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Passages

Third Edition

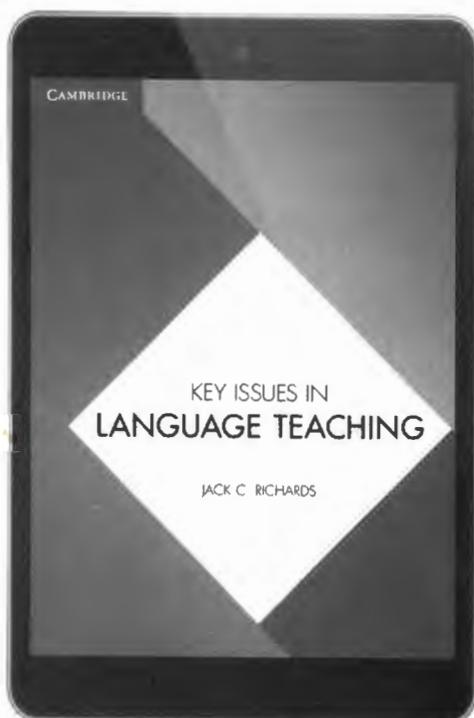
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Passages

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Plan of **BOOK 1**

	FUNCTIONS	GRAMMAR	VOCABULARY
UNIT 1 Friends and family pages 2–9			
A What kind of person are you? B Every family is different.	<ul style="list-style-type: none"> Describing personalities Expressing likes and dislikes Describing personal change Stating advantages and disadvantages 	<ul style="list-style-type: none"> Verbs followed by gerunds Noun clauses after <i>be</i> 	<ul style="list-style-type: none"> Personality collocations Compound family terms
UNIT 2 Mistakes and mysteries pages 10–17			
A Life lessons B I can't explain it!	<ul style="list-style-type: none"> Describing rules and obligations in the past Giving advice about the past Speculating about past events Offering explanations about past events 	<ul style="list-style-type: none"> Past modals and phrasal modals of obligation Modals with multiple uses 	<ul style="list-style-type: none"> Collocations with <i>problem</i> Verbs of belief
UNIT 3 Exploring new cities pages 18–25			
A Popular destinations B My kind of town	<ul style="list-style-type: none"> Describing and giving information about places Stating preferences Presenting contrasting information Categorizing and evaluating issues 	<ul style="list-style-type: none"> Defining and non-defining relative clauses Order of modifiers Connecting contrasting ideas 	<ul style="list-style-type: none"> Features of cities Compound terms for towns
UNITS 1–3 Communication review pages 26–27			
UNIT 4 Early birds and night owls pages 28–35			
A It's about time! B Tossing and turning	<ul style="list-style-type: none"> Describing routines and habits Giving advice Explaining reasons and conditions Giving interpretations of meaning 	<ul style="list-style-type: none"> Reduced time clauses Clauses stating reasons and conditions 	<ul style="list-style-type: none"> Phrasal verbs related to energy and sleep Expressions related to sleep
UNIT 5 Communication pages 36–43			
A Making conversation B It's personal.	<ul style="list-style-type: none"> Describing types of conversationalists Talking about appropriate behavior Starting a conversation Making small talk Reporting what someone else has said 	<ul style="list-style-type: none"> Infinitive and gerund phrases Reported speech 	<ul style="list-style-type: none"> Terms to describe behavior Expressions for reported speech
UNIT 6 What's the real story? pages 44–51			
A That's some story! B Storytelling	<ul style="list-style-type: none"> Presenting information in chronological order Narrating news events Organizing and presenting information 	<ul style="list-style-type: none"> Present perfect vs. simple past Present perfect vs. present perfect continuous Adverbs with the simple past and past perfect 	<ul style="list-style-type: none"> News events Storytelling expressions
UNITS 4–6 Communication review pages 52–53			

SPEAKING	LISTENING	WRITING	READING
<ul style="list-style-type: none"> ■ Finding out what personality traits you have in common with your classmates ■ Comparing personal profiles ■ Talking about how you have changed or how you would like to change ■ Comparing families 	<ul style="list-style-type: none"> ■ Two people describe how they have changed ■ Two people compare similarities and differences between their families ■ A young man describes his recent family reunion 	<ul style="list-style-type: none"> ■ Identifying the topic sentence in a paragraph ■ Writing a paragraph about your most positive or negative quality 	<ul style="list-style-type: none"> ■ "From Circle of Friends to Modern Tribe": A group of friends can function as a family
<ul style="list-style-type: none"> ■ Talking about past mistakes ■ Comparing reactions to a news story ■ Discussing what might have caused three mysterious events ■ Making guesses about unusual questions ■ Comparing opinions about a real-life unexplained event 	<ul style="list-style-type: none"> ■ A man talks about a bad decision he made ■ Three people talk about how they dealt with their problems ■ Two people talk about everyday mysteries 	<ul style="list-style-type: none"> ■ Brainstorming topic sentences and supporting ideas ■ Writing a paragraph with dos and don'ts 	<ul style="list-style-type: none"> ■ "Amnesia Spoils Newlyweds' Bliss": A man loses his memory after his wedding
<ul style="list-style-type: none"> ■ Explaining why you'd like to visit a particular city ■ Choosing the right city for a particular purpose ■ Deciding which city is best to live in ■ Describing your hometown ■ Discussing quality-of-life issues 	<ul style="list-style-type: none"> ■ A TV show introduces two exciting cities ■ Two foreign students explain what they like about their host city ■ Two Sydney residents talk about the city 	<ul style="list-style-type: none"> ■ Organizing ideas with a mind map ■ Writing a paragraph about a place you know 	<ul style="list-style-type: none"> ■ "Rivals with a Lot in Common": The rivalry between two major Australian cities
<ul style="list-style-type: none"> ■ Discussing personal energy levels ■ Talking about how to deal with stress ■ Giving advice on sleep and energy levels ■ Talking about sleeping habits ■ Interpreting dreams 	<ul style="list-style-type: none"> ■ Three people describe methods they use to lower stress ■ Two people describe their dreams and try to interpret them 	<ul style="list-style-type: none"> ■ Choosing the best topic sentence ■ Writing a paragraph giving advice on good habits 	<ul style="list-style-type: none"> ■ "To Sleep or Not to Sleep?": People are sleeping fewer hours than ever before
<ul style="list-style-type: none"> ■ Discussing conversational styles ■ Discussing awkward social situations ■ Determining appropriate topics for small talk ■ Comparing who you confide in ■ Recounting an interesting conversation 	<ul style="list-style-type: none"> ■ People make small talk at parties ■ Two people tell some interesting news 	<ul style="list-style-type: none"> ■ Making an outline ■ Writing about a cultural rule 	<ul style="list-style-type: none"> ■ "Cell Phone Personality Types": What kind of cell phone user are you?
<ul style="list-style-type: none"> ■ Determining if a story is true or false ■ Presenting a recent news story ■ Discussing how you follow the news ■ Telling stories about uncomfortable situations 	<ul style="list-style-type: none"> ■ A radio news broadcast ■ Two people describe complicated experiences ■ An actor describes some embarrassing moments 	<ul style="list-style-type: none"> ■ Putting events in chronological order ■ Writing a narrative paragraph 	<ul style="list-style-type: none"> ■ "It Happened to Me!": Two comical personal anecdotes

	FUNCTIONS	GRAMMAR	VOCABULARY
UNIT 7 The information age pages 54–61			
A A weird, wired world B Information overload	<ul style="list-style-type: none"> Talking about trends Participating in a debate Giving opinions 	<ul style="list-style-type: none"> Passive of present continuous, present perfect, future Negative and tag questions for giving opinions 	<ul style="list-style-type: none"> Technology buzzwords Expressions for connecting ideas formally Words for forms of communication
UNIT 8 Putting the mind to work pages 62–69			
A Exploring creativity B Ideas that work	<ul style="list-style-type: none"> Describing job qualifications Offering solutions to problems Commenting on facts Analyzing reasons 	<ul style="list-style-type: none"> Reduced relative clauses Non-defining relative clauses as sentence modifiers 	<ul style="list-style-type: none"> Qualities of creative people Collocations for problem solving
UNIT 9 Generally speaking pages 70–77			
A How typical are you? B Problems and solutions	<ul style="list-style-type: none"> Comparing customs and habits Presenting contrasting information Making generalizations Talking about past habits 	<ul style="list-style-type: none"> Clauses and phrases showing contrast and exception Past habitual with <i>used to</i> and <i>would</i> 	<ul style="list-style-type: none"> Expressions related to accepting or changing things Expressions with <i>keep</i> and <i>stay</i>
UNITS 7–9 Communication review pages 78–79			
UNIT 10 The art of complaining pages 80–87			
A That really bugs me! B Let's do something about it!	<ul style="list-style-type: none"> Describing everyday annoyances Describing complaining styles Making and responding to complaints Identifying ways to avoid problems Discussing advice 	<ul style="list-style-type: none"> Relative clauses and noun clauses Simple and complex indirect questions 	<ul style="list-style-type: none"> Expressions with <i>drive</i>, <i>get</i>, and <i>make</i> -<i>ed</i> words that describe feelings
UNIT 11 Values pages 88–95			
A How honest are you? B Taking stock	<ul style="list-style-type: none"> Discussing hypothetical situations Talking about values Expressing wishes and regrets 	<ul style="list-style-type: none"> Present unreal conditional with <i>unless</i>, <i>only if</i>, and <i>even if</i> Wishes and regrets 	<ul style="list-style-type: none"> Forming antonyms with prefixes Adjectives that describe ethics and attitudes Adjectives and nouns referring to personal values
UNIT 12 Moving around pages 96–103			
A Culture shock B Traveler or tourist?	<ul style="list-style-type: none"> Predicting the future Comparing and contrasting customs Making hypotheses Giving advice Describing preferences 	<ul style="list-style-type: none"> Future perfect and future perfect continuous Mixed conditionals 	<ul style="list-style-type: none"> Expressions ending with prepositions Compound adjectives
UNITS 10–12 Communication review pages 104–105			
GRAMMAR PLUS: Additional grammar practice and explanation pages 106–129			
VOCABULARY PLUS: Additional vocabulary practice pages 130–141			

SPEAKING**LISTENING****WRITING****READING**

- Talking about Internet trends
- Debating whether social networking is a positive or negative influence
- Giving opinions on modern information technology
- Discussing potential future technologies

- Three people talk about social networking
- A news report describes health problems caused by technology

- Writing a product or service review

- "Can you spare a dime for my Gucci bills?": A woman uses the Internet to get money to pay off a frivolous debt

- Discussing jobs that require creativity
- Taking a creativity quiz
- Suggesting new uses for everyday items
- Talking about creative thinking habits
- Choosing the inventions that have had the greatest impact on modern life
- Explaining why new products are invented

- Three employees explain how their jobs are creative
- Two descriptions of important business and product ideas

- Choosing when to begin a new paragraph
- Writing a composition about a creative or unique person

- "The Man Who Taught the World to Sing": A profile of the man who invented karaoke

- Talking about what is typical
- Discussing what makes you typical or not
- Discussing the effect of major life changes
- Giving advice in a role play

- Three people discuss how they're unique or typical
- Three people describe how they solved a problem

- Identifying supporting statements
- Writing a paragraph with supporting statements

- "Painting and Problem Solving: Four Lessons": How problem solving and the dynamics of painting are alike

- Discussing how to handle irritating situations
- Comparing styles of complaining
- Role-playing complaints
- Describing how difficult situations make you feel
- Stating consumer complaints

- Two people describe irritating situations
- A man uses an automated phone menu

- Writing a message of complaint

- "Dave Carroll Airs a Complaint": A musician posts music videos to complain about an airline

- Discussing the results of a survey on ethical behavior
- Comparing what you would do about different ethical dilemmas
- Discussing your experiences with unreliable people or services
- Talking about values that are important to you
- Explaining what you'd choose if you were given three wishes

- Two people describe being confronted by an ethical dilemma
- Three people talk about the values that are most important to them

- Writing a thesis statement
- Writing a four-paragraph composition about a happy memory or a regret

- "New York Honors a Hero": How a construction worker became a hero

- Describing the benefits and challenges of living abroad
- Comparing customs between Canada and your country
- Sharing bad travel experiences
- Planning a trip with your group

- Three people talk about their experiences living abroad
- Two people describe travel mishaps

- Writing conclusions
- Writing a composition about living or traveling abroad

- "Get Yourself Lost": The best way to experience a foreign destination

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A letter from the authors

Dear teachers and colleagues,

Together with Cambridge University Press, we have always been committed to ensuring that the *Passages* series continues to provide you and your students with the best possible teaching and learning resources. Accordingly, we always seek ways to add new tools and support to the course to make sure it not only reflects the best practices in language teaching, but also provides your students with the means to take their English to a whole new level.

Here are some of the things you can look forward to in the third edition:

- a fresh **new design, new images**, and **new and updated content** to reflect contemporary English usage
- more vocabulary support and practice with the new **Vocabulary Plus** section in the back of the Student's Book and the interactive **Online Vocabulary Accelerator**
- a new **Video Program** and accompanying **Video Activity Worksheets** to reinforce target language through compelling, real-world videos linked to unit topics
- a revised **Teacher's Edition**, now with an **Assessment Audio CD/CD-ROM** that features both ready-to-print and customizable quizzes and tests
- **new digital** resources to support teaching and enhance learning inside and outside of the classroom, including an **Online Workbook** and **Presentation Plus**, lesson planning and classroom presentation software

In addition, all the features that have made *Passages* one of the most successful English courses for upper-level students continue to be the hallmarks of the third edition:

- the same **trusted methodology** and proven approach
- relevant **thought-provoking, real-life content**
- **flexibility** for use in any teaching situation

We look forward to introducing you to the third edition of *Passages*.

With best wishes and warmest regards,

Jack C. Richards & Chuck Sandy

The new edition

Passages Third Edition is a fully revised edition of one of the most successful upper-level series for adult and young adult learners of English.

Based on the feedback from teachers and students from all over the world, the course has been thoroughly updated to ensure that it remains the innovative series that has successfully taken

students to higher levels of achievement. There is new content in every unit, additional vocabulary practice, new readings drawn from authentic sources, and multiple opportunities for students to develop advanced writing, speaking, and listening skills.

What's new

Content – Virtually all of the readings are new, and many other sections are new or have been updated.

Vocabulary Plus – This new section in the back of the Student's Book provides additional vocabulary practice that students can do in class or as homework.

Communication Reviews – The statements in the Self-assessment charts are now aligned with the Common European Framework of Reference, allowing students to more effectively assess their ability to communicate.

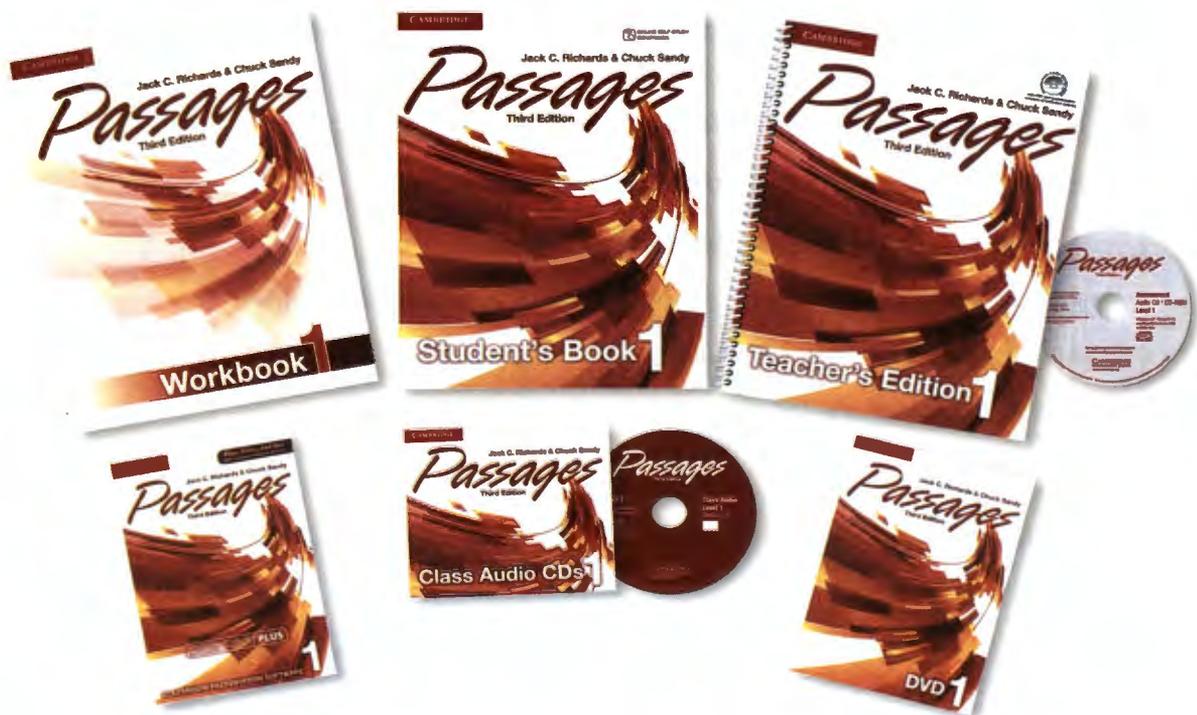
Online Vocabulary Accelerator - This new powerful online learning tool will help increase the speed and ease of acquiring *Passages* vocabulary.

Online Workbook – The online version of the Workbook also includes extra video and listening comprehension activities.

Video Program – This all-new program includes short videos in a variety of real-life genres to reinforce and extend the language taught in each unit. Each video is supported by a photocopiable Video Activity Worksheet and teaching notes.

Presentation Plus – This powerful lesson planning and classroom presentation software conveniently combines the Student's Book, Workbook, Video Activity Worksheets, Class Audio, and Video Program into a single interactive component to help keep students engaged and focused.

Assessment Audio CD/CD-ROM – Oral and written quizzes for each unit, as well as progress tests, are available both as ready-to-print and customizable files. The audio program, audio scripts, and answer keys are also included on the disc.



Core series components

Passages Third Edition has several tools that are designed to help you and your students take English to a whole new level. Here is a list of the program's core components.

COMPONENT	DESCRIPTION
Student's Book	The Student's Book is intended for classroom use and contains 12 eight-page units, 4 two-page review units, and extra grammar and vocabulary practice sections. It also provides access to extra interactive vocabulary practice with the <i>Passages Online Vocabulary Accelerator</i> .
Class Audio CDs	The Class Audio CDs are intended for classroom use. The CDs provide audio for all the listening sections in the Student's Book.
Teacher's Edition with <i>NEW!</i> Assessment Audio CD/CD-ROM	The interleaved Teacher's Edition with Assessment Audio CD/CD-ROM includes: <ul style="list-style-type: none"> • Page-by-page teaching notes with step-by-step lesson plans • Audio scripts and answer keys for the Student's Book, Workbook, and DVD • Language summaries of the new vocabulary and expressions in each unit • Photocopiable Video Activity Worksheets and video teaching notes • A complete assessment program, including oral and written quizzes, as well as progress tests, in both ready-to-print PDF and customizable Microsoft Word formats
Workbook	The Workbook's six-page units can be used in class or for homework. Each unit provides students with additional grammar, vocabulary, writing, and reading practice.
<i>NEW!</i> Online Workbook	The Online Workbook is an interactive version of the print workbook, optimized for online practice. It also includes extra video and listening comprehension practice. The Online Workbook provides instant feedback for students on hundreds of activities, as well as easy-to-use tools for teachers to monitor student progress.
<i>NEW!</i> Video Program	Videos for each unit offer compelling, thought-provoking content in a variety of real-life genres that reinforce and extend the language presented in the Student's Book. The photocopiable Video Activity Worksheets include comprehension and discussion activities, while the Video Notes include detailed teaching suggestions for both the worksheets and video projects.
<i>NEW!</i> Presentation Plus	Presentation Plus classroom presentation software makes it easy to plan and deliver more effective and engaging lessons and can be used on an interactive whiteboard, portable interactive software technology, or with a computer and projector. It is intended for classroom use and includes the complete Student's Book, Workbook, Video Activity Worksheets, Class Audio, and Video Program.
<i>NEW!</i> Passages Online Vocabulary Accelerator	The interactive Online Vocabulary Accelerator is a free self-study application that increases the speed and ease of acquiring <i>Passages</i> vocabulary through an innovative and dynamic environment. It includes the pronunciation, definition, and usage examples for every vocabulary item presented in each unit.
<i>NEW!</i> Online and Print Placement Test Programs	The Placement Test programs for <i>Passages</i> are available either in combination with <i>Interchange</i> or with <i>Four Corners</i> for the lower levels. The programs are available both in print and online, each including multiple versions of the test.

