready to be high achievers!

Man: The first thing you’ve got to keep in mind is that life is a constant process of learning. The secret of any kind of success is education. And we’ve all able to take in much more information than we think we can. People who aim to be high achievers can take advantage of this in a number of ways. For example, no matter what you’re trying to achieve, make sure to absorb information about it every day: get books, articles, CD-ROMs, DVDs, and search the Web. Do whatever you can to increase your knowledge in your chosen field. And, wherever they’re
available, take courses that will build your knowledge in the areas you're interested in. In conversations with many high achievers over the years, I've come to understand that high achievers always accept total responsibility for their situation. In order to develop this quality in yourself, practice not blaming other people for your failures. Also, try not using difficult situations as excuses. High achievers know that the keys to success are always in their hands, but that it's their responsibility to use them.

Now we come to the quality of high achievers that I think many people have the most trouble developing in themselves. I'm talking about the vital quality of being a risk taker. Now, if you're already willing to take risks, that's great. If not, you've got to practice doing after opportunities that are a little risky. Think of something you've always wanted, but were afraid to try for. Then, go for it, even if you're going out of your comfort zone. Remember, no pain, no gain!

Creativity is another quality that all high achievers share. Creativity involves trying to think about things in new and different ways. The next time you're faced with a difficult problem, brainstorm as many possible solutions as you can. You'll find that the first solutions you think of are rarely the best ones, while the last ones tend to be the most creative. Another good idea is to start a creativity diary. During the week, jot down those creative ideas you'd otherwise just forget. Then, at the end of the week, go over them and see which ones you can use...

Now, everyone, it's time to break into work groups to practice some of the ideas we've learned...

LESSON B, EX. 2 [p. 92, CD 3 Track 14]

1. Liu Lan
   Who influenced me the most? Oh, that's an easy one. That would be my mother's mother, my grandmother. She came to live with us after my grandfather died, so she was always around while I was growing up. She did a great job helping my mother and father, and also us kids. She was such a strong woman, and very smart, too, you know? It's hard to explain, but she was kind of like the "plus" of the family; she somehow, without saying it directly, managed to communicate to us the importance of family, of staying close as a family. Another thing she used to teach us was respect — respect for our parents, for her, but also respect for all people. When I think back on it, I feel that my grandmother was really an amazing woman.

2. Chu-lan
   My parents were a really strong influence in my life, and I love them very much. I suppose a lot of people would tell you the same thing, but for me it's really true. They brought me and my brother and sister over from Taipei when we were in junior high because my father's company transferred him to New York. He and my mother, well... they had to learn a different language, a different culture, you know, everything. They were very successful here, but they also maintained close ties with family in Taipei. They made sure that we were proud of both our heritages and learned about them. The other big thing for them was always succeeding in our studies and interests. From a young age, they always encouraged us to contribute to the family by doing well in school, and as teens they also encouraged us to join clubs and get summer internships in fields we enjoyed. They taught me that if you work hard, good grades and success will follow. I'm really thankful for my parents.

12 Business matters

LESSON A, EX. 2 [p. 96, CD 3 Track 16]

1. Woman
   I always dreamed of working for myself and opening my own restaurant. I... I always loved cooking. So when it came time for college, I knew that the Cooking Institute was definitely the place for me. And when I graduated, I... I couldn't wait to get started. Well, that was probably my first mistake. I didn't go slowly. I picked a building for my restaurant that had a lot of charm, but it was in a residential neighborhood where parking was really difficult. I didn't have enough regular customers because people didn't really drive by and see it. At first, I thought it was great to not have any competition. Had I realized then that other restaurants in the area were necessary to create more business, I would have known it was a bad sign. My other mistake was that I wanted to serve only the best and use organic food and exotic ingredients. Well, the problem with that was I had to charge a lot of money for the meals. That didn't help business either. Had I known then what I know now, I'm sure I wouldn't have failed.

2. Man
   When I was in my early 20s, I was always looking for some way to get rich quick. I was working for this delivery company, and I was really unhappy there. Anyway, when I saw this advertisement saying that I could start my own real-estate business, I jumped at the chance. Their system was to buy foreclosed houses — houses put up for auction because owners fell behind in their monthly loan payments. I bought several houses for a really low price, without even visiting the houses to see where they were and what condition they were in. Had I looked at them first, I never would have bought them. They were deep in the woods on a dirt road with no plumbing... one even had a bear living under the front porch. There were just too many problems to work around, so I sold them the next month at a big loss, got out of the real-estate business, and begged my boss at the delivery company to take me back. I'm thankful he did!

LESSON B, EX. 5 [p. 102, CD 3 Track 18]

1. Anne
   I attended a workshop on how to communicate better with the people I work with. It's funny because the leader set up ground rules right away and wrote them on the board. Some people laughed and said they felt like they were in kindergarten. The rules were pretty basic. Don't interrupt other people when they're talking. Don't take things too personally. Criticize ideas, not people. And respect differences. We could see during the workshop how those little rules kept things flowing much more smoothly. I found that I've been remembering them at work too.
2. Thomas
OK, well, last week I went to a workshop on how to solve problems by working in small groups. The workshop coordinator started off by breaking the class into groups of six. Each group chose a leader, a recorder, and a spokesperson. We all had to discuss a problem and brainstorm ideas. The leader didn’t make decisions... she just made sure that everyone spoke. The recorder wrote an objective summary of the group’s conclusions. Then the spokesperson reported our results to the rest of the workshop and answered any questions. We all learned the benefit of addressing work-related problems as a group and joining together to come up with a solution. I think this system is definitely better than just trying to tackle a problem separately. It’s less stressful, and sharing different ideas helps you come to an interesting solution sometimes.

3. Paulina
Well, I attended a role-playing workshop in the store where I work. All the managers and salespeople got together and took turns pretending to do the other person’s job, as well as playing the part of the customer. The leader would give us a scenario, like “An angry customer tells the salesclerk that he wants to speak to the manager.” Well, that’s a common one! Well, anyway, we would role play the situations for five minutes and then analyze it. You know, it was actually very interesting to put yourself in someone else’s shoes. It helps you to better understand the needs and concerns of your fellow workers, supervisors, and customers.

10-12 Communication
review

EX. 2  [p. 104, CD 3 Track 20]

Professor: Good morning, everyone. This is the first of three sessions we’ll have on the topic of “The Good Language Learner.” All of you should have been sent the course work. I hope everyone has had a chance to prepare for the reading. How many of you have the notes and have done the readings? Show of hands! Everyone’s done that? Ah, good, then at least some of you will know what I’m talking about even if I don’t.

OK, to start, let’s brainstorm some of your ideas about the characteristics of good language learners. I’m interested in hearing about your own experiences and opinions, as well as what you’ve read.

All right, Helen, why don’t you get us started?

Helen: OK, well, to begin, I think the majority of successful language learners are highly motivated.

Professor: Good, fine. What else?

Helen: I think they need to be willing to take risks and to generally be inquisitive.

Professor: Good. Highly motivated, risk-taking... why do you think risk-taking is important?

Student’s Book audio scripts  T-265
Workbook answer key

1 Relationships

LESSON A • The best of friends

1 Grammar
- Separable: cheer (me) up, bring out (the best), puts (me) down, turn (be) down
- Inseparable: come by, run into, open up, do without
- Three-word verbs: stand up for
- Intransitive: drift apart

2 Vocabulary
- 2. enduring
- 3. admire
- 4. harmonize
- 5. benefited
- 6. empathizes

3 Grammar
- 2. cheer her up
- 3. turned him down
- 4. do without
- 5. ran into
- 6. drifted apart

4 Grammar
- Answers will vary.

5 Writing

A
- 1. Be a person that your friend can trust.
   Know when to give advice and when to keep silent.
   Pay attention to what your friend thinks and feels.
- 2. Join clubs and other organizations related to your interests or hobbies.
   Sign up for a class, such as painting or cooking.
   Participate in community service activities, such as working with the elderly.