For a complete list of components, visit www.cambridge.org/passages3 or contact your local Cambridge University Press representative.

Student's Book overview

Passages Third Edition is a two-level course that helps high-intermediate and advanced students take their English to a whole new level.

Passages includes a range of activities that will:

- progressively **expand students' language abilities** in both formal and conversational contexts,
- **develop vocabulary** through collocations and word building exercises,
- **sharpen listening skills** through naturalistic recordings based on real-life interactions,
- **stimulate discussion** with thought-provoking topics and reading texts drawn from authentic sources,
- **build academic writing** ability.

The Student's Book is comprised of 12 units of instruction and practice, plus 4 communicative review units. A **Grammar Plus** section, conveniently located in the back of the book, includes more grammar explanations and practice, while a new **Vocabulary Plus** section provides additional controlled vocabulary activities. **Passages** also provides access to more interactive **vocabulary practice online**.

Each unit consists of two four-page lessons, each offering a variety of language-expanding activities. Below are representative sample pages from a typical unit.

5 COMMUNICATION

LESSON A ▶ Making conversation

1 STARTING POINT

Types of people you might meet

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

1 It's a good idea to try out different topics to get a conversation going, and the conversation starter does just that. <input type="checkbox"/>	a  Excuse me, let me say...	b  Hi. Are you enjoying the party?
2 Talking about your accomplishments too much is often considered rude, but that doesn't stop the braggart . <input type="checkbox"/>	c  I really enjoyed...	d  I'm absolutely the best tennis player.
3 Saying nice things about others is customary for the complimenter . <input type="checkbox"/>	e  That's a great tie!	f  So then I blah, blah, blah...
4 It's rude to ignore your conversation partner, but the wandering mind does it anyway. <input type="checkbox"/>		
5 Talking about topics that interest you is fun. Unfortunately, the bore is interesting to no one else. <input type="checkbox"/>		
6 It's usually considered impolite to interrupt people, but the interrupter is always jumping into the conversation out of turn. <input type="checkbox"/>		

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

"My best friend is kind of an interrupter. She's really nice, but I guess she just gets excited about the conversation and wants to jump in. It can be very annoying."

36 **UNITS** Communication

STARTING POINT

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

GRAMMAR

- Presents the lesson's target grammar with clear examples and explanations
- Helps students notice examples of the target grammar in context and discuss reasons behind grammar rules
- Practices the grammar in communicative contexts
- More in-depth grammar work provided in the Grammar Plus section in the back of the book

VOCABULARY

- Presents vocabulary related to the lesson topic
- Emphasizes collocations, phrasal verbs, idioms, and prefixes and suffixes
- Helps students employ new vocabulary right away in meaningful spoken contexts
- More vocabulary practice provided in the new Vocabulary Plus section in the back of the book and in Passages Online Vocabulary Accelerator

2 GRAMMAR

Infinitive and gerund phrases

It + be + adjective/noun + infinitive phrase is often used to comment on behavior. These sentences can also be restated with gerund phrases.

It's rude to ignore your conversation partner. Ignoring your conversation partner is rude.
It's a good idea to try out different topics. Trying out different topics is a good idea.

The word considered may also follow be in this kind of sentence. It's considered impolite to interrupt people. Interrupting people is considered impolite.

These sentences can also include the phrase for + person/possessive. It's customary for the complements to say Complimenting nice things about others is customary for the complements.

GRAMMAR PLUS page 714

- A** Look at the Starting Point on page 36 again. Can you find more sentences that begin with gerunds? Try to change them into sentences beginning with *It's*.
- B** Rewrite the sentences using infinitive or gerund phrases. Then compare answers with a partner.
1. It's inappropriate to talk about politics at work or school. *Talking about politics at work or school is inappropriate.*
 2. Using certain gestures is impolite in some foreign countries.
 3. Asking someone's age is often considered rude.
 4. It's not unusual in the U.S. to address a professor by his or her first name.
 5. Hugging friends when you greet them is customary in many cultures.
 6. Asking strangers if they're married is inappropriate in some countries.

3 VOCABULARY & SPEAKING

What's appropriate?

A Are these words and phrases positive (+), negative (-), or neutral (–)? Write the correct symbol next to each word.

- | | | | |
|-----------------|------------------|--------------|-------------|
| 1. a compliment | 4. bad form | 7. offensive | 10. strange |
| 2. an insult | 5. inappropriate | 8. polite | 11. typical |
| 3. appropriate | 6. normal | 9. rude | 12. unusual |

B Group work How do you feel about these things? Discuss these situations using the words and phrases in part A.

1. You kiss people on the cheek when you meet them.
2. You and your classmates interrupt the teacher.
3. You stand very close to people when you talk to them.
4. You and your parents talk honestly and openly.
5. Your best friend calls you after 11:00 P.M.
6. You start a conversation with a stranger on a bus or subway.



"It's unusual for me to kiss people I meet on the cheek."

VOCABULARY PLUS page 714

37 Making conversation

4 ROLE PLAY

Making small talk

A Small talk is light conversation, often between people who don't know each other. Select the topics that are appropriate for small talk in your culture.

What's Safe for Small Talk?

- | | | |
|--|--|--------------------------------------|
| <input type="checkbox"/> Children and family | <input type="checkbox"/> Health problems | <input type="checkbox"/> Salaries |
| <input type="checkbox"/> Current affairs | <input type="checkbox"/> Hobbies | <input type="checkbox"/> Sports |
| <input type="checkbox"/> Entertainment | <input type="checkbox"/> Marital status | <input type="checkbox"/> The weather |



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

- "Hi. How's it going?"*
"Pretty good. Hey, did you see that soccer game last night?"
"I don't! It's amazing to see our team play so well!"
"I know! Hey, I should get going, but I'll call you later."

Useful expressions

Conversation openers

How's it going?
 Can you believe this weather? It's awful!
 That's a great jacket.
 Do you know many people here?

Conversation closers

See you later.
 Sorry, I've got to run. Talk to you soon.
 It was great to meet you.
 I should get going. I'll call you later.

5 LISTENING

Party talk

A Listen to three conversations at different parties. Who is speaking in each one?

- | | | |
|---------------------------------|--------------------------|-------------------|
| 1. a. a mother and her son | 2. a. two young students | 3. a. two cooks |
| b. a teacher and her student | b. two older friends | b. two wives |
| c. a woman and her son's friend | c. a father and his son | c. two classmates |

B Listen again. What closing phrase is used to end each conversation?

1. _____ 2. _____ 3. _____

38 **Unit 5** Communication

SPEAKING

- Helps students use the target grammar and vocabulary in personalized tasks
- Expands students' talking time
- Teaches important discourse expressions such as disagreeing, showing empathy, and building consensus

LISTENING

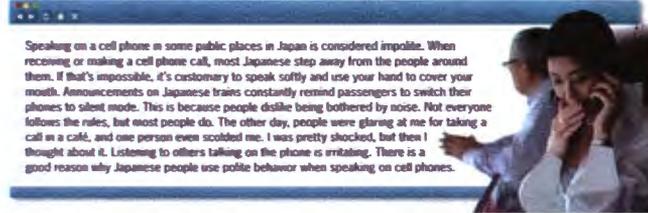
- Provides pre-listening tasks, as well as opportunities for post-listening discussion
- Develops a variety of listening skills, such as listening for main ideas and details and inferring meaning from intonation
- Exposes students to realistic features of spoken English, such as verbal pauses

6 WRITING

Organizing Ideas with an outline

Making an outline is a good way to organize your ideas before you write. An outline is usually written in reduced sentences or in notes and provides a general plan to follow when you write.

A Read the paragraph about a cultural rule in Japan. Then complete the outline below with information from the paragraph. What additional information is included in the paragraph but not in the outline?



Speaking on a cell phone in some public places in Japan is considered impolite. When receiving or making a cell phone call, most Japanese step away from the people around them. If that's impossible, it's customary to speak softly and use your hand to cover your mouth. Announcements on Japanese trains constantly remind passengers to switch their phones to silent mode. This is because people dislike being bothered by noise. Not everyone follows the rules, but most people do. The other day, people were glaring at me for taking a call in a cafe, and one person even scolded me. I was pretty shocked, but then I thought about it. Listening to others talking on the phone is irritating. There is a good reason why Japanese people use polite behavior when speaking on cell phones.

A. Topic sentence

Speaking on a cell phone in some public places in Japan is impolite.

B. Supporting sentences

Recommended behavior:

_____ or speak softly and cover mouth

General example:

Train announcements remind passengers - put phone on silent

Personal example:

People glaring for taking a call in _____

C. Concluding sentence

There is a good reason why Japanese people _____

B Pair work Write an outline about a cultural rule from your country. Then exchange outlines and answer the questions.

1. Is the outline in a logical order?
2. Does the outline provide enough information? Is there anything else you would like to add?

C Pair work Use your outline to write a paragraph about the cultural rule. Then exchange paragraphs and answer the questions.

1. Does the paragraph follow the outline?
2. Is the cultural rule clear? What suggestions do you have to make it clearer?

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
- Reinforces process writing skills through writing tips, analysis of models, and peer-editing activities

6 READING

Mobile mania

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

The Generic Ring
The I-Talk-Anywhere

The Distracted Driver
The Shouter

The Useless Call Maker
The Corporate Big Shot

CELL PHONE PERSONALITY TYPES

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

1. The Shouter

Talking three times louder than necessary is characteristic of this offensive cell phone user. He seems to think everyone has a hearing impairment. Doesn't he know the phone already amplifies his voice?

2. _____

This pompous fellow makes all his business calls in public places while standing in the middle of a crowded room. He conducts big business deals right there in front of us, but we're not impressed.

3. _____

This exasperating person makes blind phone calls, one after another, after another. On airplanes, you'll overhear her saying ridiculous things like, "Hi, we haven't left yet," or "Hi, we just landed. OK, see you in a minute."

4. _____

Making and taking calls anytime, anywhere is the trademark of this irritating person. She'll chat in restaurants, at movie theaters, and even at funerals. When her cell phone rings, she looks at you and says insincerely, "Oh, sorry about that."

5. _____

Drive or use the phone - don't do both at the same time. This can be dangerous. It's really scary to see a delivery truck in the rearview mirror with a distracted driver on a phone behind the wheel.

6. _____

These are the people who haven't bothered to personalize their ring tone. One phone rings and 10 people check to see if it's theirs. Hang on, I think that's my phone!

Source: "What Type of Cell Phone User Are You?" by Nancy Friedman, www.abcnews.com

B Group work Does the article describe any cell phone users you know or have seen? What bad cell phone manners have you seen recently?

READING

- Presents a variety of text types drawn from authentic sources
- Includes pre-reading and post-reading tasks that develop skills such as skimming, scanning, and making inferences
- Promotes active discussion through personalization and critical thinking

GRAMMAR PLUS

- Explores each lesson's grammar concepts in greater depth
- Practices the grammar with controlled exercises
- Can be completed in class or assigned as homework

5A Terms to describe behavior

Choose the correct words to complete the conversation.

- Lic: I'm going to an academic conference in Los Angeles next week. It'll be my first time in the U.S., and I want to behave in an (1) **appropriate** / offensive / unusual way. Can I address people by their first names?
- Jing: When you first meet people in the U.S., it's (2) **polite** / offensive / rude to address them by using their title and last name. Once you start talking, if the other person uses your first name, then you can do that as well.
- Lic: OK, I'll try to remember that. Something else I want to know – do people kiss on the cheek when they first meet? Or is it better to shake hands?
- Jing: In a professional setting, it's (3) **rude** / strange / normal to shake hands. Americans don't usually kiss strangers on the cheek.
- Lic: I'm also wondering how to start conversations with people I meet for the first time.
- Jing: Well, I think it's (4) **inappropriate** / typical / bad form to start by mentioning something interesting that a speaker said in a recent session. You might also ask someone's opinion about a conference topic.
- Lic: OK. Now, sometimes when I get excited about an idea, I interrupt the other person with a lot of questions. Is that all right?
- Jing: That's OK with friends, but when you meet new people, it's considered (5) **polite** / a compliment / bad form. You should let the other person finish talking.

5B Expressions for reported speech

Use phrases from each box to complete the conversations.

1. **advised me to** / **claimed that** / **pretended to** / **wanted to know**
 A: My sister borrowed my car. She **claimed that** her car was being repaired.
 B: She _____ if I knew a good mechanic. It sounded like a big repair job!
2. **claimed that** / **encouraged me to** / **suggested that** / **wondered**
 A: My parents _____ take a trip to Brazil this summer.
 B: That's fantastic! _____ where you were planning to travel this year.
3. **advised me to** / **claimed that** / **wanted to know** / **warned me not to**
 A: My dad doesn't like my boyfriend because he plays in a band. He _____ find someone who's more serious about a career.
 B: My father thinks the same way. He _____ date artists or writers.
4. **advised me to** / **encouraged me to** / **suggested that** / **pretended to**
 A: Ted was late again! He _____ he'd been studying and lost track of time.
 B: Knowing Ted, I'll bet he _____ never be late again!

104 Vocabulary Plus

5A Infinitive and gerund phrases

In a sentence with *it's* + adjective + infinitive, it is possible to follow the adjective with *to* + verb + object. The object can be a person or a noun.
 It's difficult for her to talk about her feelings openly.
 It's customary for North Americans to make frequent eye contact.

For sentences in the negative, use *not* + infinitive or *not* + gerund.
 It's considered **not** *not* to thank people who give you gifts.
Not thanking people who give you gifts is considered **not** *not*.

Adjectives of feeling (*glad*, *happy*, *pleased*) cannot be used with the *it's* + adjective + infinitive structure. Instead, the sentence needs to say who has (or doesn't have) those feelings.
 Most parents are happy to see their children go to college.
 People are always delighted to get compliments.

1 Rewrite the sentences using infinitive or gerund phrases.

- It's important to make a good first impression.
Making a good first impression is important.
- Arriving late for an appointment is inappropriate in most countries.
- It's fairly typical for college students to get to a party late.
- It's considered rude not to be punctual for a dinner party.
- Keeping the conversation going is easy for Elyn.
- Showing the bottom of your feet is offensive in some places.
- It's good form to bring a small gift to a dinner party.
- Talking about politics is sometimes risky.
- It's customary for some parents to brag about their children.
- Thanking the hostess the day after a party is a nice idea.

2 Write sentences with infinitive phrases using the words below.

- Tom / always happy / lend money to his friends
Tom is always happy to lend money to his friends.
- Wendy / unusual / arrive late to class
It's unusual for Wendy to arrive late to class.
- Donald / relaxing / not turn homework over the weekend
- Min / always glad / help a friend in need
- many tourists / surprised / learn about some American customs
- students / inappropriate / interrupt a teacher
- new employees / often afraid / ask their bosses for help
- clever guests / customary / thank their hosts
- businesspeople / important / be punctual for appointments

114 Grammar Plus

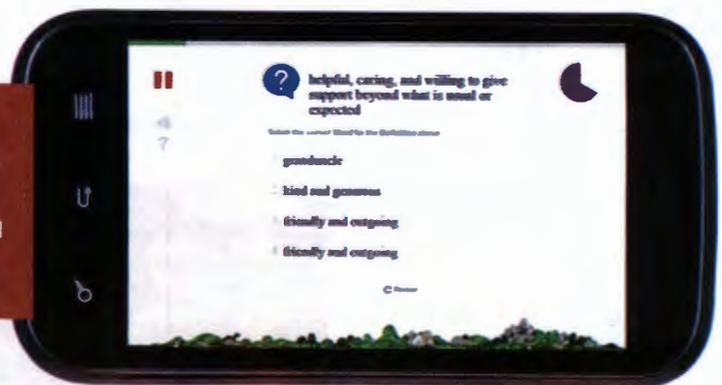
Grammar Plus 115

NEW VOCABULARY PLUS

- Practices the vocabulary with controlled exercises
- Can be completed in class or assigned as homework

NEW ONLINE VOCABULARY ACCELERATOR

- Increases the speed and ease of acquiring new vocabulary
- Provides pronunciation, definitions, and examples of all the items presented in the Vocabulary sections of the Student's Book



Workbook overview

The **Passages Third Edition** Workbook provides students with additional opportunities to practice the language taught in the Student's Book outside of the classroom. Each unit of the Workbook includes additional practice with grammar, vocabulary, writing, and reading.

GRAMMAR

Reinforces the unit grammar through both controlled and freer, personalized practice

VOCABULARY

Provides vocabulary practice based on the unit topic

9 GENERALLY SPEAKING

LESSON A ► How typical are you?

1 GRAMMAR
Choose the expression that best completes each sentence.

1. Unlike While many Americans, people in my country do not watch a lot of TV.
2. In contrast to / While many of my friends eat meat, I'm a vegetarian.
3. Monica is a typical teenager, unlike / except for the fact that she likes to get up early in the morning.
4. Unlike / While lots of my friends, I spend very little time on my phone.
5. I'm similar to people my age, while / except that I don't live at home.
6. Unlike / While most of my classmates, I prefer walking home to taking the bus.
7. Students in my country are just like other teams, unlike / except that we sometimes have to go to school on Saturdays.
8. I like all kinds of music, except that / except for jazz.

2 VOCABULARY
Use the words and phrases in the box to complete the sentences.

incompatible
conflicts in
controversial
fits in
follows the crowd
really means
reluctant
misunderstood



1. Emma fits in easily with the other girls in her college.
2. I don't mind working overtime. I'm actually quite reluctant to it.
3. Neil likes to do his own thing. He doesn't follows the crowd other people's ideas.
4. Sam does the opposite of what people tell him to do. He's very incompatible.
5. My town is very resistant to change. It's quite controversial.
6. Sade always goes along with her friends' plans. She doesn't like to conflicts in.
7. Julie has really means ideas about his work. He tries to be original.
8. My cousin usually reluctant when it comes to fashion. She likes to dress exactly like her friends.

30 **UNIT 9** How typical are you? 46

5 WRITING

A Read the review of an online course. Underline and number the passages where the author of the review does the following things.

1. names and explains the service
2. explains where the service is offered
3. mentions positive features
4. suggests how it could be improved
5. states who would find it useful and why

Saturday, August 10

Curious about app creation?

KCC
Create More Apps

Creating Mobile Apps is an online course that gives students the chance to explore a variety of app-building programs, to learn about the various uses of apps, and to develop their own app. Offered by Kelly Community College, it's an excellent source of information and hands-on experience for beginners while providing exposure to the latest programs for those who already have some experience.

As someone already familiar with building apps, I was not very impressed with some of the material. However, I found the section on the possible uses of apps for everything – from shopping to home security – really eye-opening. Additionally, being able to create an app under the guidance of an expert made the whole process seem much simpler than expected. Overall, it provided a flexible learning experience, and I found that the biggest advantage of an online class is that you can move at your own pace. On the other hand, there's the obvious lack of real time spent with the instructor and fellow students.

I would definitely recommend this course to anyone looking to build an app. My only suggestion is that the college should offer better networking tools so that the discussions and brainstorming sessions are more efficient.

B Use one of these topics or your own idea to write a product or service review.

- a course you took
- a social networking site
- software you tried

30 **UNIT 9** A weird, weird world 30

WRITING

- Practices the writing skills presented in the Student's Book in step-by-step activities
- Includes model text for analysis and emulation
- Provides extra opportunity for freer, personalized practice

READING

- Gives additional reading practice based on the theme of the unit
- Introduces the text with a pre-reading task
- Reinforces reading skills used in the Student's Book

4 READING

A Read the article. Find the boldfaced words that match the definitions.

1. problems pitfalls
2. increase
3. unclear
4. concern for others
5. talking too proudly about yourself
6. not thinking you are better than others

How nice of you to say so ...

Everyone appreciates a compliment. They are expressions of admiration, acceptance and affection that make the recipient of the compliment feel good and **boost** positive feelings in the giver of the compliment as well. Friendships and good working relationships alike can develop out of a well-worded and appropriately timed compliment. As in most areas of social interaction, though, giving and receiving compliments can present problems. What's meant to be positive can turn out to be offensive unless you're aware of the possible **pitfalls**. One point that many of us forget – or perhaps never realized – is that the best compliments are specific. Instead of a quick "Good job!" to a colleague or classmate, mentioning how well organized your presentation was, or how it taught you something new, will have the greatest effect. Similarly, try to avoid **vague** language like, "Wow, you got a new haircut!" If the recipient of your intended compliment is feeling unsure about the new look, they might think, "I – and it looks terrible!" Explain what's good about it or why it's an improvement so there is no **misunderstanding**.

Sincerity is also important when it comes to compliments. When salespeople tell you how great you look or how smart you seem, you can often tell if they really mean it or if they are just trying to get you to buy something. Similarly, other people, especially those close to us, can usually tell if a compliment is automatic or insincere. And a compliment that sounds forced can actually make the recipient feel worse than if we had said nothing at all.

How you receive a compliment can also determine if the exchange will be a positive or a negative one. Many people reject compliments by saying, "Oh, it was nothing" or "It wasn't me – Tom did all the work." This may seem like the right and **humble**, thing to do. Accepting a compliment with no argument can feel like **boasting** to many people and in many cultures. However, in the US and most Western cultures, graciously accepting a positive statement with a simple thank you shows the other person that you respect their judgment and appreciate their **thoughtfulness**. So the next time someone comments on your new outfit, try to resist saying you bought it for next to nothing, it doesn't fit well and, **groans**, what later packed it out. Just smile, say thank you, and accept it as a positive moment for both of you.

B Read the article again. Choose the correct answers.

1. The author believes that giving compliments ...
 - a. always has a positive effect.
 - b. can present problems.
 - c. isn't complicated.
2. According to the article, an unclear compliment ...
 - a. is as good as a specific one.
 - b. always causes offense.
 - c. can be misunderstood.
3. According to the article, some salespeople might use compliments in order to ...
 - a. make themselves feel better.
 - b. influence your decision.
 - c. appear humble.
4. In the U.S., rejecting a compliment gives the impression that ...
 - a. you don't respect the giver.
 - b. you are boasting.
 - c. you feel insecure.

30 **UNIT 9** Communication

Online Workbook overview

The **Passages Third Edition** Online Workbook provides additional activities to reinforce what is presented in the corresponding Student's Book. It provides all the familiarity of a traditional print workbook with the ease of online delivery. The Online Workbook includes:

- A variety of interactive activities, including video and listening comprehension, which correspond to each Student's Book lesson, allowing students to interact with workbook material in a fresh, lively way.
- Instant feedback for hundreds of activities, challenging students to focus on areas for improvement.
- Simple tools for teachers to monitor students' progress, such as scores and attendance, providing instant information, and saving valuable time for teachers.
- Intuitive navigation and clear, easy-to-follow instructions, fostering independent study practice.



The **Passages Third Edition** Online Workbooks can be purchased in a variety of ways. Please contact your local Cambridge University Press representative for more details.

The Assessment Audio CD/CD-ROM included in the Teacher's Edition contains oral quizzes, written quizzes, and progress tests, as well as the support audio, audio scripts, and answer keys. Administration guides and supporting materials are also included.

All the quizzes, tests, audio scripts, and answer keys are available both as ready-to-print PDFs and editable Microsoft Word files.

The audio is available both as MP3 files and as regular audio on the CD.

WRITTEN QUIZZES

- Test the grammar and vocabulary presented in each unit
- Include listening and reading comprehension activities based on the topic of each unit

1 Read the article. Then check (✓) the correct answers. (20 points)

Some of the most successful inventions are the result of a mistake, or the outcome of an experiment that didn't produce the desired results, or just creations that no one knows what to do with ... **Post-it notes** – these little pieces of IDEEY paper that can be found on millions of desks, files, student papers, computer monitors, and refrigerators around the world – were one of those products. The adhesive used on Post-it notes had actually been developed a few years earlier than the invention of the actual notes. How can something so useful and popular have been overlooked when it was first invented?

Spencer Silver, a chemist at the company that makes Post-it notes, was experimenting with adhesives when he created a weak adhesive that stuck to a surface, but that could be peeled off without damaging the original surface. He told his colleagues about his discovery, but at first, no one was interested. They didn't see a useful application for it.

Some years later, one of Silver's colleagues, **Arthur Fry**, was looking for a solution to a problem he was having at the church he sang in on weekends. He was having trouble keeping places marked in his songbook because his paper bookmarks kept falling out. He realized that the weak adhesive that Silver had developed could be printed on the edges of paper and stuck to the songbook pages to keep his place. It was an ideal solution, because the sticky bookmarks did not damage the songbook and could be moved from page to page several times without losing their adhesiveness.

Fry introduced his findings to his co-workers. People started asking for their own sticky bookmarks, and soon they started using them as notes on files, reports, and other documents. It wasn't until several years after the adhesive was developed, however, that Post-it notes found a wider audience. Today, Post-it notes are used in offices, schools, and homes worldwide.

1 This article is about

a different types of adhesives
 a successful product
 the career of Spencer Silver

2 The adhesive on Post-it notes was invented

a. to meet a clear need
 b. in a chemist's home
 c. as part of an experiment

3 The invention of the adhesive wasn't accepted at first because

a. other chemists were jealous of the inventor
 b. the adhesive was difficult to make
 c. there didn't seem to be a good use for it

4 Arthur Fry

a. discovered the new adhesive
 b. found a use for the new adhesive
 c. started the company that makes Post-it notes

5 The pieces of paper printed with the new adhesive

a. didn't fall off the songbook pages
 b. kept the songbook pages stuck together
 c. couldn't be moved from page to page

Progress Assessment Level 1 © Cambridge University Press 2013 Unit 6 Quiz B 6

PROGRESS TESTS

- Test the grammar, vocabulary, and writing skills presented in every six units
- Include listening and reading comprehension activities
- Available in versions A and B

Unit 6 Quiz Name _____ Date _____ Score _____ / 50 points

A 40 Listen to a news report about a robbery. Then check (✓) true or false. (10 points)

	True	False
1. The doctor let the women in because they were being attacked.	<input type="checkbox"/>	<input type="checkbox"/>
2. The amount of money stolen was 2,000 dollars.	<input type="checkbox"/>	<input type="checkbox"/>
3. The women in the security video took the money the manager saw.	<input type="checkbox"/>	<input type="checkbox"/>
4. The police saw the robbers drive away in a blue car.	<input type="checkbox"/>	<input type="checkbox"/>

B 10 Circle the verb form that best completes each sentence. (10 points)

1. People have talked / have been talking about the recent rise in crime in our area.
 2. Lately, I have been participating / have participated in a neighbourhood crime-watch program.
 3. Over the past few months, we have been calling / have called the police six times.
 4. Thesees have broken into / have been breaking into the corner store twice this week.
 5. My neighbor has been keeping / has kept his porch light on at night.
 6. Luckily, my family has not been having / has not had any trouble so far.

C 10 Complete the paragraph with the verbs in parentheses. Use the present perfect or the simple past. (10 points)

This morning, Jerry (1) _____ (borrow) my computer to do research for her paper. Her sister tells me that she (2) _____ (show) my laptop at the cafe. I hope that nobody (3) _____ (steal) it. Just now, I (4) _____ (call) the cafe. According to the cashier, on one (5) _____ (find) my laptop yet, but she is going to ask the manager and call me back. I will never lend anything to Jerry again!

D 10 Choose the word from the box that best completes each sentence. (10 points)

epidemic	injuncting	rebellion
banister	infected	escalator

1. Doctors are _____ about a new flu _____ that began last month.
 2. The mayor _____ during a recent _____ involving the city's funds.
 3. The _____ declared the humane 98 country's war.
 4. We raised money to help feed people affected by the _____.
 5. The national airline takes extra security precautions to prevent _____.
 6. Many people were killed while fighting during last year's military _____.

Progress Assessment Level 1 © Cambridge University Press 2013 Unit 6 Quiz A 1

ORAL QUIZZES

- Test the speaking skills through oral prompts based on the topics of each unit lesson
- Include two options per unit

Unit 4 Oral Quiz

Option A: Personal choice
 Some students prefer to stay up late when they are tired and study at any time of the day or night. Others prefer to follow a schedule, studying during the day and sleeping at night. Which type of student do you think is more productive? Why?

Option B: Believer a talk
 Talk about your ideal schedule.
 • When is the best time of day for you to concentrate hard on something?
 • When is the best time for you to go to bed? Why?
 • What happens when you don't get enough sleep?
 • When is the best time of day for you to relax? Why?

Unit 5 Oral Quiz

Option A: Personal choice
 Some people prefer to tell friends and colleagues about their personal life. Other people prefer to keep details about their personal life to themselves. Which kind of person do you prefer to have as a friend? Why?

Option B: Question bank
 Sharing secrets
 • Do you think it's OK to talk about other people's secrets?
 • Are there situations in which it's necessary to share someone's secret? What's an example?
 • Have you ever shared someone's secret with another person? Why or why not?
 • What's the best way to be sure that your secrets won't be shared with others?

Unit 6 Oral Quiz

Option A: Personal preference
 Name the news medium that you prefer to use to find out about current events. Explain why you prefer this news medium over others. Include details and examples to support your explanation.

Option B: Personal choice
 Some people prefer to read about current events in the newspaper. Others prefer to watch the news on TV. Some people prefer to get news about current events online. Which kind of news medium do you think is the most trustworthy? Explain your views.

Progress Assessment Level 1 © Cambridge University Press 2013 Oral Quiz A 1

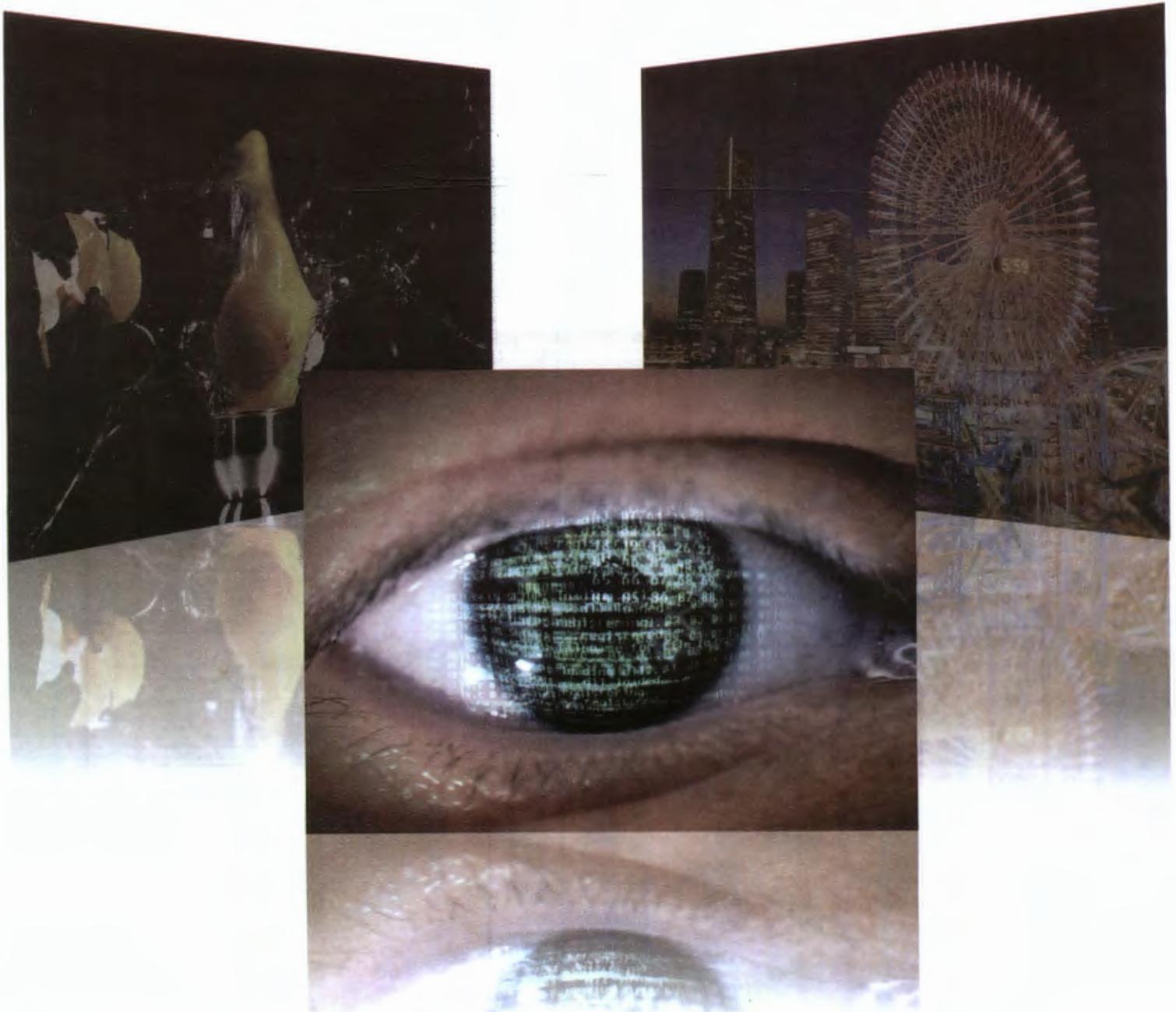
Video Program overview

The **Passages Third Edition** Video Program complements each unit of the Student's Book, providing further practice with unit topics, grammar, and vocabulary in a relevant context.

The Video Program uses real-world genres, such as news reports, documentaries, video diaries, how-to clips, and interviews, as well as natural, real-life language. The videos model authentic spoken

English, provide invaluable listening practice, create opportunities for discussion, and motivate students to make their own video projects.

Each video is supported by a video activity worksheet, video teaching notes, and the video script – all available in the Teacher's Edition.



VIDEO ACTIVITY WORKSHEETS

- Designed to facilitate effective use of the video in the classroom
- Include pre-viewing, viewing, and post-viewing activities that provide students with step-by-step support and guidance for understanding the events and language of the video segment:

The *Before you watch* section activates previous knowledge and introduces the context and vocabulary necessary to understand and engage with the video.

The *While you watch* section offers interesting activities to help students notice important facts, information, and events while watching the video.

The *After you watch* section contains review and overall comprehension activities, as well as personalization activities that expand upon the content from the Student's Book and video.

- Available as photocopyables in the Teacher's Edition, as well as for classroom presentation in Presentation Plus

4 HOW ELECTRONICS AFFECT OUR SLEEP

Before you watch

A Do you do any of these activities 30 to 60 minutes before bedtime? Choose all that apply.

<input type="checkbox"/> watch TV	<input type="checkbox"/> text friends	<input type="checkbox"/> read electronic books
<input type="checkbox"/> check email	<input type="checkbox"/> surf the Internet	<input type="checkbox"/> catch up on social media
<input type="checkbox"/> play video games	<input type="checkbox"/> study or work on a computer	<input type="checkbox"/> videochat with friends or family

B Pair work Compare your answers. Then think about how much time you spend looking at electronic screens before bed. How might this affect your sleep? Discuss your ideas.

While you watch

A According to the video, what does lack of sleep affect negatively? Choose the correct answers.

<input type="checkbox"/> 1. performance on the Internet	<input type="checkbox"/> 4. weight control	<input type="checkbox"/> 7. our "light-or-flight" response
<input type="checkbox"/> 2. social media relationships	<input type="checkbox"/> 5. blood pressure	<input type="checkbox"/> 8. levels of melatonin
<input type="checkbox"/> 3. regular sleep schedules	<input type="checkbox"/> 6. productivity	<input type="checkbox"/> 9. connections with friends and family

B Choose the statement that best summarizes the main idea presented at these points in the video.

- 

a. A health consequence of using screens is heart attack.
b. Looking at electronic screens before bed causes weight problems.
c. The lack of sleep associated with electronic screens can increase the risk of stroke.
- 

a. Video games can cause a stress response at night, but nothing worth it.
b. A light-or-flight response makes you dream of video games.
c. Scientific studies prove that playing video games can cause tossing and turning at night.
- 

a. The brightness of screens can reduce levels of melatonin.
b. Reducing the light from an electronic screen can increase melatonin production.
c. Using electronic screens in a dark room won't affect melatonin.
- 

a. The backlit screen of a phone can be used before bedtime because it is small.
b. Checking texts or email before bed may make you bed productive.
c. Checking texts or email before bed can prevent you from relaxing.

T-190 Video activity worksheets Photocopiable © Cambridge University Press 2015

VIDEO NOTES

- Available in the Teacher's Edition
- Provide short summaries of the video and language points used
- Suggest step-by-step instructions and optional teaching ideas to work with the Video Activity Worksheets
- Include a Video Project assignment for each unit:

The video project teaching notes provide step-by-step instructions and are structured into *Write the script* and *Make and share the video* sections to guide students as they create their own videos.

They also include brainstorming tips, organizational ideas, and other suggestions for script writing and video making.

4 HOW ELECTRONICS AFFECT OUR SLEEP

Story summary

After you watch page T-190

A Pair work
In this activity, the video teacher provides the information in the video.

B Preview the activity Go over the instructions. Tell the class they will analyze their own routines in terms of the information presented in the video. Read the questions. Model a discussion with a volunteer.

C Do the activity Have pairs do the activity. Help as needed.

D Follow up Have pairs share their opinions with the class.

E Group work
In this activity, the teacher provides additional suggestions to reduce screen time or improve sleep.

F Preview the activity Go over the instructions.

Project

A Write the script
In this activity, the video teacher provides the information in the video.

B Preview the activity Tell the class they will work in small groups to make a video about how to improve sleep. Explain that they will take notes speaking and operating the camera. Explain that the video will write suggestions and offer advice.