B
- 3. Use the telephone or send e-mail messages.
   Get together and travel whenever possible.
   Write letters, send birthday and holiday cards, and send presents.
- Answers will vary.

LESSON B • Make new friends, but keep the old . . .

1 Grammar
- 2. Circle: tend to be
   Underline: appreciate spending, enjoy sharing
- 3. Circle: intend to start
   Underline: considering entering, suggest starting

2 Grammar
- 2. sharing
- 3. to go out
- 4. to be invited
- 5. to hang out / hanging out
- 6. going
- 7. talking / to talk
- 8. reconnecting

3 Vocabulary
- 2. reunion
- 3. rebuild
- 4. blurring
- 5. redefine
- 6. rehab
- 7. resurfaced
- 8. reconnecting

4 Grammar
- Answers will vary.

5 Reading

A
- 2. unite
- 3. middle aged
- Answers will vary.

B
- Check items 2, 3, and 4.
2 Clothes and appearance

LESSON A • The way we dress

1 Grammar
2. g 5. h 8. f
3. d 6. b 9. a
4. e 7. c

2 Vocabulary
2. chic 6. retro
3. conservative 7. functional
4. stuffy 8. funky
5. sloppy

3 Grammar
2. to put 6. spending
3. to look 7. to donate
4. buying 8. to feel
5. to avoid

4 Grammar
Answers will vary.

5 Writing
A
Thesis statement 1:
Getting dressed up can be a lot of fun if you have the right attitude.

Thesis statement 2:
I feel that young people need to reject pressure to dress stylishly.

B
Answers will vary.

C
Answers will vary.

LESSON B • How we appear to others

1 Grammar
What I noticed first was the three inches he grew.
What struck me most about my brother was how grown up he seemed.
What I realized at the end of the visit was that I have a really terrific brother!

2 Grammar
Possible answers
2. What I liked best was her eyes.
3. what struck me was what she did with her hair.
4. what I admired was her voice.

3 Vocabulary
2. sinister 6. intense
3. arrogant 7. intellectual
4. sympathetic 8. innocent
5. trustworthy

4 Grammar
Answers will vary.

5 Reading
A
1. willing to listen, engaged in conversation
2. willing to listen, not engaged in conversation
3. not willing to listen, engaged in conversation
4. not willing to listen, not engaged in conversation

B
Answers from left to right
fugitive reflective responsive combative
3 Science and technology

LESSON A • Good science, bad science

1 Grammar

2. The abacus is the earliest form of mechanical computing.
4. It consists of a wooden frame with wires that are strung together.
5. On the wires are beads, which represent units.
7. A skilled operator can make calculations on it very quickly.

2 Vocabulary

2. problematic 5. unethical
3. confidential 6. audacious
4. hazardous 7. prudent

3 Grammar

2. X 7. X
3. an 8. a
4. the 9. X
5. a 10. a
6. a 11. the

4 Grammar

Answers will vary.

5 Writing

A

Possible answers

Paragraph 1:
With advances in computer technology, you can pay your bills online and on time.

Paragraph 2:
It's relatively easy to open an electronic bill-paying account. Most banks offer confidential services, usually with little or no fee.

Paragraph 3:
Once you establish your electronic account, you can decide when and who to pay by simply filling in the proper account information. If you prefer to initiate the payments yourself, you can tell your account to make a payment immediately. Or you can set your account up to pay your bills automatically.

Paragraph 4:
One of the most surprising benefits of online bill paying is that you're helping the environment. By paying bills online, you save trees by not using paper bills and envelopes. You also help cut back on air pollution because your bill doesn't need to be carried by trucks or airplanes.

B

1. There are a number of convenient ways to set up an electronic bill-paying account.
2. Not only do you benefit from paying bills online by reducing your stress, the environment benefits as well.

LESSON B • Technology and you

1 Grammar

2. Reason 5. Different time
3. Same time 6. Same time
4. Reason 7. Reason

2 Grammar

Possible answers

2. Having watched a show about alternative energy, Diego bought a hybrid car.
3. Being a resourceful person, Bella built her own computer.
4. Having downloaded too many files, Dan crashed his laptop.
5. Celia is in her car listening to satellite radio.
6. Being an adventurous person, Ken signed up for an eco-adventure tour in Belize.

3 Vocabulary

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

4 Grammar

Answers will vary.

5 Reading

A
going wild and out of control

B

1. b 2. a 3. a 4. a
4 Superstitions and beliefs

LESSON A • Superstitions

1 Vocabulary
2. f 3. d 4. c 5. a 6. g 7. b

2 Grammar
The care of babies is the subject of many superstitions in the United States. For example, some parents say that something is wrong if their baby gets his or her teeth late. But scientists assert that late teething is irrelevant to physical or mental growth. Some people believe that babies who are frightened by strangers will be insecure. This is simply untrue, according to child psychologists. Some parents believe that their babies will walk faster if they wear shoes. The experts say that this, too, is a myth — babies who go barefoot develop their muscles more rapidly. What about fat babies? Traditionally, people have assumed that fat babies are healthy, but today’s research reports that they tend to become overweight adults. Parents who want the best for their children should do their research rather than blindly following superstitions.

3 Grammar
2. To keep the monster away, I felt [that] I had to adjust the covers over me.
3. I assumed [that] my stuffed bear would help me.
4. I doubted [that] my parents would believe me.

4 Grammar
Answers will vary.

5 Writing
A
1. c 2. b 3. f 4. d

LESSON B • Believe It or not

1 Grammar
On October 30, 1938, perhaps the most famous broadcast in the entire history of radio took place. Heard all over the United States, the broadcast reported that a spacecraft from Mars had landed in a small town in New Jersey. It was said that the Martians were attacking the surrounding area with a “death ray.” Radio reporters also claimed that three huge war machines had emerged from the spacecraft. After much destruction, it was reported that the Martians were dying. Specialists suggested that the Martians had no resistance to Earth’s infectious diseases.

Of course, this story was just a radio play, written and produced by a famous actor, Orson Welles, but many people believed it. It was reported that there was widespread panic throughout the country, especially in New Jersey. It has been suggested that Welles’s broadcast offers many lessons about how the mass media can affect people.

2 Vocabulary
2. convincing 6. conceivable
3. well-founded 7. dubious
4. iffy 8. credible
5. believable

3 Grammar
2. It’s reported [that] every continent on earth has a city named Rome.
3. It’s said [that] the longest word in English without a vowel is “rhythm.”
4. It’s believed [that] in a baby’s first year of life, parents lose between 400 and 750 hours of sleep.
5. It’s believed that items like plastic cups and toys take 500 years to break down.
6. It’s claimed [that] about 100 hairs fall from a person’s head each day.

4 Grammar
2. It’s believed [that] the average American child watches 20,000 commercials each year.
3. It’s said that one hour of vigorous exercise extends your life by two hours.
4. It’s claimed [that] a cure for cancer will be found in ten years.
5. It’s reported [that] animals can predict earthquakes.

5 Reading
A
1. b 2. a 3. c
B
1, 2
5 Television and reading

LESSON A • Television

1 Grammar
2. so little 5. so many
3. so 6. so few
4. so much

2 Vocabulary
2. soap opera 6. documentary
3. news program 7. cartoon
4. sports program 8. sitcom
5. talk show 9. reality TV

3 Grammar
Possible answers
2. Soap operas are so addictive that many people watch them every day.
3. Nature documentaries are such fascinating programs that I watch as many of them as I can.
4. News programs can be so superficial that little information can be learned from them.
5. Reality TV is so inexpensive to produce that TV networks schedule them every night.
6. Some stars of TV drama series are such good actors that they are successful in movies too.

4 Grammar
Answers will vary.

5 Writing
Answers will vary.

LESSON B • Trends in reading

1 Vocabulary
2. insipid 5. engrossing
3. riveting 6. inspiring
4. touching 7. clichéd

2 Grammar
2. Apparently in May, but copies will be available to me in April.
3. Supposedly, the author used materials from other books without giving credit to the original authors.
4. The writer probably didn’t even like The Beatles.
5. Obviously, you like that kind of book!