C Brainstorm Have the class think of sleep problems they or people they know have and provide suggestions to improve sleep. (This can build on the suggestions from After you watch part B.) Have groups decide on a format for their video. They can role-play a session with a patient and a sleep specialist, shoot a conversation among friends, or tell their plan to the camera.

Sample issues

- Problem:** watching TV to fall asleep
Solution: turn TV watching to only one hour earlier in the evening; meditate before bed for 30 minutes instead
- Problem:** using a laptop to sleep
Solution: wear ear plugs; tell roommates quiet time begins at 10 p.m.
- Problem:** trying to work after school, so sleeping begins late
Solution: plan study sessions for early morning instead and go to bed earlier; see if work schedule can be adjusted

D Challenge Have the class make an outline of their script. They can use their own ideas or the following structure:

- introduce and describe the problems that will be discussed.
- talk about the negative effects the problems cause.
- provide advice and steps to solve each problem.
- give a summary of the problems, solutions, and reasons why sleep is important.

E Write the script Have the class write their scripts about the sleep problems and solutions. Have them read through their work as they go and make as needed.

F Check the script Have the class rehearse their scripts. Help as needed.

G Make and share the video
In this activity, the class works in groups to make their own video about how to improve sleep.

H Plan the video Remind the class that they will take turns speaking and operating the camera. Alternatively, the class can set up the camera so they appear on-screen together to act out a situation.

I Make the video Have the class make their videos.

J Share the video Have the class share their videos with the class.

K Option Have a group discussion about the videos. Which video has the best suggestions? Does the class have any additional suggestions for the problems mentioned?

Video notes T-200

Presentation Plus overview

Passages Third Edition Presentation Plus combines the contents of the Student's Book, the Workbook, the Video Activity Worksheets, the Class Audio, and the Video Program into a convenient one-stop classroom presentation solution.

Plan, Save, and Go! Use this software to plan and create lively, engaging lessons ahead of time, which can be saved and uploaded later to any computer.

This software provides an effective medium to focus students' attention on the content being presented and practiced. It can also help promote

their participation and interaction with the material in a more dynamic way.

This component simplifies several of the teaching tasks that take place in the classroom. You can use the software to play audio or video without having to use a separate CD or DVD player, reveal answers, zoom in on a page to more efficiently focus students' attention on an activity or image, annotate pages for future lessons, and even embed links to additional content.



Placement Test Program overview

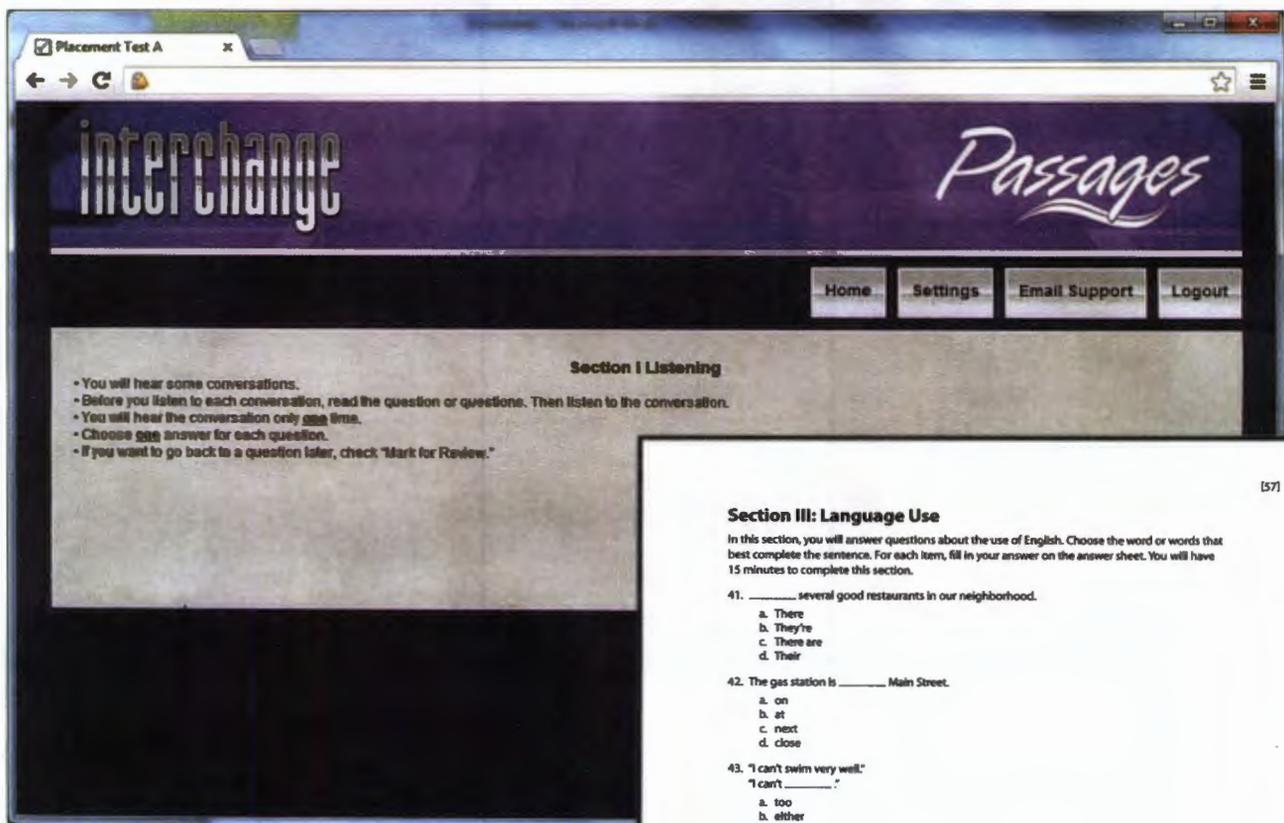
The **Passages** Placement Test Program is available in combination with either the *Interchange* program or the *Four Corners* program. Each Placement Test Program is available both in print and online.

The print format provides three versions of an Objective Placement Test with Listening, three versions of a Placement Essay Test, and a Placement Speaking Assessment. An audio

program, audio scripts, answer keys, and guidelines for administering the tests are included.

In the online version, all the questions have been optimized for Web delivery. The test also features a built-in reporting system to help you obtain students' placement test results immediately.

Please contact your local Cambridge University Press representative for more details.



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Section III: Language Use

In this section, you will answer questions about the use of English. Choose the word or words that best complete the sentence. For each item, fill in your answer on the answer sheet. You will have 15 minutes to complete this section.

- _____ several good restaurants in our neighborhood.
a. There
b. They're
c. There are
d. Their
- The gas station is _____ Main Street.
a. on
b. at
c. next
d. close
- "I can't swim very well."
"I can't _____."
a. too
b. either
c. so
d. neither
- I enjoy _____ out two or three times a week.
a. to eat
b. eating
c. eat
d. I eat
- These days, _____ women keep working after they get married.
a. most
b. most of
c. almost
d. the most
- My new job is very _____.
a. excitement
b. excited
c. exciting
d. excite
- After finishing college, I hope _____ married.
a. get
b. that get
c. getting
d. to get

Now go on to page 15.

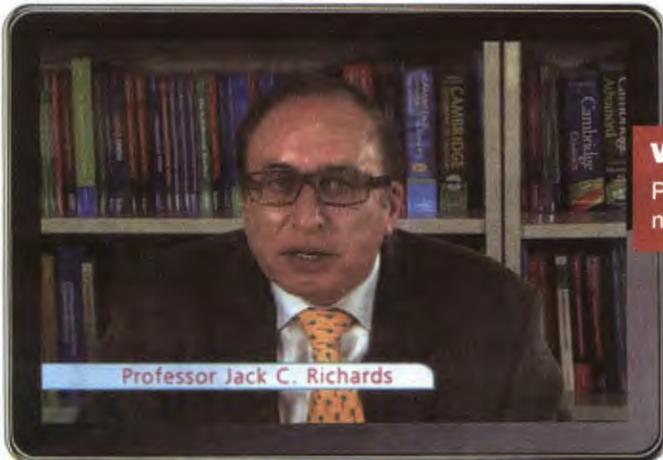
Objective Placement Test A

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Teacher Support Site overview

The **Passages** Teacher Support Site offers a variety of materials to assist the teachers using the series. It includes practical articles; author videocasts on methodology; correlations; language summaries; fresh ideas for optional alternative presentations and optional activities; and a number of downloadable worksheets with communicative games and activities, extra readings, and projects.



Professor Jack C. Richards

VIDEOCASTS

Provide useful information on methodology and practical tips

WORKSHEETS

- Game worksheets provide stimulating and fun ways to review or practice grammar, vocabulary, and speaking skills
- Project worksheets are engaging group research projects that offer collaborative and challenging task-based activities for students
- Reading worksheets give teachers an optional task for students to expand their reading skills
- All the downloadable worksheets are available both as ready-to-print PDFs and editable Microsoft Word files

Worksheet 3.1 The next Olympic city

Aim: Practice using connectors to discuss potential Olympic sites
Preparation: Make one copy of Photocopiable 3.1 for every four Ss
Comment: Use after discussion on page 24.

- Ss work in groups of four. Give each group a handout.
- Explain the task. Elicit how to use the debate expressions at the bottom of the handout. Write some of the expressions on the board.
- Tell Ss they are Olympic committee members who must decide on which city will host the 2012 Olympics. Model the task with one S.
T: Although Moscow has very cold winters, it has impressive public transportation.
S: Yes. On the other hand, the hotels are very expensive.
Have groups discuss the pros and cons and then choose one city. Groups should make a list of reasons supporting their decision.
- Have each group participate in a debate using the expressions. The group that debates most effectively gets to choose the city that will host the Olympics.

Passages 1 Teacher's Resource Worksheets © Cambridge University Press 2010

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.

Passages Fresh Ideas © Cambridge University Press 2010

FRESH IDEAS

Innovative ways to teach a variety of exercises in the Student's Book for more interactive and lively classes

Visit: www.cambridge.org/passages3

Introduction to the CEFR

Introduction to the Common European Framework of Reference (CEFR)

The overall aim of the Council of Europe's Common European Framework of Reference (CEFR) is to provide objective criteria for describing and assessing language proficiency in an internationally comparable manner. The Council of Europe's work on the definition of appropriate learning objectives for adult language learners dates back to the '70s. The influential Threshold series (J. A. van Ek and J. L. M. Trim, Cambridge University Press, 1991) provides a detailed description – in functional, notional, grammatical, and sociocultural terms – of what a language user needs to be able to do in order to communicate effectively in the sort of situations commonly encountered in everyday life.

Three levels of proficiency are identified: Waystage, Threshold, and Vantage (roughly corresponding to Elementary, Intermediate, and Upper Intermediate).

The Threshold series was followed in 2001 by the publication of the Common European Framework of Reference, which describes six levels of communicative ability in terms of competences or “can do” statements: A1 (Breakthrough), A2 (Waystage), B1 (Threshold), B2 (Vantage), C1 (Effective Operational Proficiency), and C2 (Mastery). Based on the CEFR descriptors, the Council of Europe also developed the European Language Portfolio, a document that enables learners to assess their language ability and to keep an internationally recognized record of their language learning experience.

Passages Third Edition and the Common European Framework of Reference

The table below shows how *Passages Third Edition* correlates with the Council of Europe's levels and with some major international examinations. A detailed correlation of *Passages* to the CEFR is available on the Teacher Support Site for download.

		CEFR	Council of Europe	Cambridge ESOL	IELTS	TOEFL iBT	TOEIC
Interchange	Four Corners						
Level Intro	Level 1	A1	Breakthrough				120+
Level 1		A2	Waystage				225+
Level 2	Level 2						
Level 3	Level 3	B1	Threshold	KET (Key English Test)	4.0–5.0	57–86	550+
	Level 4			PET (Preliminary English Test)			
Passages							
Level 1		B2	Vantage	FCE (First Certificate in English)	5.5–6.5	87–109	785+
Level 2		C1	Effective Operational Efficiency	CAE (Certificate in Advanced English)	7.0–8.0	110–120	490+ (Listening) 445+ (Reading)

Sources: <http://www.cambridgeesol.org/about/standards/cefr.html>

http://www.ets.org/Media/Research/pdf/CEFR_Mapping_Study_Interim_Report.pdf

http://www.sprachenmarkt.de/fi/leadadmin/sprachenmarkt/ets_images/TOEIC_Can-do-table_CEFR_2008.pdf

FRIENDS AND FAMILY

LESSON A ▶ What kind of person are you?

1 STARTING POINT

Personality survey

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

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



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

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

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

2 VOCABULARY & SPEAKING

How would you describe yourself?

A Which statement from the survey best matches these personality traits?

Write the correct number. Then compare answers with a partner.

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

B Pair work Choose another partner.

Find two traits you have in common.

Find one way that you're different.

"So, how would you describe yourself?"

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

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

"I don't either. I like taking it easy and..."

Useful expressions

Same traits

So am I. (I am, too.)

I'm the same way.

So do I. (I do, too.)

Neither do I. (I don't either.)

Different traits

I'm not like that.

I'd say I'm more . . .

Really? I don't.

That's not true for me.

VOCABULARY PLUS see page 130

1 FRIENDS AND FAMILY

LESSON A ► What kind of person are you?

In this unit, Ss use verbs followed by gerunds and noun clauses after *be* to talk about themselves and their families. They also practice describing personal changes and expressing likes and dislikes.

1 Personality survey (STARTING POINT)

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

A

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

B Pair work

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

Optional activity: Class survey (5–10 minutes)

Ss use the personality survey in part A to identify the various personality types in the class.

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

2 How would you describe yourself? (VOCABULARY & SPEAKING)

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

A

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

Answers

a. 2	d. 5	g. 7
b. 4	e. 9	h. 1
c. 6	f. 3	i. 8

B Pair work

- Explain the task. Read the information in the Useful Expressions box and the example conversation aloud.
- Ss work in pairs to do the activity.
- Ask a few Ss to share their answers with the class.

Optional activity: My personality (10–15 minutes)

Ss practice using the new vocabulary words to talk about their personality traits.

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



To help Ss with vocabulary in this exercise, download the Fresh Idea **That reminds me of . . .** from the Teacher Support Site.

3 Verbs followed by gerunds (GRAMMAR)

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

Grammar notes

Gerunds, verb forms ending in *-ing*, act as nouns in sentences. They can be subjects, objects of verbs, or objects of prepositions.

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

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

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

Gerunds only: *dislike, finish, mention*

Infinitives only: *agree, hope, intend, learn, plan, promise*

Either gerund or infinitive: *begin, continue, like*

Notice that in sentences such as *I always feel like going dancing*, the word *like* functions as a preposition.

- Books closed. Write on the board:
I enjoy being with people.
I'm into traveling to new places.
- Ask Ss to name the gerunds. (Answers: *being, traveling*) Explain that gerunds are verb forms that end with *-ing* and act like nouns. Ask Ss to name the part of speech of the words before the gerunds. (Answers: *enjoy* = verb, *into* = preposition)
- Books open. Discuss the information in the grammar box and read the example sentences.

4 Personal profiles (SPEAKING)

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

A

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

A

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

Answers

The other verbs and expressions followed by gerunds are: (not) *be afraid of* (item 1), *worry about* (item 6), and *prefer* (item 9).

Prefer can also be followed by an infinitive.

B Pair work

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

B Class activity

- Explain the task. Ss work individually to write their own personal profile. Remind Ss not to write their names on their profiles.
- Collect the profiles and redistribute them, making sure that no S gets his or her own profile.
- Tell Ss to walk around the class and ask other Ss questions. Their goal is to find who wrote the profile you gave them.
- When everyone is finished, ask if any of the profiles surprised them, and if so, why.

5 Changes (LISTENING)

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

A [CD 1, Track 2]

- Explain the task. Tell Ss to look at the chart and determine the information they need to complete it. Check that Ss understand the following vocabulary.

Vocabulary

family man a man who puts his family first and spends a lot of time with them

settle down stop moving around and live permanently in one place, often getting married

(my) heart wasn't in the right place (I) wasn't good and kind (to others)

making small talk talking about everyday topics that are noncontroversial

- Books closed. Tell Ss to listen to the recording once for general comprehension. Ask: *How did each person change?* Play the recording. Elicit a few responses.
- Books open. Explain that Ss will listen again and complete the chart with the expressions from the box. Make sure Ss understand the meaning of the chart headings.
- Play the recording again and have Ss complete the chart. Replay as many times as needed. Ss listen and check their answers.

6 How have you changed? (DISCUSSION)

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

A

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

B Pair work

- Explain the discussion task. Point out the follow-up question in the example conversation and how it encourages the first speaker to give more information. Also point out and review the Useful Expressions box.
- Ss work in pairs to do the activity. Help Ss with appropriate follow-up questions.

- Ss work in pairs to compare answers. Go over answers with the class.

Answers

Marcos: used to be wild and crazy, has become kind and generous

Heather: used to be shy and reserved, has become friendly and outgoing

Audio script: See page T-164.

B [CD 1, Track 3]

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

Answers

- | | |
|------------|------------|
| 1. Heather | 3. Marcos |
| 2. Marcos | 4. Heather |

Audio script: See page T-164.

Optional activity: *Class reunion* (5–10 minutes)

Ss role-play attending a class reunion in the future to describe how they have changed.

- Ask Ss to imagine that it is 10 years from now and think of how they might have changed. Tell Ss that they can use their imaginations and think of exciting or funny ways that their lives have changed.
- Tell Ss to walk around the room. They should greet at least five classmates as old friends, talk about how they've changed in the last 10 years, and ask others about the changes in their lives.
- Have Ss sit down after five minutes. Ask Ss to describe some of their classmates' changes that were particularly surprising.



For more practice discussing this topic, download the Worksheet **1.1 How have you changed?** from the Teacher Support Site.

7 Topic sentences (WRITING)

Learning aim: Write a paragraph about a personal quality with one main idea in a topic sentence (40–50 minutes)

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

Vocabulary

tricky difficult

froze up (for machines) stopped working completely

redo do something again

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

Answers

First paragraph:

I think that my most positive quality is that I'm always pretty calm and cool, especially when something breaks.

Second paragraph:

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

- B**
- Explain the task. Ss work individually to make a list of words describing their positive and negative qualities.
 - Ask a few Ss to share their qualities with the class.
 - Have Ss decide on and circle their most positive and most negative qualities. Have Ss add a personal example to illustrate each quality.
- C**
- Explain the task. Tell Ss that they should write only one paragraph, focusing on one quality and giving examples of that quality.
 - Remind Ss to write a topic sentence. It should include the personal quality they chose.
 - Ss work individually to write their paragraphs. Tell them to make sure each sentence supports the main idea.

D Pair work

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

Optional activity: Who am I? (15–20 minutes)

Ss practice vocabulary for personal qualities.

- Ss work individually to write another paragraph. If they wrote about a negative quality, then they should now write about a positive quality, and vice versa. Tell them not to write their names on their papers.
- Collect the paragraphs and redistribute them around the class. Have Ss try to guess who wrote the paragraph they received.

Optional activity: Who are you like? (10 minutes)

Ss practice vocabulary for personal qualities.

- Ss work individually to write three personal qualities of theirs and think of examples.
- Ss work in small groups to take turns reading one of their three qualities and giving their examples. Ss who have the same quality raise their hands and give examples of it in their lives. Ss count how many Ss give examples of each quality.

Do your students need more practice?

Assign . . .	for more practice in . . .
Grammar Plus 1A	Grammar
Vocabulary Plus 1A	Vocabulary
Online Vocabulary Accelerator 1A	Vocabulary
Workbook Lesson A	Grammar, Vocabulary, Writing
Online Workbook Lesson A	Grammar, Vocabulary, Writing

LESSON B ▶ Every family is different.

1 Different types of families (STARTING POINT)

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

A

- Books closed. Bring in several photos of families – your own family or pictures from magazines and websites. Ask Ss how they think the people are related (to you).
- Ask questions such as: *Do you have a big family? Who are the members in your family? Do you live with your family?*
- Books open. Explain the task. Ss work in small groups to discuss the differences among the three types of families in the pictures.
- Have groups share their answers with the class. Ask Ss which kind of family is the most common in their culture.

2 How are their families different? (LISTENING & SPEAKING)

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

A [CD 1, Track 4]

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

Vocabulary

in-laws indicates a relationship by marriage rather than blood (e.g., a sister-in-law can be a spouse's sister or a brother's wife)

under one roof living in the same house

passed away died

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

Answers

Andrea grew up in a small nuclear family. Now that she's married, her family is much larger, although her in-laws don't live with her.

Paul grew up in an extended family. When his grandparents passed away, his family became a nuclear one with just his parents and siblings.

Audio script: See page T-164.

Answers

In a two-income family, both the parents work.

In an extended family, parents, children, and grandparents/aunts/uncles/etc. live in the same home.

A nuclear family has only parents and children. A nuclear family might also be a two-income family, but it cannot be an extended family.

B Pair work

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

B [CD 1, Track 5]

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

Answers

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

Audio script: See page T-164.

C Pair work

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

Optional activity: Write a conversation (20 minutes)

Ss practice conversations about families.

- Put Ss in pairs and have them write their own conversation, similar to the one in the listening activity. Make copies of the audio script and give it to Ss to use as a guide.
- Have pairs perform their conversations for the class.

3 Noun clauses after *be* (GRAMMAR)

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

Grammar notes

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

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

Every noun clause has a subject and a predicate – the part of the sentence that contains the verb and gives information about the subject. In the above example, *you* is the subject and *get a lot of attention* is the predicate.

The word *that* can signal the beginning of a noun clause. It can be omitted in many cases.

- Books closed. Write on the board:
 - An advantage of having older brothers or sisters is their advice.* (noun)
 - An advantage of having older brothers or sisters is that they can give you advice.* (noun clause)
- Explain that the underlined words in 2 are a noun clause: It acts as a noun and has a subject and a verb.
- Books open. Discuss the information in the grammar box and read the example sentences.

- A**
- Have Ss look at the Starting Point on page 6 again. Explain the task and read the questions aloud. Go over answers with the class.

4 Family matters (DISCUSSION)

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

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

B Group work

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

Answers

noun clause: (that) there's only one bathroom
preposition: about

B

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

Answers

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

C

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

Optional activity: Family survey (10–15 minutes)

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

- Ss work in small groups to write a yes/no question about family life. One group member goes around to the other groups to ask the question, while the other members answer the questions of other groups.
- Have Ss return to their groups, discuss the results of their survey, and share them with the class.

5 Compound family terms (VOCABULARY)

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

A

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

Answers

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

B Pair work

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

Answers

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

Language notes

Great-aunt/great-uncle and *grandaunt/granduncle* refer to your grandparents' siblings (or your parents' aunts and uncles).

Great-nephew/great-niece and *grandnephew/grandniece* refer to your siblings' grandchildren (or your nieces' and nephews' children).

Instead of using terms such as *uncle-in-law*, most English speakers would say *my wife's/husband's uncle*.

Optional activity: Family tree (20 minutes)

Ss practice vocabulary for family terms.

- Write your extended family tree on the board. Point to each person and say how he or she is related to you.
- Ss work individually to make their own family trees. Have Ss show their family trees to the class and talk about their families.

6 Family reunion (LISTENING)

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

A [CD 1, Track 6]

- Ask: *Do you know what a family reunion is?* (Answer: an event in which relatives who don't see each other often get together.)
- Explain the task. Read the question aloud to the class.
- Tell Ss to listen for the answer to the question. Play the recording as Ss listen for the answer. Replay as many times as needed. Ss listen and check their answer.
- Go over the answer with the class.

Answers

They were celebrating Victor's grandmother's 80th birthday.

Audio script: See page T-164.

B [CD 1, Track 7]

- Explain the task. Tell Ss to choose the people invited to the reunion.
- Play the recording while Ss choose the people. Replay as many times as needed. Ss listen and check their answers.
- Ss work in pairs to compare answers. Go over answers with the class.

Answers

The people mentioned are:

- | | |
|-----------------------|--------------------------|
| 2. his uncle's cousin | 5. his niece |
| 3. his brother | 7. his mother-in-law |
| 4. his sister-in-law | 9. friends of the family |

Audio script: See page T-164.

7 A family of friends (READING)

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

A Group work

- Explain the task. Ss work in small groups to discuss the questions. Have groups share their answers with the class.
- Ask: *What is a tribe? How is a tribe different from a family?* (Answers: The original definition of a tribe is a group composed of many families who live in the same area and share the same language, culture, and history. Traditionally, the members of a family are all related by blood or marriage. Whereas, traditionally, the members of a tribe are not all related to each other. A tribe is usually bigger than a family.)
- Read the title of the article aloud. Ask Ss what they think *modern tribe* might mean and if they can think of any examples. (Answer: A modern tribe is a supportive group of non-family members. Such tribes usually form around a common interest or skill.)

B

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

Vocabulary

took stock looked at critically or carefully

centerpiece the center, or most important part, of something

tackle deal with (a problem or situation)

matchmaker a person who arranges meetings between two people in hopes that they will marry

close-knit having a very close and supportive relationship

sheltering protecting

cultivating developing (something)

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

Answers

1. They take on the responsibilities of family members, like connecting him to the city, being matchmakers, and helping him to find jobs and places to live.
2. A (modern) tribe often grows out of shared interests and experiences. You can choose the people in your tribe.
3. A group of friends becomes a tribe when they begin treating each other as a family.

Language note

Context can give clues to word meaning. Suggest that Ss read the sentence in which the unfamiliar word appears and surrounding sentences to guess the meaning of the word.

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. Groups can choose one or two members to report their ideas. Have Ss review their ideas with their group at the end of the task to see if the group agrees with the information they will be presenting.

Optional activity: Role play (10–15 minutes)

Ss role-play an interview with Ethan Watters.

- Ss work in pairs and role-play. Student A is Ethan Watters. Student B is a journalist. Student B interviews Student A about what life with a modern tribe is like (e.g., the advantages and disadvantages, a usual problem, the main benefit, etc.). Student A makes up answers. Then Ss change roles and role-play again.
- Have a few pairs present their role play to the class.



For an alternative reading text or extra practice, download the Worksheet **1.2 Three sets of twins!** from the Teacher Support Site.

Do your students need more practice?

Assign . . .	for more practice in . . .
Grammar Plus 1B	Grammar
Vocabulary Plus 1B	Vocabulary
Online Vocabulary Accelerator 1B	Vocabulary
Workbook Lesson B	Grammar, Vocabulary, Reading
Online Workbook Lesson B	Grammar, Vocabulary, Reading, Listening

2 MISTAKES AND MYSTERIES

LESSON A ▶ Life lessons

In this unit, Ss use past modals and phrasal modals of obligation to talk about life lessons. They also use past modals to talk about strange occurrences and mysteries.

1 Learning the hard way (STARTING POINT)

Learning aim: Discuss people's mistakes and see past modals of obligation in context (10–15 minutes)

A

- Books closed. Write on the board:
Learning the hard way
What did I get myself into?
Discuss their meanings with Ss.
- Tell the class about a mistake you made in the past, similar to the ones described by Alicia, Kenichi, and Melanie.
- Have Ss think of a mistake they made in the past. Have several Ss share their stories with the class.
- Books open. Explain the task.
- Ss work individually to read the stories and answer the question. Go over answers with the class.

Answers

Alicia's mistake was going to the beach instead of studying for a math test.

Kenichi thought he needed a lot of trendy clothes when he started college, and now he's broke.

Melanie knew she wasn't supposed to cook in her dorm room, but she used a microwave anyway, and it was taken away from her.

B Pair work

- Explain the task. Read the question aloud. Have one pair read the example conversation to the class.
- Ss work in pairs to do the activity.
- Have partners compare their responses. Ask a few pairs to report their responses to the class.

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

Ss work in pairs to write a funny story about a mistake.

- Ss write a brief story about an imaginary mistake they or someone else made.
- Have Ss read their stories to the class. Then have the class vote on the funniest and most imaginative one.

2 I'll never do that again! (LISTENING)

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

A [CD 1, Track 8]

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

Answers

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

Audio script: See page T-165.

B [CD 1, Track 9]

- Explain that Ss will listen again, decide if the statements are true or false, and choose the correct answer.
- Read the statements aloud and answer any questions about vocabulary.
- Play the recording and have Ss complete the activity.
- Ss work in pairs to compare their answers. Go over answers with the class.

Answers

- | | | |
|----------|----------|---------|
| 1. False | 3. False | 5. True |
| 2. True | 4. False | |

Audio script: See page T-165.

3 Past modals and phrasal modals of obligation (GRAMMAR)

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

Grammar notes

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

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

Was/Were (not) supposed to suggests an expectation that the action was required or prohibited.

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

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

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

Was/Were supposed to, had to, didn't have to, and needed to are followed by the base form of the verb. *Should have* is followed by a past participle.

- Books closed. Write on the board:
 - I was supposed to water my neighbor's plants.*
 - I had to water my neighbor's plants.*
 - I should have watered my neighbor's plants.*
 - I needed to water my neighbor's plants.*
 - I didn't have to water my neighbor's plants.*
- Ask Ss to name the modals of obligation. (Answers: *was supposed to, had to, should have, needed to, didn't have to*) Explain that these modals describe an obligation in the past. For each sentence, ask Ss if the plants were watered. (Answer: The plants were probably watered in sentences 2 and 4.)
- Books open. Discuss the information in the grammar box and read the example sentences.

4 Past experiences (DISCUSSION)

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

A

- Read the survey questions aloud. Answer any questions about vocabulary.
- Explain the task. Ss work individually to do the activity. Tell Ss to think about specific information for their answers to use in part B.

A

- Have Ss look at the Starting Point on page 10 again. Explain the task. Ss work individually to do the activity. Go over answers with the class.

Answers

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

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

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

B

- Explain the task. If necessary, do the first item with the class.
- Ss work individually to choose the correct answers.
- Ss work in pairs to compare their answers. Go over answers with the class.

Answers

1. b 2. b 3. b 4. a

C

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

B Pair work

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



For more practice discussing this topic, download the Worksheet 2.1 *Small confessions* from the Teacher Support Site.

5 Recognizing problems (VOCABULARY)

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

A

- Read aloud the verbs used to talk about problems. Have Ss work in pairs to provide definitions for each verb. Go over and correct the definitions.
- Tell Ss to look at the illustration and describe what they see. Elicit responses using the new vocabulary.
- Read the sentences aloud to the class and answer any questions about vocabulary.
- Explain the task. Review the example answer with the class. Ss work individually to complete the activity.
- Make sure Ss understand that they should use the correct form of the verb in each sentence.

6 Dealing with problems (LISTENING)

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

A [CD 1, Track 10]

- Explain the task. Read the question and the phrases aloud. Tell Ss to listen for the answers to the question.
- Play the recording once as Ss listen. Check that Ss understand the following vocabulary.

Vocabulary

surprise, surprise (used in a humorous way) to say something happened that you should have expected

I figured I thought

stomped walked with fast, heavy steps, usually when angry

making excuses saying reasons why you can't do something

confrontation a situation where you tell someone why you don't like what they are doing or saying

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

Answers

ignored it: J

dealt with it: F

aggravated it: R

Audio script: See page T-165.

- Go over answers with the class.

Answers

- | | |
|---------------|--------------|
| 1. ignores | 5. avoid |
| 2. identify | 6. runs into |
| 3. deal with | 7. solving |
| 4. aggravates | 8. causes |

B Pair work

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

B [CD 1, Track 11]

- Explain the task. Remind Ss that they should only write about each person's problem briefly in their own words. Play the recording again. Ss work individually to complete the activity.
- Ss work in pairs to compare answers. Go over answers with the class.

Answers

Ray: He started jogging too soon after he twisted his ankle.

Felipe: His neighbor leaves old cars in the front yard and makes a lot of noise when he's fixing them.

Jennifer: She didn't do the work she was supposed to do on a school project with a friend. Then she avoided her friend.

Audio script: See page T-165.

Optional activity: Advice column (15–20 minutes)

Ss write emails to a personal column, asking for advice about a real or imaginary problem they have had in the recent past.

- Ask Ss to write about a problem they have had recently. Tell them that they can write about a real problem or use their imagination to write about a funny problem or situation.
- Collect the problems. Read them to the class and discuss solutions for each one.
- Alternatively, have Ss exchange problems and write an answer. Then have them read the problem and their answer to the class.

7 Brainstorming (WRITING)

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

A Group work

- Tell Ss to read the information in the box at the top of the page. Ask: *When do you brainstorm?* (Answer: when you want to think of ideas about what to write)
- Books closed. Give Ss a short explanation of *brainstorming*: When you brainstorm, you write down all the ideas you can think of. It's important not to stop to think about whether or not the idea is a good one. After you've written all the ideas you can think of, you can look at them and decide which ones you can use. You probably won't want to use all the ideas you wrote.
- Write on the board:
Living on a tight budget
Ask Ss what *living on a tight budget* means. (Answer: not having a lot of money to spend) Ask: *If you're living on a tight budget, what are some things you should and shouldn't do to save money?*
- Ss work in groups to brainstorm ideas. Have the groups report their ideas to the class. Write the ideas on the board.
- Books open. Read the list of dos and don'ts aloud. Check that Ss understand the following vocabulary.

Vocabulary

brand name a product with a well-known name

- Have the groups sort the ideas from the board into dos and don'ts and add them to the lists in the book.

B Group work

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

Vocabulary

getting over recovering from

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

C

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



For an alternative way to help Ss write, download the Fresh Idea **Collective texts** from the Teacher Support Site.

D Pair work

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

Do your students need more practice?

Assign . . .	for more practice in . . .
Grammar Plus 2A	Grammar
Vocabulary Plus 2A	Vocabulary
Online Vocabulary Accelerator 2A	Vocabulary
Workbook Lesson A	Grammar, Vocabulary, Writing
Online Workbook Lesson A	Grammar, Vocabulary, Writing

LESSON B ► *I can't explain it!*

1 A mysterious artist (STARTING POINT)

Learning aim: Discuss a mystery and see modals with multiple uses in context (10–15 minutes)

A

- Books closed. Ask Ss if they know of anyone, real or fictional, whose identity is a mystery. Give a few examples, if needed. Write Ss' ideas on the board (for later use with the optional activity on this page). Ask Ss if they know of any events when the identity of these people was almost revealed.
- Books open. Ask Ss if they know anything about Banksy. Explain the task. Ask Ss to read the article silently. Check that Ss understand the following vocabulary.

Vocabulary

graffiti drawings or words painted on walls, buildings, etc. in public places, usually unauthorized

controversial causing disagreement

detractors people who criticize something or someone, often unfairly

influential having control over how people think or behave

get publicity get attention from a lot of people, especially the media

passerby a person who is walking by a particular place

documenting recording the details of an event or process in words, images, audio, etc.

hoax an act to deceive a large group of people; a trick

- Ask different Ss to read one of the reader comments aloud. Check that Ss understand the following vocabulary.

Vocabulary

waste of time useless activity

reveal show something that was hidden

- Give Ss time to think about whose comments they agree with.

B Pair work

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

Optional activity: *A mystery revealed* (20–25 minutes)

Ss describe and react to an event when someone's mysterious identity was almost revealed.

- Point to the list of people with secret identities written on the board in part A.
- Ss work individually to choose one person from the list and to write a short paragraph about an event, fictional or real, in which the person's identity was almost revealed.
- Ss work in small groups to exchange their paragraphs. Each S in the group reads each paragraph and writes a reaction about the event.
- Have a S from each group read the most interesting paragraph and the reactions to the class.

2 Modals with multiple uses (GRAMMAR)

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

Grammar notes

Modals (or modal auxiliaries) express many different meanings or moods.

Modals can express degrees of certainty.
What's that noise?

It must be the phone. (almost 100% sure)

It might / could be the phone. (less than 50% sure)

Modals can also express obligation, advice, or opinions.

You must be on time for the interview. (obligation)

It's very cold. You should wear a hat. (advice)

Everyone should visit Paris once in their life. (opinion)

Modals in the present tense are followed by the base form of the verb.

Modal + (not) + have + past participle is used to talk about the past.

- Books closed. Write on the board:

You keep sneezing. You must have caught a cold.

You don't look well. You could have caught a cold.

You have a cold. You should take some medicine.

You have a cold, but you shouldn't take medicine.

You should just drink hot tea.

- Have Ss identify the modals in each sentence and say what they think each modal expresses.
- Books open. Discuss the information in the grammar box and read the example sentences.

3 What's the explanation? (DISCUSSION)

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

A

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

B Group work

- Explain the task. Go over the language in the Useful Expressions box. Ask two Ss to read the example conversation to the class. Check that Ss understand *prank* means a trick that is meant to be funny.

A

- Have Ss look at the Starting Point on page 14 again. Explain the task and read the questions aloud. Go over answers with the class.

Answers

Expressing degrees of certainty:

Readers hoping to finally see his face must have been pretty disappointed . . .

People thought he could have been trying to get publicity for the movie.

It may have been Banksy documenting his own work, . . .

I'm certain Banksy must have wanted to win that Oscar.

. . . so it might have been him taking the pictures.

That website hoax might have been planned . . . (passive)

Expressing obligation:

Banksy shouldn't have painted on other people's property.

Expressing advice or opinions:

People should stop trying to find out who Banksy is.

The magazine readers shouldn't have expected . . .

He should be more careful.

B

- Explain the task. Read the example sentence. Tell Ss to use their own ideas to write reactions to each situation.
- Ss work individually to write reactions. Then Ss share answers in pairs. Go over answers with the class.

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

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

Ss discuss other strange phenomena.

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

4 Verbs of belief (VOCABULARY & SPEAKING)

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

A

- Explain that Ss are going to put each verb or verb phrase into the correct column, based on its degree of certainty.
- Ss work individually to complete the activity. Then Ss work in pairs to share their answers. Go over answers with the class.

Answers

Certain: be certain, be positive, be sure, know for a fact

Not certain: assume, bet, doubt, figure, guess, have a hunch, suppose, suspect

- Go around the class and have Ss say a sentence using one of the verbs (e.g., *I'm certain that the blue and green honey is caused by pollution. I doubt that the strange hum is an airplane.*).

5 Solving mysteries (LISTENING & SPEAKING)

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

A [CD 1, Track 12]

- Explain the task. Tell Ss to look at the four choices. Check that Ss understand the following vocabulary.

Vocabulary

beam a line of light or energy coming from a source

ignite cause a fire to start

investigated studied something in order to get more information about it

experimented with tried something to find out more about it

spark a very small electrical charge that gives off a small flash of light

yawning opening the mouth wide and taking in a deep breath, usually when tired

chimpanzee a small ape

- Tell Ss to listen to the conversation and make their choices. Play the recording once as Ss listen. Play the recording again while Ss choose their answers. Replay as many times as needed. Ss listen and check their answers.
- Ss work in pairs to compare answers. Go over answers with the class.