6. Yes, but unquestionably, a more careful reading reveals deeper meaning.

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3 Grammar
Possible answers
2. Young people today are frankly not interested in reading newspapers.
3. There is definitely a magazine for almost any interest a person might have.
4. Young adults would probably read more if they had access to technology like online libraries and e-books.
5. Because of the Internet, newspapers and magazines will potentially disappear in the future.

4 Grammar
Answers will vary.

5 Reading

A
1. two days 2. Farsi

B
1. The Kite Runner 4. Marley & Me
2. Both 5. The Kite Runner

T-270 Workbook answer key
6 Musicians and music

LESSON A • A world of music

1 Grammar
2. harder 5. less
3. more 6. better
4. faster

2 Grammar
2. better 3. less 4. longer 5. sooner

3 Vocabulary
Answers will vary.

4 Grammar
Answers will vary.

5 Writing

A
Possible answers
Live music:
You listen with many other people.
You can't adjust the volume.
You can listen only when musicians are playing on stage.
Recorded music:
You can't see the musicians while you listen.
You can adjust the volume.
You can listen to a song over and over.
You can listen to music in any order you'd like.
You can turn off or skip songs you don't like.
Live music and recorded music:
Sometimes you hear music you don't like.
You can sing along with your favorite songs.
You can hear music by well-known artists.
You can listen to any kind of music you're in the mood for.

B
Answers will vary.

LESSON B • Getting your big break

1 Vocabulary
2. make 6. get
3. be 7. be
4. break 8. make
5. get

2 Grammar
2. will practice 5. would turn up
3. will surf 6. would listen
4. won't spend / will not spend

3 Grammar
✓ 2. Before the band got popular, it would never play before a sellout crowd.
✓ 5. In the past, the band would play only hard rock songs.
✓ 6. Although the band used to give autographs after a show, these days security guards will not let fans backstage.

4 Grammar
Answers will vary.

5 Reading

A
having to do with the brain

B
Changing times

LESSON A • Lifestyles in transition

1 Grammar
2. that
3. which
4. that
5. who
6. that
7. which
8. whose

2 Grammar
R 2. Many people who/that find the time to work out regularly at a gym stay fit.
Q 3. For the best results, it's important to find a gym (that/which) you like.
R 4. It may be a good idea to hire a trainer who/that can work with you privately.
R 5. Your trainer can give you advice that/which can help you avoid injuries.
Q 6. If you get bored at the gym, try bringing an MP3 player (that/which) you can listen to while you exercise.

3 Vocabulary
2. indecisive
3. logical
4. consistent
5. Inconsiderate
6. responsible

4 Grammar
Answers will vary.

5 Writing
A
1. I feel it is very important for families to have regular meals together.
2. The focus of the second paragraph is how they decided on the days to have dinner together.
3. The focus of the third paragraph is how the family dinners went.
4. The idea of having regular family meals together, which seemed difficult at first, has brought about many positive changes in our lives.
B Answers will vary.

LESSON B • Preserving the past

1 Grammar
2. as if
3. as though
4. as
5. the way
6. As
7. as if
8. like

2 Vocabulary
2. b
3. f
4. d
5. e
6. a

3 Grammar
Answers will vary.

4 Grammar
Answers will vary.

5 Reading
A
2. subtract
3. sharp as a tack
4. ripe old age

B Check: 1, 2, 4
**8 Consumer culture**

**LESSON A • What's new on the market?**

1 **Grammar**
2. Advertising is useful because it tells us news about improved products.
3. The salesperson recommended the plasma-screen TV to @.
4. Someone had to explain the new printer to @.
5. This GPS system must have cost a lot of money.
6. You should mail this card to the company for a rebate.
7. Online auction sites offer @ shoppers great ways to save money.
8. I don't shop online because I like to ask people in person.

2 **Grammar**
2. The salesperson recommended the IXL-6000 to the woman.
3. He described the main features to her.
4. The woman asked him the price.
5. The salesperson told her $2,100.
6. She said nothing to him for a moment.
7. The salesperson offered her a discount.
8. She gave the money to the salesperson.

3 **Grammar**
Answers will vary.

4 **Vocabulary**
Answers will vary.

5 **Writing**
A
1. b, c
2. a, b
3. a, b

B
Answers will vary.

**LESSON B • Consumer awareness**

1 **Grammar**
Dear Mr. Munson:
I saw the sales flyer for Munson's Market, and I felt it was imperative that I write you. All the food on sale this week is snack food or highly processed food. Although I buy these foods occasionally, I suggest that healthy food be on sale too. It's crucial that people have the chance to buy affordable healthy foods, and I recommend that your supermarket start putting them on sale. I also propose that you offer a larger selection of fresh fruits and vegetables. Many people don't buy fresh foods because they just don't know about them. I think it's essential that your customers get the chance to incorporate these foods into their meals. Thank you.

Marcella Gorman

2 **Grammar**
2. It is vital that children eat fast food only once or twice a month.
3. It is crucial that parents read reviews before their children see a movie.
4. We insist that the government do more to prevent kids from dropping out of school.

3 **Grammar**
Answers will vary.

4 **Vocabulary**
Answers will vary.

5 **Reading**
A
Check: buying more than necessary, feeling sad, avoiding long-term problems

B
1. c 2. b 3. b
LESSON A • Animals in our lives

1 Grammar
2. whenever 4. where
3. whenever; whenever 5. When

2 Grammar
2. Wherever I went, there were dogs running around without leashes.
3. She looks like that whenever she sees a bird outside.
4. Whenever I watch fish swimming, I feel calm.

3 Vocabulary
2. tail 6. talons 10. gills
3. fangs 7. fin 11. wing
4. horns 8. hooves 12. paws
5. feathers 9. antennae

4 Grammar
1. Whenever I see a puppy, I want to get one.
2. Pet reptiles should be kept where there is sunlight and fresh air.
3. Whenever people have pets, they should have time to care for them.
4. A caged bird cannot fly wherever it chooses to go.

5 Writing
A
1. a. Yes b. Yes c. No d. No
2. a. Yes b. Yes c. Yes d. No
3. a. Yes b. Yes c. Yes d. No

B
Answers will vary.

LESSON B • People and their pets

1 Grammar
2. Whatever 5. Whoever
3. whatever 6. Whatever
4. whoever

2 Vocabulary
Possible answers
2. I can’t go because I’m as sick as a dog.
3. She’s as quiet as a mouse.
4. My sister is as busy as a bee.
5. He’s as sly as a fox.
6. My dog is as gentle as a lamb.

3 Grammar
Answers will vary.

4 Grammar
Answers will vary.

5 Reading
A
Answers will vary.

B
a. 5  d. 9  g. 8
b. 2  e. 6  h. 4
c. 7  f. 3  i. 1
10 Language

LESSON A • Communication skills

1 Grammar

2. explained
3. should tax
4. might have
5. cheered
6. was offered
7. will be defeated

been delivered

2 Grammar

2. I have been told that I have good presentation skills.
3. Foreign languages should be taught beginning in elementary school.
4. The language that is heard on the street these days is full of slang.
5. The best-selling author was being interviewed on TV.

3 Vocabulary

2. In addition / Furthermore, many working moms are very tired!
3. Similarly / Likewise, we work hard at our jobs.
4. Nevertheless / Yet, you should take care of yourself too.
5. First / First of all, take ten minutes a day to breathe and relax.
6. Second, remember you don’t have to solve everyone’s problems!
7. To sum up / In conclusion, enjoy the resources being offered today at the Working Moms Conference.

4 Grammar
Answers will vary.

5 Writing

A
1. Internet sources are trustworthy and should be used.

Internet sources are more convenient to research than books in libraries.

Internet sources usually contain more up-to-date information than books.

Internet sources are fair and balanced, providing knowledgeable information.

2. Internet sources are unreliable and shouldn’t be used.

Internet sources can be intentionally misleading and contain false information.