Answers

The true ones are 3 and 4.

Audio script: See page T-166.

B Group work

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

Optional activity: Why? (20 minutes)

Ss practice vocabulary for expressing beliefs.

- Have Ss write one question on a piece of paper, similar to the ones in part B (e.g., *Why do some birds have eyes on the side of their heads and some have them in the front? Why is grass green?*).
- Collect the papers and discuss each question with the class.

B [CD 1, Track 13]

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

Answers

1. She thought the energy a cell phone produces could ignite gasoline.
2. Because he thought plants couldn't understand what we say to them.
3. Because she thought our voices didn't have enough power.
4. Because he thought yawning only expresses one person's own tiredness or boredom. If others weren't tired or bored, they wouldn't yawn.

Audio script: See page T-166.

C Group work

- Explain the task. Ss work in groups to brainstorm other mysteries they would like solved. Ask group members to give explanations to the mysteries, if they can.
- Have groups report the most interesting ideas to the class.

6 Do I know you? (READING)

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

A Group work

- Read the questions aloud. Ss work in groups to discuss the questions. (Answer: Amnesia is loss of memory. It can be caused by a brain injury, fatigue, or illness.)
- Ask Ss to guess the meaning of the words *newlyweds* and *bliss*. Ask: *What do you think the title of the article means?* (Answer: Two people who were just married had their happiness ruined by amnesia.)

B

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

Vocabulary

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

coma a state of unconsciousness

honeymoon a trip or vacation taken by a newly married couple

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

flooded back returned in large amounts and very quickly

- Have Ss read the article silently to themselves.
- Elicit or explain any remaining new vocabulary. Alternatively, ask Ss to call out vocabulary that is new for them. Ask other Ss to explain the meaning using the context, if they can.

Culture note

Wedding cake is a tradition at weddings in the United States. It is also a tradition for the bride and groom to eat the first piece together. Many brides and grooms feed each other the first bite of cake and, as a joke, some couples even smear the cake on each other's faces.

- Tell Ss to look back at the article to decide if the statements are true or false and choose the correct answer.

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

Answers

1. False 2. False 3. False 4. True

C Group work

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

Optional activity: Role play (10–15 minutes)

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

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



For more practice discussing this lesson's topic, download the Worksheet **2.2 The mysterious Mothman!** from the Teacher Support Site.

Do your students need more practice?

Assign . . .	for more practice in . . .
Grammar Plus 2B	Grammar
Vocabulary Plus 2B	Vocabulary
Online Vocabulary Accelerator 2B	Vocabulary
Workbook Lesson B	Grammar, Vocabulary, Reading
Online Workbook Lesson B	Grammar, Vocabulary, Reading, Listening

3 EXPLORING NEW CITIES

LESSON A ► Popular destinations

In this unit, Ss use defining and non-defining relative clauses and practice the order of modifiers to describe different cities. They also practice connecting contrasting ideas.

1 Cities of the world (STARTING POINT)

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

A

- Books closed. Write these cities on the board:

Barcelona Beijing Seoul Sydney

Have Ss work in pairs to list anything they know about each city. Have Ss share their information with the class.

- Books open. Explain the task and have Ss look at the photos of the four cities. Then ask Ss to read the descriptions. Check that Ss understand the following vocabulary.

Vocabulary

skyline the outline of a city's buildings against the sky

custom-made made for a specific person's size and style

- Ss work in pairs or small groups to discuss the question. Have Ss share their answers with the class.

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

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

A [CD 1, Track 14]

- Explain the task. Play the recording once as Ss listen. Play the recording again, if necessary.
- Go over answers with the class.

Answers

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

Audio script: See page T-166.

B Pair work

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

Optional activity: Class survey (10–15 minutes)

Ss ask each other about which city they would most like to visit.

- Have Ss walk around the class and take turns asking each other: *In the whole world, what city would you most like to visit?* Ask Ss to give one or two reasons for their choice. Ss write the answers.
- When Ss are finished, tally the results on the board to see which city is the most popular.

B [CD 1, Track 15]

- Explain the task. Read the list of topics. Answer any questions about vocabulary.
- Play the recording as many times as needed for Ss to complete the task.
- Go over answers with the class.

Answers

1. M	4. D	7. D
2. D	5. D	8. D
3. M	6. M	9. M

Audio script: See page T-166.

3 Defining and non-defining relative clauses (GRAMMAR)

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

Grammar notes

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

People like to go to restaurants that have good food.

Non-defining clauses also describe a noun, but the information they give is not essential to understanding the noun. They are set off by commas.

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

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

A

- Have Ss look at the Starting Point on page 18 again. Explain the task and read the question aloud. Go over answers with the class.

Answers

Barcelona: . . . *who designed several of the city's . . .* (non-defining)

Beijing: . . . *who come here for the first time . . .* (defining)

Seoul: . . . *where you can find everything . . .* (non-defining)

Sydney: . . . *where most tourists go . . .* (defining)

B

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

Answers

1. ND; . . . , which is the capital of Thailand, . . .
2. ND; . . . , when the festival of San Fermín takes place in this Spanish city.
3. D; . . . that is located in southern Yemen.
4. ND; . . . , which is situated on a high plateau in central Colombia, . . .
5. D; . . . where some of the best cuisine in Canada is found.
6. ND; . . . , which is the biggest city in Brazil, . . .

C

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

Answers

1. Gaudi designed Barcelona's Park Güell, where you can see fabulous sculptures.
2. Seoul's name comes from the ancient word *seorabeol*, which means "capital."
3. The center of Beijing is Tiananmen Square, which is the world's largest public square.
4. A great time to visit Seoul is in the fall, when Koreans celebrate the Chuseok festival.
5. Fast-food restaurants, which are already fairly common in China, are increasing in number each year.
6. Australia's first European settlers, who were originally from Great Britain, came to Sydney in the late 1700s.

4 A great place to visit (SPEAKING)

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

A

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

B Pair work

- Explain the task. Pairs take turns naming the city they would like to visit and explaining the reasons for their choice. Encourage Ss to ask follow-up questions.
- Have Ss share their partner's answers with the class.

5 What makes a city? (VOCABULARY)

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

A

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

6 What's the city like? (LISTENING)

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

A [CD 1, Track 16]

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

Vocabulary

on such short notice with very little or no planning or warning

Victorians Victorian houses; houses with a more ornate, detailed style typical of some areas of San Francisco

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

Answers

Important to tourists: hotels, landmarks

Important to residents: cost of living, job market, neighborhoods

Important to both: climate, crime rate, cuisine, green spaces, nightlife, shopping, transportation system

B Pair work

- Explain the task. Read the example aloud. Ss work in pairs to talk about their city. Have Ss share their partner's answers with the class.

Answers

Vicki

Audio script: See page T-167.

B [CD 1, Track 17]

- Explain the task. Read the features aloud.
- Play the recording while Ss choose the features that are mentioned. Play the recording again, if necessary.
- Ss work in pairs to compare their answers. Go over answers with the class.

Answers

The features mentioned are:

- | | | |
|-----------------|--------------|------------|
| 1. climate | 7. landmarks | 9. cuisine |
| 2. architecture | 8. nightlife | |

Audio script: See page T-167.

7 Perfect places (DISCUSSION)

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

A

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

B Pair work

- Explain the task. Point out the Useful Expressions box and review the expressions. Ask one pair of Ss to read the example conversation. Point out the expressions in the conversation.
- Ss work in pairs to do the activity. Help Ss with appropriate responses.

C Group work

- Explain the task. Remind Ss to continue to use the expressions in their discussions.
- Have one S from each group tell the class what the group agreed on.

8 Organizing ideas with a mind map (WRITING)

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

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

Answers

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

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

Answers

Cuzco has something for everyone.

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

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

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

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

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

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

- D**
- Explain the task. Ss work individually to write their paragraphs, using their ideas from their mind maps.
 - Go around the class and help as needed.

E Pair work

- Explain the task. Read the questions aloud.
- As a class, answer the questions for the example paragraph in part B.
- Ss work in pairs to exchange their paragraphs from part D and take turns answering the questions.
- Help as needed. Encourage Ss to ask and answer follow-up questions about the paragraph, and to ask about anything in the paragraph they don't understand.

Optional activity: *Should I go?* (20 minutes)

Ss practice vocabulary for features of a city.

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

Do your students need more practice?

Assign . . .	for more practice in . . .
Grammar Plus 3A	Grammar
Vocabulary Plus 3A	Vocabulary
Online Vocabulary Accelerator 3A	Vocabulary
Workbook Lesson A	Grammar, Vocabulary, Writing
Online Workbook Lesson A	Grammar, Vocabulary, Writing

LESSON B ► My kind of town

1 City search (STARTING POINT)

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

A

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

2 Compound terms for towns (VOCABULARY)

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

A

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

Answers

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

B Pair work

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

Answers

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

B Pair work

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

3 Order of modifiers (GRAMMAR)

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

Grammar notes

When two or more adjectives modify a noun, they must follow a particular order.

Correct: *It's a wonderful, small, old seaside town.*

Incorrect: *It's a seaside, old, wonderful, small town.*

- Books closed. Write on the board:
Sunnyvale is a quiet, small, old California town with good shopping.
- Ask Ss to identify the adjectives in the sentence. (Answer: *quiet, small, old, good*) Then ask them which adjective describes a quality, a size, and an age.
- Books open. Discuss the information in the grammar box and read the example descriptions.

A

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

Answers

This exciting large city . . .

Our efficient new subway system . . .

This is a picturesque little resort town . . .

There are many quaint little stores . . .

. . . and average monthly salaries . . .

B

- Explain the task. Read the example sentence aloud. Tell Ss to use their own ideas to describe places they know.
- Ss work individually to write sentences. Ss work in pairs to share answers. Go over answers with the class.

4 Connecting contrasting ideas (GRAMMAR)

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

Grammar notes

There are a number of ways to connect contrasting ideas.

Despite and *In spite of* are used as prepositions. Both are followed by a noun or a gerund.

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

Despite working hard, I didn't do well on the test.

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

Although she was tired, she studied all night.

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

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

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

On the other hand is used to start a second sentence that expresses clear contrast with the first sentence, such as different facts or opposing opinions.

I love living in the city. On the other hand, my husband would like to move to the country.

- Discuss the information in the grammar box.

A

- Have Ss look at sentences a–f in the Starting Point part A on page 22 again. Explain the task and read the question aloud. Go over answers with the class.

Answers

a. However

d. On the other hand

b. even though

e. Although, Nevertheless

c. in spite of

f. Despite

B

- Explain the task. Read the example sentence. Ask Ss to identify the word that connects contrasting ideas. (Answer: *Although*)
- Ss work individually to complete the task.

C Pair work

- Explain the task. Have one pair of Ss read the example conversation to the class. Ask Ss for other follow-up questions that could be used in the conversation.
- Ss work in pairs to do the activity. Have several pairs share their conversation with the class.

5 Life in Sydney (LISTENING)

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

A [CD 1, Track 18]

- Explain the task. Read the question aloud to the class. Check that Ss understand the following vocabulary.

Vocabulary

harbor a protected part of a body of water next to the land where boats can dock

splitting the rent dividing the payment of the rent into two or more parts with roommates

suburbs area outside a city that is mostly residential

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

Answers

Maria

Audio script: See page T-168.

6 Quality of life (DISCUSSION)

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

A

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

Vocabulary

first-class health care doctors and hospitals that are of high quality

historic neighborhoods parts of a city that have original buildings that are very old and have important historical significance

wireless hot spots public places where people can use the Internet on their electronic devices

- If necessary, have Ss brainstorm similar items to add to the list as a class.
- Ss work individually to complete the activity.

B Pair work

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

B [CD 1, Track 19]

- Explain that Ss are going to listen again and choose who has each of the opinions.
- Read the opinions and answer any questions about vocabulary.
- Play the recording and have Ss complete the activity.
- Ss work in pairs to compare answers. Go over answers with the class.

Answers

- | | | |
|----------|----------|----------|
| 1. Maria | 3. Ian | 5. Maria |
| 2. Both | 4. Maria | 6. Ian |

Audio script: See page T-168.



To help Ss with listening skills in this exercise, download the Fresh Idea **Hands up!** from the Teacher Support Site.

C Class activity

- Explain the task. Have Ss share their answers from part B with the class. Keep a tally on the board of which issues were mentioned most often.

Optional activity: Debate (10–15 minutes)

Ss have a debate on the most important quality-of-life issue.

- Use the two top items from part C. Divide the class into two groups and have them debate which issue is more important and why.



For more practice discussing this topic, download the Worksheet **3.1 The next Olympic city** from the Teacher Support Site.

7 Melbourne versus Sydney (READING)

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

A Pair work

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

Vocabulary

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

stereotypes oversimplified ideas or images of a group of people or places

fuel make something increase, grow stronger, or get worse

catering giving someone what they want or need

civic pride being proud of the place you live

- Have Ss call out any other vocabulary that is new to them. Ask other Ss to explain the meaning using the context, if they can.
- Ask Ss if their ideas about the two cities match the information they read in the article.

B

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

Answers

1. F 2. NG 3. F 4. T

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 report their ideas. Have Ss review their ideas with their group at the end of the discussion to see if their group agrees with the information they will be presenting.

Optional activity: *Two cities* (15–20 minutes)

Ss write about two places that they know.

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



For an alternative reading text or extra practice, download the Worksheet 3.2 *Building an eco-city* from the Teacher Support Site.

Do your students need more practice?

Assign . . .	for more practice in . . .
Grammar Plus 3B	Grammar
Vocabulary Plus 3B	Vocabulary
Online Vocabulary Accelerator 3B	Vocabulary
Workbook Lesson B	Grammar, Vocabulary, Reading
Online Workbook Lesson B	Grammar, Vocabulary, Reading, Listening

Units 1–3

COMMUNICATION REVIEW

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

Self-assessment

Review aim: Ss assess how well they have learned the material in Units 1–3 (10–15 minutes)

- Books closed. List or elicit from Ss the language and topics covered in Units 1–3.

- Books open. Explain the task. Read the list of skills aloud.
- Ss work individually to do the assessment.
- Tell Ss they will review their assessment after doing the activities in this unit.

1 Likes and dislikes (DISCUSSION)

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

A

- Read the items aloud. Ask Ss to give definitions for *to be / not be into something, bad mood, stressed out, household chore, and can't stand doing.*
- Give Ss time to think of examples for each item.

B Pair work

- Explain the task. Have one pair of Ss read the example conversation to the class. Point out that gerunds are being used to talk about the likes and dislikes.
- Ss work in pairs to discuss their answers to part A. Ask a few pairs to share their answers with the class.

2 The people's action committee (DISCUSSION)

Review aim: Discuss problems in cities and ways to deal with them (20–25 minutes)

A Pair work

- Ask Ss what they think a people's action committee is and what it does. (Answer: It is a group of concerned citizens who look for problems in the city or community and explore ways to make improvements.)
- Explain the task. Read the example aloud. Go over the information in the Useful Expressions box. Have a short sample conversation with another S and use the expressions.
- Ss work in pairs to do the activity. If necessary, have Ss brainstorm the kinds of improvements that are usually made to a typical city first.

B Group work

- Explain the task. Ss work in groups to discuss their suggested changes from part A.
- Have one S from each group report the group's four most interesting recommendations to the class. Write them on the board.

- Have the class vote on which are the most important changes. Then have Ss discuss ways the changes could be implemented.

Optional activity: Class debate (15–20 minutes)

Ss have a debate on improvements to their city.

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

3 Who's sorry now? (LISTENING & SPEAKING)

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

A [CD 1, Track 20]

- Explain the task. Tell Ss to look at the list of possible radio show topics.
- Check that Ss understand the following vocabulary.

Vocabulary

practical joke a trick, usually involving a physical action, done to make someone feel foolish

harmonica a small musical instrument played by blowing air in and sucking air out of holes set on a horizontal line

I got you an informal way to tell someone that you tricked or deceived them

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

Answers

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

Audio script: See page T-168.

4 Welcome to my city! (DISCUSSION)

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

A

- Focus Ss' attention on the photo and the map. Ask if they have ever been to the Libertad Market in Guadalajara, or if they know anything about it. Ask Ss if they think it would be a good place to visit and why.
- Read the question aloud. Ss work individually to make their lists.

B [CD 1, Track 21]

- Explain that Ss will listen again and choose if each statement is true or false.
- Read the statements aloud and answer any questions about vocabulary.
- Play the recording and have Ss complete the activity.
- Ss work in pairs to compare answers. Go over answers with the class.

Answers

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

Audio script: See page T-168.

C Pair work

- Explain the task. Have one pair of Ss read the example conversation to the class. Ask Ss to identify the modals in the conversation.
- Ss work in pairs to discuss the questions. Remind them to use modals in their conversation.
- Have Ss share their partner's answers with the class.

B Group work

- Explain the task. Read the example answer aloud.
- Ss work in groups to discuss their lists from part A and facts about their city.
- Once Ss finish discussing their lists, have several Ss tell the class about a place they would now like to visit and explain why.



Have Ss look at their answers to the self-assessment at the beginning of this review unit. As a class, discuss which skills were easy and which were more difficult and why.

4 EARLY BIRDS AND NIGHT OWLS

LESSON A ► *It's about time!*

In this unit, Ss use reduced time clauses to describe daily routines and habits. They also practice using clauses stating reasons and conditions.

1 What's your best time of day? (STARTING POINT)

Learning aim: Compare sleep habits and see the lesson grammar in context (10–15 minutes)

A

- Books closed. Ask Ss questions such as: *Do you have more energy in the morning or at night? Do you ever take naps in the afternoon? At what time of day do you do your best work?*
- Books open. Have Ss look at the pictures of the four people and ask: *What time do you think it is in each picture? How do you think each person feels?*
- Explain the task and have Ss read the statements. Check that Ss understand the following vocabulary.

Vocabulary

workout an exercise routine

colleagues people one works with

grouch a person who is often irritable and in a bad mood

sneak do something without other people knowing

spurt a short but powerful rush of something

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

Answers

A morning person is someone who gets up early and feels his or her best in the morning.

A late riser is someone who prefers to sleep in and not get up early.

A power napper is someone who feels better after taking a very short nap.

A night owl is someone who feels best at night and goes to bed very late.

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

B Group work

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

2 The time is right. (DISCUSSION)

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

A Pair work

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

B Pair work

- Explain the task. Read the list of activities.
- Ss work in pairs to discuss when they prefer to do each activity.
- Have Ss share their partner's answers with the class.

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

Ss practice talking about their daily habits.

- Ask Ss to think about their typical daily schedule: when they wake up, when they eat meals, when they study, when they relax, etc.
- Ss work in pairs to take turns telling each other about a typical day for them, and what they would change about their typical schedule if they could.
- Have several Ss share their information with the class.

3 Reduced time clauses (GRAMMAR)

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

Grammar notes

Adverbial time clauses with (*right*) *after*, (*right*) *before*, and *while* can be reduced, but only when the subject of the time clause and the main clause is the same.

When the time clause includes a continuous form of the verb, the subject and the *be* form of the time clause can be omitted.

While I was walking in the park, I saw a classmate.
While walking in the park, I saw a classmate.

If the verb in the time clause is not in the continuous form, the subject can be omitted and the verb can be changed to the present participle.

After I finished the book, I returned it to the library.
After finishing the book, I returned it to the library.

- Books closed. Write on the board:
After I washed the dishes, I watched TV.
Ask: *What is the time clause?* (Answer: *After I washed the dishes*) Underline the time clause. Remind Ss that time clauses show a chronological relationship between two actions in a sentence, answering the question *When?*
- Write on the board:
After washing the dishes, I watched TV.
Ask Ss what changed in the sentence. (Answer: The subject of the time clause was omitted and the verb changed from simple past to the present participle.) Ask if the meaning of the two sentences is the same or different. (Answer: the same) Explain that this is a reduced time clause.
- Books open. Discuss the information in the grammar box and read the example sentences.

4 Energy and sleep (VOCABULARY & SPEAKING)

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

- A**
- Ask Ss to give you an example of a phrasal verb (e.g., *give up* as in *give up drinking coffee*). Ask what a phrasal verb is. (Answer: a two- or three-word verb that includes a verb and one or two prepositions or adverbs)
 - Explain the task. Remind Ss to use the context in the question to help them choose the correct answer. Ss work individually to match the phrasal verbs and definitions. Go over answers with the class.

A

- Have Ss look at the Starting Point on page 28 again. Explain the task and read the questions aloud. Go over answers with the class.

Answers

Teresa: . . . *before any of my colleagues arrive.*

Mieko: *After I have a little sleep, . . .*

Richard: . . . *until it gets to be late afternoon.*
. . . *after everyone else has gone to bed.*

The following time clause can be reduced:

After I have a little sleep, I feel great the rest of the day.
After having a little sleep, I feel great the rest of the day.

B Pair work

- Explain the task. Read the clauses aloud to the class. Ask Ss to identify the time expression in each one.
- Read the example aloud. Have Ss complete the sentences individually with information that is true for them.
- Ss work in pairs to discuss their answers.
- For each item, call on a few Ss to read their completed sentences to the class.

Answers

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

B Pair work

- Explain the task. Have one pair of Ss read question 1 from part A and the example answer to the class. Brainstorm follow-up questions for each question.
- Ss work in pairs to do the activity. Make sure they ask each other follow-up questions. Have Ss share their partner's answers with the class.

5 Chilling out (LISTENING & SPEAKING)

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

A

- Books closed. Ask Ss if they know what stress is. (Answer: feeling very tense and irritable because of factors such as social, school, or work pressures) Then ask Ss to name things that can cause stress.
- Books open. Explain the task. Ask Ss for other examples of good ways to cope with stress. Ss work individually to complete the activity. Remind Ss to add two more of their own ideas.
- Have Ss share their answers with a partner.

B [CD 1, Track 22]

- Explain the task. Tell Ss to read the causes of stress. Check that Ss understand the following vocabulary.

Vocabulary

kid brother younger brother

on the go busy doing things

downtime time to relax

melt away become less and less

bumper to bumper when cars are very close to each other and are usually moving very slowly

regulars people who go to a particular place over and over again

- Play the recording. Tell Ss to listen for the main cause of stress for each person. Ss write the correct letters. Play the recording again for Ss to check their answers.

- Ss work in pairs to compare answers. Go over answers with the class.

Answers

too little time: L

too much traffic: V

too many responsibilities: S

Audio script: See page T-169.

C [CD 1, Track 23]

- Explain the task. Tell Ss to look at the chart and determine the information they need to complete it.
- Play the recording. Tell Ss to listen for the solution each person has found. Ss complete the chart. Play the recording as many times as needed. Ss listen and check their answers.
- Ss work in pairs to compare answers. Go over answers with the class.

Answers

1. Sean: He calls home and talks to his family.

2. Lisa: Her kids sleep over at her neighbor's place, and she has a quiet dinner with her husband.

3. Victor: He leaves home before the traffic gets too heavy.

Audio script: See page T-169.

6 I need some advice. (ROLE PLAY)

Learning aim: Talk about problems and give advice (15–20 minutes)

A

- Have different Ss read each of the problems. Answer any questions about vocabulary.
- Explain the task. Give Ss time to think about whether they have ever had any of the problems described, and about other problems with sleep and energy levels they have heard of.

B Pair work

- Explain the task. Read the information in the Useful Expressions box. Give examples for completing each sentence.
- Have one pair of Ss read the example conversation to the class. Have the class brainstorm more advice for the example problem. Have them use the expressions for giving advice.
- Ss work in pairs to take turns role-playing asking for and giving advice.
- Have a few pairs share their role play with the class.



For more practice discussing this topic, download the Worksheet 4.1 *Catch a wink* from the Teacher Support Site.

7 Effective topic sentences (WRITING)

Learning aim: Write a paragraph with an effective topic sentence and supporting details (40–50 minutes)

- A**
- Tell Ss to read the information in the box at the top of the page. Ask: *What makes a topic sentence effective?* (Answer: It isn't too general or too specific.)
 - Explain the task. Check that Ss understand the following vocabulary.

Vocabulary

drag move with very little energy

- Have Ss read the paragraph and choose the correct topic sentence from the list.
- Go over the answer with the class. Ask Ss why the other choices aren't appropriate topic sentences. (Answer: They are too specific and/or are not supported by the ideas in the rest of the paragraph.)

Answers

- b. Morning people and night people live very different lives.

- B**
- Explain the task. Ss read the paragraph. Ask them for the main idea of the paragraph.
 - Ss work individually to complete the activity. Then Ss work in pairs to compare their answers. Have several Ss share their topic sentence with the class.

Possible answers

Playing sports helps me focus and handle stress.

- C**
- Explain the writing task. Tell Ss that they should write only one paragraph, and they should focus on just a few details about the topic.
 - Remind Ss that the topic sentence should be neither too general nor too specific. All the details should support the topic sentence.
 - Ss work individually to write their paragraphs.

D Pair work

- Explain the task. Make sure Ss understand that they shouldn't read their topic sentence and that their partner should try to guess what it is, based on the rest of the paragraph.

Optional activity: Sentence chain (15 minutes)

Ss practice creating topic sentences and supporting sentences for paragraphs that give advice.

- Write several general topics on the board, for example:
the best way to learn a language
finding a good job
the best way to prepare for a big test
- Put Ss in a circle. Point to one of the topics on the board and have a S say a supporting sentence (*not* the topic sentence) that could be in a paragraph about that topic. Write it on the board. Repeat with three or four more Ss, each saying a sentence that supports the topic. Have a S say what a good topic sentence would be.
- Continue with the other topics and different Ss.

Do your students need more practice?

Assign . . .	for more practice in . . .
Grammar Plus 4A	Grammar
Vocabulary Plus 4A	Vocabulary
Online Vocabulary Accelerator 4A	Vocabulary
Workbook Lesson A	Grammar, Vocabulary, Writing
Online Workbook Lesson A	Grammar, Vocabulary, Writing

LESSON B ► Tossing and turning

1 A good night's sleep (STARTING POINT)

Learning aim: Discuss sleep habits and see clauses stating reasons and conditions in context (10–15 minutes)

A

- Books closed. Ask Ss questions such as: *Who regularly gets a good night's sleep? Who usually doesn't sleep well? How many hours a night do you need? What time do you get up? What time do you go to sleep?*
- Books open. Explain the task. Read the statements aloud. Check that Ss understand the following vocabulary.

Vocabulary

get by manage to live or do what is needed with the least amount of something

light sleeper someone who wakes up easily during the night

exhausted extremely tired

- Ss work individually to choose the statements that are true for them.

Culture note

In the United States, sleep problems have become more and more common as people work longer hours, have busier lives and more responsibilities, and use more technology late into the night.

B Pair work

- Explain the task. Have one pair of Ss read the example conversation to the class.
- Ss work in pairs to do the activity. Have Ss share their partner's answers with the class.

2 Expressions related to sleep (VOCABULARY)

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

A

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

Answers

Having trouble sleeping: be wide awake, have a sleepless night, toss and turn

Falling asleep: drift off, feel drowsy, nod off*

Sleeping a short time: take a power nap, nod off*

Sleeping deeply: be fast asleep, be sound asleep, sleep like a log

**Nod off* is used to describe falling asleep unintentionally and/or sleeping for a short time.

B Pair work

- Explain the task. Have one pair of Ss read the example conversation to the class. Brainstorm questions for each expression.
- Ss work in pairs to do the activity. Make sure they ask each other follow-up questions. Have Ss share their partner's answers with the class.

Optional activity: Sleep advice (20 minutes)

Ss practice vocabulary for sleep.

- Ss work in pairs to write about a sleep problem, such as: *I can't sleep because my neighbor is always having parties; I have trouble falling asleep because I can't stop thinking about what I have to do the next day, etc.*
- Have pairs exchange papers and give advice about the problem.
- Have pairs tell the class the problem and the advice they gave. Ask the class to give other advice for the problem.

3 Clauses stating reasons and conditions (GRAMMAR)

Learning aim: Practice using clauses stating reasons and conditions (20–25 minutes)

Grammar notes

Considering that introduces an adverb clause of reason.

Even if, as long as, unless, and only if introduce an adverb clause of condition.

(Just) in case also introduces an adverb clause of condition. It is used when an undesirable circumstance or condition needs to be taken into account, but the condition is considered unlikely to happen.

- Books closed. Write on the board:
I'm lucky I can get by on six hours of sleep because most people need eight.
Ask: Look at the underlined clause. What does it do? (Answer: It gives a reason. It answers the question *Why?*)
- Write on the board:
I can get by on five hours of sleep if I take a nap during the day.
Ask: What kind of sentence is this? (Answer: conditional) What does the underlined clause do? (Answer: It describes the condition.)
- Point out *because* and *if* in the sentences on the board. Tell Ss that this section teaches more ways to begin clauses that state reasons and conditions.
- Books open. Discuss the information in the grammar box and read the example sentences.

A

- Have Ss look at the Starting Point on page 32 again. Explain the task and read the question aloud. Go over answers with the class.

Answers

... unless I'm really tired.
... even if I slept great all night.

B

- Ask Ss to look at the two columns of clauses. Have them identify the adverb clauses stating reasons and conditions, and the function of the expression that introduces them.
- Explain the task. Ss work individually to match the clauses. Then Ss work in pairs to compare their answers. Go over answers with the class.

Answers

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

C

- Explain the task. Tell Ss to use their own ideas to complete the sentences. If necessary, ask a few Ss how they would complete sentence 1.
- Ss work individually to write sentences. Then Ss work in pairs to compare their answers. Go over answers with the class.



To help Ss with the grammar in this exercise, download the Fresh Idea **Language hunters** from the Teacher Support Site.

Optional activity: Connections (10–15 minutes)

Ss have additional practice with clauses of reason and condition.

- Ss work in small groups to make their own clauses for other groups to complete. Tell them they should write at least six clauses, using each item from the grammar box once.
- Have groups exchange papers and complete the clauses with their own answers.
- Have Ss read their sentences to the class.

4 I had the wildest dream. (LISTENING & SPEAKING)

Learning aim: Develop skills in listening for gist and details, and in paraphrasing (20–25 minutes)

A [CD 1, Track 24]

- Books closed. Ask Ss whether or not they remember their dreams. Then ask them if they think their dreams have meaning, or if they dream about particular things when they are stressed.
- Books open. Have Ss read the title of the activity. Ask Ss what they think a “wild” dream might be. (Answer: In this context, it means *unusual*.) Explain the task. Check that Ss understand the following vocabulary.

Vocabulary

recurring happening over and over again

weird strange or unusual

it hits me I realize

overwhelmed feeling powerless and unable to cope

nightmare a dream that terrifies the dreamer

helpless unable to help oneself

- Tell Ss to listen to the recording once for general comprehension about the dreams. Play the recording.
- Have the class vote on whose dream they think is scarier.

Audio script: See page T-169.

B [CD 1, Track 25]

- Explain that Ss will listen again and fill in the chart with a description of each dream and what the people in the recording think it means.
- Play the recording as many times as needed. Go over answers with the class.

Answers

Kate: Her dream is that she's back in high school and has to take a test she isn't prepared for. She thinks it means that she is feeling overwhelmed or worried about something.

Sérgio: His dream is that he is in danger, and he can't move or do anything to help himself or someone else. He thinks it means there's something in his life he can't control, but should be able to.

Audio script: See page T-169.

C Pair work

- Explain the task. Ss work in pairs to discuss what they think the two dreams mean and if they ever have similar dreams.
- Have Ss share their partner's answers with the class.

5 The meaning of dreams (DISCUSSION)

Learning aim: Talk about the meaning of dreams (15–20 minutes)

A

- Explain the task and have Ss read the two columns of information.
- Ss work individually to complete the activity. Then Ss work in pairs to compare answers. Go over answers with the class.

Answers

- | | | | |
|------|------|------|------|
| 1. e | 3. f | 5. g | 7. d |
| 2. c | 4. a | 6. b | |

B Pair work

- Explain the task. Read the information in the Useful Expressions box. Give examples for how to complete each sentence.
- Ss work in pairs to do the activity. Have Ss share their partner's answers with the class.

C Group work

- Explain the task. Ss work in groups to do the activity. Have a S from each group tell one of their dreams to the class. Have the class vote on the most interesting dream.

Optional activity: Interview (10–15 minutes)

Ss create a questionnaire about dreams and interview classmates.

- As a class, brainstorm questions for a class poll about dreams (e.g., *Do you have a recurring dream? How many dreams do you have a week? Do you usually have good dreams or nightmares?*). Write the questions on the board.
- Have Ss go around the class and ask each other the questions and write the answers.
- Have Ss tell the class some of the information they learned.

6 To sleep or not to sleep? (READING)

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

A Group work

- Books closed. Ask: *Do you think you get enough sleep? If you could, would you sleep only two or three hours a night and get more accomplished during the rest of the day?*
- Books open. Explain the task. Read the questions aloud. Ss work in groups to discuss the questions.
- Have one S from each group share the group's answers with the class.
- Have Ss read the article silently to themselves. Check that Ss understand the following vocabulary.

Vocabulary

24/7 happening 24 hours a day, 7 days a week

night shift work hours that begin in the evening or late at night

pharmaceutical having to do with drugs used in medicine

breakthroughs important discoveries that help to solve problems

implications possible effects or results

B

- Explain the task. Read the questions aloud. Tell Ss they will find the answers to the questions in the article.
- Have Ss re-read the article silently to themselves. Explain any remaining new vocabulary. Alternatively, have Ss call out any other vocabulary that is new to them. Ask other Ss to explain the meaning using the context, if they can.

Answers

1. The article cites a study by the National Sleep Foundation showing that people are sleeping less than they used to sleep. Scientists and pharmaceutical researchers are searching for chemicals and drugs to keep us awake longer. Another group of researchers is studying a gene in a fruit fly.
Answers will vary for what surprised Ss the most and the least.
2. It varies from three to eleven hours a night. Sleep needs vary. Some people need more sleep than others.
3. Laboratory monkeys were able to stay awake for 36 hours without getting tired. They were able to do work accurately and happily.

C Group work

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



For more practice with this topic, download the Worksheet 4.2 *Are you fatigued?* from the Teacher Support Site.

Do your students need more practice?

Assign . . .	for more practice in . . .
Grammar Plus 4B	Grammar
Vocabulary Plus 4B	Vocabulary
Online Vocabulary Accelerator 4B	Vocabulary
Workbook Lesson B	Grammar, Vocabulary, Reading
Online Workbook Lesson B	Grammar, Vocabulary, Reading, Listening

5 COMMUNICATION

LESSON A ► Making conversation

In this unit, Ss use infinitive and gerund phrases to talk about interpersonal communication in social situations. They also practice using reported speech.

1 Types of people you might meet (STARTING POINT)

Learning aim: Compare different types of people you meet on social occasions and see infinitive and gerund phrases in context (10–15 minutes)

A

- Books closed. Explain the term *good conversationalist*. Ask Ss if they think they are good conversationalists. Write on the board:
What are the qualities of a good conversationalist?
What makes a conversation interesting or boring?
- Ss work in pairs or small groups to discuss the questions. Have several Ss share their ideas with the class.
- On the board, write the name of each type of person on page 36. Ask Ss to predict how each type would act in a conversation.
- Books open. Explain the task and have Ss skim the descriptions. Check that Ss understand the following vocabulary.

Vocabulary

get a conversation going begin or continue a conversation

accomplishments difficult things that someone has completed successfully

customary normal, usual

ignore pay no attention to what someone is saying

out of turn not at the proper time

- Have Ss read the descriptions more carefully and match them to one of the illustrations. Ss work in pairs to compare their answers. Go over answers with the class.

Answers

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

B Pair work

- Explain the task. Read the example description aloud. Ss work in pairs to say if they know any people like the ones described in part A. Encourage Ss to give examples and to ask each other follow-up questions.
- Have Ss share their partner's answers with the class.

Optional activity: Who am I? (10–15 minutes)

Ss practice identifying the different types of people you meet in social situations.

- Ss work in groups. Give each group six slips of paper, each slip with one of the different types of people described in part A. Groups put the slips face down on the table.
- Each group member picks up one slip of paper and plays the role of that type of person while the group makes small talk about a topic such as weather, music, TV shows, etc. At the end of the conversation, group members identify which S played which role.

2 Infinitive and gerund phrases (GRAMMAR)

Learning aim: Practice using infinitive and gerund phrases (20–25 minutes)

Grammar notes

In the structure *it + be + adjective + infinitive phrase*, the subject is *it*.
It's impolite to ask how much money someone makes.

This kind of sentence can be changed to start with a gerund. In this case, the gerund becomes the subject.
Asking how much money someone makes is impolite.

- Books closed. Write on the board:
It's impolite to talk about yourself too much.
Ask: *What else is it impolite to do?* Write Ss' answers on the board using the *it + be + adjective + infinitive phrase* pattern.
- Write on the board:
Talking about yourself too much is impolite.
Ask Ss if the sentences mean the same thing. (Answer: yes) Then ask what is different about the verb *talk*. (Answer: It is an infinitive in the first sentence and a gerund in the second.)
- Ask Ss to come to the board and change their sentences so that the verb is in the gerund form.
- 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 question aloud. Go over answers with the class.

Answers

Gerund phrases:

2: *Talking about your accomplishments too much is often considered rude, . . .*

5: *Talking about topics that interest you is fun.*

Sentences changed to *It's . . .*:

It's often considered rude to talk about your accomplishments too much, . . .

It's fun to talk about topics that interest you.

B

- Explain the task. Go over any vocabulary Ss don't understand.
- Ss work individually to complete the activity. Then Ss work in pairs to compare their answers. Go over answers with the class.

Answers

- Talking about politics at work or school is inappropriate.
- It's impolite to use certain gestures in some foreign countries.
- It's often considered rude to ask someone's age.
- Addressing a professor by his or her first name isn't unusual in the U.S.
- It's customary in many cultures to hug friends when you greet them.
- It's inappropriate in some countries to ask strangers if they're married.

3 What's appropriate? (VOCABULARY & SPEAKING)

Learning aim: Learn and practice using vocabulary to talk about social situations (15–20 minutes)

- A**
- Read the words and phrases aloud to Ss. Make sure they understand what *neutral* means.
 - Explain the task. Have Ss call out any new vocabulary. Ask other Ss to explain the meaning if they can. Help with vocabulary as needed.
 - Ss work individually to complete the activity. Go over answers with the class.

B Group work

- Explain the task. Read the sentences aloud. Ss work in groups to discuss each situation.
- Have a S from each group share their discussion with the class. As a class, discuss which customs or behaviors Ss think would be considered unusual in their country.