Internet sources can suddenly disappear with no explanation.

Internet sources can be summaries of lengthier articles, leaving important information out.

LESSON B • Natural language

1 Grammar

2. uses
3. choose
4. are
5. understands
6. tend
7. include / includes
8. feel

2 Grammar

Possible answers

2. Half of the students do it just for fun.
3. A majority of the students expect to get a better job.
4. None of the students need to be able to read literature in the language.
5. A minority of the students have to because it’s a required subject.

3 Vocabulary

2. talk behind your back
3. talking my ear off
4. has a sharp tongue
5. stick to the point
6. loves to hear himself talk
7. talk me into something

4 Grammar

Answers will vary.

5 Reading

A

2. status quo
3. condemning
4. merit
5. rationale

B

1. No
2. No
3. Yes
11 Exceptional people

LESSON A • High achievers

1 Grammar

Possible answers

2. In my opinion, the politician’s speech was long-winded.
3. I was confused by the fast-talking salesperson.
4. Maxwell’s is not a well known restaurant. / Maxwell’s is a little known restaurant.
5. The famous conductor is widely recognized.
6. Dr. Kendall is a thought-provoking professor.
7. Katy made a good impression at the interview because she was so well dressed.

2 Vocabulary

2. absent-minded 6. open-minded
3. warm-hearted 7. narrow-minded
4. empty-headed 8. cold-hearted
5. hardheaded

3 Grammar

Answers will vary.

4 Writing

A

1. 1939 2. 15 years 3. 1958

B

a. 6  b. 1  c. 2

LESSON B • People we admire

1 Grammar

Without a doubt, my most fondly remembered teacher was Mr. Hill, my college French professor. He was the most kind-hearted man, and he always showed concern for his students. He went out of his way to make us feel comfortable in class, so we never felt nervous or anxious. He was the hardest-working teacher I’ve ever had, which made it easy to learn. When he taught us to speak, he was very good. He truly loved French culture, so the cultural lessons were the most thought-provoking.

He made me feel that I was looking through a window into another world, and he made me want to be a part of that world. I guess I never learned much French — it’s not the most easily acquired language — but I did learn how good a teacher can be and how rewarding it can be to learn about another culture.

2 Grammar

2. the most hard-working / the hardest-working
3. the most heartbreakingly convincing
4. the most widely downloaded
5. the most highly respected
6. the most breathtakingly beautiful

3 Grammar

Answers will vary.

4 Vocabulary

2. through 6. to
3. with 7. on
4. after 8. to
5. after

5 Reading

A

Check: 3, 5

B

1. MSF 4. Red Cross
2. MSF 5. MSF
3. Red Cross
12 Business matters

LESSON A • Entrepreneurs

1 Vocabulary
2. off
3. against
4. around
5. on
6. toward

2 Grammar
2. Yes
3. No
4. Yes
5. Yes
6. No
7. Yes
8. Yes

3 Grammar
Possible answers
2. Had the man not entered the speech contest, he wouldn't have won first prize.
3. Had the woman not taken the class, she wouldn't have started her own business.
4. Had the couple not gotten the cat, they wouldn't have had all the kittens.
5. Had the woman not seen the sale sign, she wouldn't have bought her new computer.
6. Had the man not taken a number, he would never have been waited on.

4 Writing
A Sentences that do not belong
It is very kind of you to read this letter.
You have probably never had a candidate as qualified as I am!
None of my current customers wants me to leave.

B Answers will vary.

LESSON B • The new worker

1 Grammar
2. e 3. a 4. c 5. b
2 Grammar
Answers will vary.
3 Grammar
Answers will vary.
4 Vocabulary
Answers will vary.
5 Reading
A having to do with life
B Possible answers
1. Biofeedback is used to assess the potential for injury on the job.
2. Many people don’t believe in handwriting analysis as a valid method for assessing job candidates.
3. Lawyers have filed charges opposing recruitment practices that appear to be discriminatory.
4. The traditional interview is still considered to be one of the best recruitment methods.
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