To help Ss with speaking skills in this exercise, download the Fresh Idea **Face up, face down** from the Teacher Support Site.

Answers

- | | | | |
|------|------|------|-------|
| 1. + | 4. - | 7. - | 10. - |
| 2. - | 5. - | 8. + | 11. ~ |
| 3. + | 6. ~ | 9. - | 12. ~ |

4 Making small talk (ROLE PLAY)

Learning aim: Practice making small talk (15–20 minutes)

A

- Books closed. Ask Ss if they know what small talk is. Ask them to give examples of topics that are appropriate for small talk. Ask them in what situations they usually make small talk.
- Books open. Explain the task. As a class, have Ss call out examples of questions for each topic.
- Ss work individually to complete the activity. Go over answers with the class.

Culture note

For small talk in the United States, it is usual and appropriate to talk about children and family, current affairs, entertainment, hobbies, sports, and the weather.

However, most people stay away from the topics of politics and money during social occasions. Politics is usually a controversial topic, and money is often considered to be a personal topic.

Also, personal details such as health problems and marital issues are usually not appropriate to talk about with acquaintances. Close friends can talk about these subjects, however.

5 Party talk (LISTENING)

Learning aim: Develop skills in listening to identify a speaker and specific phrases (15–20 minutes)

A [CD 2, Track 2]

- Explain the task. Tell Ss to look at the lists of possible speakers. Check that Ss understand the following vocabulary.

Vocabulary

kids an informal way to say *children* or *young people*

overseas in the United States, a country that is across an ocean; abroad

old-fashioned not modern; typical of a time in the past

Thanksgiving in the United States, a holiday celebrated in November, when families get together, eat a big meal, and give thanks for all the good things in their life

lyrics the words to a song

- Tell Ss to listen for who is speaking in each conversation. Play the recording once as Ss listen. Play the recording again while Ss choose the correct answers. Replay as many times as needed. Ss listen and check their answers.
- Go over answers with the class. Ask Ss what parts of the recording indicated who the speaker was.

B Group work

- Explain the task. Read the information in the Useful Expressions box.
- Ask two Ss to read the example conversation to the class. Give Ss a few minutes to think about which topics they are going to use. Tell Ss to try and use a different topic for each conversation.
- Ss work in groups to do the activity. Make sure that each person in the group has a chance to ask and answer questions.

Answers

1. c 2. b 3. b

Audio script: See page T-170.

B [CD 2, Track 3]

- Explain the task. Remind Ss of what a closing phrase is. Ask them for examples.
- Tell Ss to listen for the closing phrase used to end each conversation. Play the recording once as Ss listen. Play the recording again while Ss write their answers. Replay as many times as needed. Ss listen and check their answers.
- Go over answers with the class.

Answers

1. It was great to meet you, Pete.
2. Anyway, I should get going. I'll call you later.
3. Talk to you soon.

Audio script: See page T-170.

6 Organizing ideas with an outline (WRITING)

Learning aim: Organize ideas using an outline and write a paragraph about a cultural rule (40–50 minutes)

- A**
- Books closed. Remind Ss of how they learned (in Unit 3) to use a mind map to organize their ideas for a paragraph. Tell them they are going to learn another way to organize their ideas for a paragraph.
 - Books open. Tell Ss to read the information in the box at the top of the page. Ask Ss to find the outline on the page. Ask: *How are the ideas organized?* (Answer: under headings) Elicit the order the ideas follow (topic sentence, supporting sentences, conclusion).
 - Explain the task. Read the example topic sentence in the outline aloud. Ask Ss to find the topic sentence in the paragraph. Ask Ss what the difference between the two is. (Answer: The sentence in the outline is shorter.) Check that Ss understand the following vocabulary.

Vocabulary

constantly frequently

silent mode a setting on a cell phone that shuts off the ring or any other noise the phone makes

glaring at looking at someone in an angry manner

scolded told someone that what they were doing was inappropriate, often in an angry manner

shocked unpleasantly surprised

- Ss read the paragraph and then the outline silently to themselves.
- Have students complete the outline individually. Go over answers with the class.
- Then ask Ss to find the additional information included in the paragraph that isn't in the outline. Go over answers with the class.

Answers

A. is impolite

B. Step away from people; a café

C. use polite behavior when speaking on cell phones

Additional information included in the paragraph:

People dislike being bothered by noise.

Listening to others talking on the phone is irritating.

B Pair work

- Explain the first part of the task. With the class, brainstorm cultural rules and write them on the board. Have Ss work individually to write an outline about a cultural rule.
- Explain the second part of the task. Read the questions aloud. Ss work in pairs to exchange outlines and review them using the questions.

C Pair work

- Explain the writing task. Have Ss work individually to write their paragraphs.
- Read the questions aloud. Ss work in pairs to exchange paragraphs and take turns answering the questions.
- Help as needed. Encourage Ss to ask and answer follow-up questions about the paragraphs, and ask about anything in the paragraph they don't understand.
- Ask pairs to share the cultural rule that they wrote about with the class.

Optional activity: World traveler (10–15 minutes)

Ss categorize cultural rules and write a cultural guide.

- Explain that Ss are going to create a cultural guide for someone who is traveling around the world or around their country.
- As a class, brainstorm some categories for the cultural rules, such as "Eating and Drinking," "Clothing," "Visiting Someone's Home," etc., and write them on the board.
- Ss work in small groups and choose one category to write about. Then each group writes the cultural rules for the chosen category and organizes them as a section of the cultural guide.
- If time allows, encourage Ss to include more cultural rules and/or pictures.

Do your students need more practice?

Assign . . .	for more practice in . . .
Grammar Plus 5A	Grammar
Vocabulary Plus 5A	Vocabulary
Online Vocabulary Accelerator 5A	Vocabulary
Workbook Lesson A	Grammar, Vocabulary, Writing
Online Workbook Lesson A	Grammar, Vocabulary, Writing

LESSON B ► It's personal.

1 Eavesdroppers (STARTING POINT)

Learning aim: Discuss overheard conversations and see reported speech in context (10–15 minutes)

A

- Books closed. Ask Ss what *eavesdrop* means. (Answer: to listen to someone else's conversation)
- Books open. Explain the task. Check that Ss understand the following vocabulary.

Vocabulary

lay off let employees go from their jobs, usually for reasons unrelated to their performance

overheard unintentionally heard what someone said even though the person was not talking directly to you

gossiping talking about someone else's personal life

hurt (someone's) feelings upset or offend someone

- Ss read the three statements silently to themselves.
- Ss work in pairs to discuss the question. Have some Ss share their answers with the class.

B Group work

- Explain the task. Read the questions. Ss work in groups to discuss the questions.
- Have one S from each group report on the group's discussion.

2 Who can you confide in? (DISCUSSION)

Learning aim: Talk about and compare who you confide in (15–20 minutes)

A

- Books closed. On the board, write the categories of news listed in the chart: *good news, bad/tragic news, gossip, personal information*. Ask Ss to give an example of each.
- Ask Ss what *confide in* means. (Answer: to tell personal news or problems with an expectation that it will not be repeated) Ask them who they confide in.
- Give Ss time to think about who they usually confide in. Ask them to consider whether they would share very good news and tragic news with the same person or a different person.
- Books open. Explain the task. Have Ss scan the information in the chart and compare their own answers to the questions.

B Pair work

- Explain the task. Ask a S to read the example statement aloud. Encourage Ss to ask follow-up questions and give examples to support their answers.
- Ss work in pairs to do the activity. Have Ss tell the class about their partner's answers.

Optional activity: Discussion (20 minutes)

Ss discuss secrets kept by men and women.

- If possible, put Ss in single-gender pairs. Have them discuss different types of secrets kept by men and by women (e.g., health, work, family, etc.). Have Ss make a list for each gender.
- Have pairs share their lists with the class. Write their ideas on the board. Have a class discussion to see how many items from the men's and women's lists are the same. Find out if the class agrees with the items on each list.

3 Reported speech (GRAMMAR)

Learning aim: Practice using reported speech
(20–25 minutes)

Grammar notes

When a statement in direct speech changes to reported (or indirect) speech, the statement becomes a noun clause. The tense in the noun clause usually changes to a tense one step in the past.

John said, "I do a lot of homework."

John said (that) he did a lot of homework.

John said, "I did a lot of homework last week."

John said (that) he had done a lot of homework last week.

However, there are exceptions to this rule. There is no tense change in general truths (e.g., *The earth is round.*) or when a very recent statement is being reported (e.g., *He just said he has a lot of homework.*).

That is optional after the verbs *said, told, etc.*

When questions are used in reported speech, question word order becomes statement word order. In yes/no questions, the auxiliaries *do/does/did* are normally replaced with *if*.

I asked, "Does John see a lot of movies?"

I asked if John saw a lot of movies.

With commands, the verb in the imperative becomes an infinitive. *Don't* + base form of verb becomes *not* + infinitive.

Emma said, "Talk to your friend."

Emma told her to talk to her friend.

- Books closed. Explain to Ss that reported speech is the language used to tell others what someone else said. Write on the board:

1. *John said, "I'm not hungry."*

2. *John said that he wasn't hungry.*

Ask Ss to identify what is different about the verb *be* in the two sentences. (Answer: In sentence 1, the verb *be* is in the present tense. In sentence 2, the verb *be* is in the past tense.)

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

A

- Have Ss look at the Starting Point on page 40 again. Explain the task and read the question aloud. Go over answers with the class.

Answers

He was telling her that it would be a bad day at work.

He explained that they were going to lay off my entire department!

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. She told me (that) she wasn't surprised at all.
2. He asked me if I had heard the news.
3. She said (that) there was / is a bank down the street.
4. She asked me why I wasn't talking.
5. He told me to give him a call.
6. She told me (that) they were getting married.
7. The children asked me if the movie was / had been scary.
8. They told me (that) they hadn't taken / didn't take the 8:00 train.

C Pair work

- Explain the task. Read the conversation with a S.
- Ss work in pairs to take turns changing each line to reported speech. Tell Ss that different reporting verbs are possible. Go over answers with the class.

Possible answers

Ryan told Lara (that) he'd heard some interesting news. He asked Lara if she knew Amanda Jenkins.

Lara said (that) she knew what she/Amanda looked like, but she had never met her.

Ryan said (that) she/Amanda was going to study for a year in Australia.

Lara asked how she/Amanda could afford that.

Ryan said (that) she/Amanda had gotten a scholarship that would take care of all her expenses.

Lara said (that) she thought that was great. She asked Ryan when she/Amanda was leaving.

Ryan said (that) he didn't know.

4 Tell me what he said. (VOCABULARY & SPEAKING)

Learning aim: Learn and practice using expressions to report speech (15–20 minutes)

A

- Explain the task and read the expressions aloud. Go over any vocabulary Ss don't understand.
- Ss work individually to complete the activity. Go over answers with the class. Have Ss call out examples of how each sentence could be completed.

Answers

Statements:

He claimed that, He promised to, He explained that, He told me that

Commands or advice:

He asked me to, He warned me not to, He told me to, He advised me to, He encouraged me to

Questions:

He wanted to know, He asked me, He wondered

B Pair work

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



For more practice discussing this topic, download the Worksheet 5.1 *Cell phone helpline* from the Teacher Support Site.

5 Tell me all about it! (LISTENING)

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

A [CD 2, Track 4]

- Have Ss look at the pictures and describe what they see. Explain the task. Check that Ss understand the following vocabulary.

Vocabulary

seeing each other dating, being involved romantically

proposed asked someone to get married

bridesmaid a female friend or relative who participates in and helps the bride with the wedding ceremony

Why the long face? (idiom) Why do you look so upset?

picked up increased, improved

- Tell Ss to listen and choose the picture that matches the news in each conversation. Play the recording once as Ss listen. Play the recording again while Ss choose the correct picture. Replay as many times as needed. Ss listen and check their answers.
- Go over answers with the class.

Answers

1. a 2. b

Audio script: See page T-170.

B [CD 2, Track 5]

- Explain that Ss are going to listen again for details about each person's news. Have Ss read the questions and choices so they know what information to listen for.
- Play the recording once as Ss listen. Play the recording again while Ss choose the best answers. Replay as many times as needed. Ss listen and check their answers.
- Go over answers with the class.

Answers

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

Audio script: See page T-170.

Optional activity: *In the news* (10–15 minutes)

Ss tell stories using reported speech.

- Ss work in pairs to take turns telling each other about one of the stories from part A using reported speech. Let Ss listen to the recording a couple more times and take notes, if necessary.

6 Mobile mania (READING)

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

A

- Books closed. Ask: *How often do you use your cell phone? Do you get annoyed when other people talk on their cell phones in public places?*
- Books open. Explain the task. Check that Ss understand the following vocabulary.

Vocabulary

generic usual, not special

distracted not focused, not paying attention to what one should be

corporate big shot a very important person in a company

offensive rude

hearing impairment damage to the ear that makes it difficult to hear

amplifies makes louder

pompous self-important

exasperating very annoying

trivial unimportant

trademark a special characteristic of a particular kind of person or thing

- Have Ss read the article silently to themselves. Explain any remaining new vocabulary. Alternatively, have Ss call out any other new vocabulary. Ask other Ss to explain the meaning using the context, if they can.
- Ss work individually to complete the activity. Go over answers with the class.

Answers

- | | |
|---------------------------|--------------------------|
| 1. The Shouter | 4. The I-Talk-Anywhere |
| 2. The Corporate Big Shot | 5. The Distracted Driver |
| 3. The Useless Call Maker | 6. The Generic Ring |

B Group work

- Explain the task. Read the questions aloud.
- Ss work in small groups to answer the questions.
- Ask groups to share information from their discussion with the class.



For an alternative reading text or extra practice, download the Worksheet 5.2 *Smartphone smarts* from the Teacher Support Site.

Do your students need more practice?

Assign . . .	for more practice in . . .
Grammar Plus 5B	Grammar
Vocabulary Plus 5B	Vocabulary
Online Vocabulary Accelerator 5B	Vocabulary
Workbook Lesson B	Grammar, Vocabulary, Reading
Online Workbook Lesson B	Grammar, Vocabulary, Reading, Listening

6 WHAT'S THE REAL STORY?

LESSON A ► *That's some story!*

In this unit, Ss use adverbs and the simple past, the present perfect, and the present perfect continuous to talk about news events and tell personal stories.

1 **Weird news** (STARTING POINT)

Learning aim: Talk about news stories and see the simple past, present perfect, and the present perfect continuous in context (10–15 minutes)

A

- Books closed. Ask Ss what a headline is. Write on the board:
Fears Rise with Rising Waters
Cat Calls Hospital; Saves Owner
President Tells Voters: No More Taxes
- Ss work in pairs or small groups to discuss what the headlines mean and think of a news story that goes with each headline. Have several Ss share their ideas with the class.
- Books open. Explain the task and have Ss read the headlines. Ask them to explain *sea lion*, *supper*, *upstages*, and *rivals*. (Answers: a *sea lion* is a type of large seal with ears that is often trained to perform tricks; a *supper* is a meal eaten in the evening; *upstage* means to be the center of attention by outperforming others; *rivals* are people or teams in a competition)
- Have Ss skim the articles. Check that Ss understand the following vocabulary.

Vocabulary

main attraction the person, thing, or event that everyone wants to see

caught on understood, learned

canvas a piece of cloth on a frame used for a painting

ignition the place where a car key is inserted to start the car

spare extra

- Have Ss read the articles and match them to the headlines. Ss work in pairs to compare answers. Go over answers with the class.

Answers

1. c. Surfing Dog Upstages Rivals
2. b. Sea Lion Paints for Her Supper
3. a. Cell Phone Opens Car Door

B Pair work

- Explain the task. Read the example answer aloud. Ss work in pairs to guess which story is false. Have them give reasons for their guesses.
- Have Ss share their answers with the class. Tell them to look at page 142 to find out which story is not true.

Answers

Story 3 is false. The signals from remote controls that lock and unlock many car doors cannot be relayed over the phone.

Optional activity: *True or false?* (10–15 minutes)

Ss practice talking about news stories.

- Ss work in small groups to think of one unusual but true news story that they know, preferably one that other Ss might not know. Then have them think of an imaginary news story.
- Have each group tell their two stories to the rest of the class. Then have the class vote on which is the true story and which is the made-up story.

2 Present perfect vs. simple past (GRAMMAR)

Learning aim: Practice using the present perfect and the simple past (20–25 minutes)

Grammar notes

The simple past is used to describe an event that happened at a specific time in the past.

The present perfect is used to talk about a recent event in the past without giving a specific time reference.

The present perfect is also used for a repeated past event that could continue into the present.

It is also used for actions or situations that began in the past and have an effect on the present or are still relevant, especially when *for* or *since* is used.

- Books closed. Write on the board:

- Officials have announced the World Cup schedule.*
- Officials announced the World Cup schedule yesterday.*

Ask Ss to explain the difference between the two sentences. (Answer: Sentence 1 has no time reference.)

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

A

- Have Ss look at the first story on page 44 again. Explain the task and read the questions aloud. Go over answers with the class.

Answers

Present perfect sentences:

The police have been called . . . (no specific time given)

They've called us . . . (no specific time given)

I've always surfed . . . (no specific time given)

He's always loved it. (no specific time given)

Simple past sentences:

The dog became the main attraction . . . during the Surf World Championship. (specific time given)

The dog and his owner surfed . . . between the competitions. (specific time given)

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. has stolen | 5. set up |
| 2. went off | 6. have called |
| 3. rushed | 7. have left |
| 4. were | 8. has offered |

3 Present perfect vs. present perfect continuous (GRAMMAR)

Learning aim: Practice using the present perfect and the present perfect continuous (20–25 minutes)

Grammar notes

While the present perfect is used for completed actions, and the present perfect continuous is used for uncompleted actions, there is a group of verbs (*live, work, teach, study*) that can be used in either the present perfect or the present perfect continuous with no difference in meaning.

- Books closed. Write on the board:

- She's been painting her bedroom for five hours.*
- She's painted her bedroom yellow.*

Ask Ss which action is still happening in the present. (Answer: sentence 1) Ask Ss which action is recently completed. (Answer: sentence 2)

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

A

- Have Ss look at the first story on page 44 again. Explain the task and read the questions aloud. Go over answers with the class.

Answers

. . . they've been getting more attention than the actual contest.

The present perfect continuous is used because the action is not yet completed.

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

- have been, have been staying
- have been repairing, haven't solved
- have been guarding, haven't robbed
- have been providing

4 It's in the news. (VOCABULARY & SPEAKING)

Learning aim: Learn and practice using vocabulary to talk about news events (15–20 minutes)

A

- Explain the task. Ss work individually to do the activity. Then Ss work in pairs to compare their answers. Go over answers with the class. (See answers at right.)

B Pair work

- Explain the task. Have one pair of Ss read the example conversation to the class.
- Ss work in pairs to do the activity. Have pairs tell their news stories to the class.



To help Ss with speaking skills in this exercise, download the Fresh Idea *Can I add something here?* from the Teacher Support Site.

Answers

- epidemic: illness that spreads through a population
famine: a serious shortage of food
hijacking: forcing someone to give you control of a vehicle or airplane
kidnapping: holding a person illegally in exchange for money or something else of value
natural disaster: destructive force of nature, such as a flood, typhoon, earthquake, etc.
political crisis: crucial political situation that may result in negative change
rebellion: resistance, often violent, to a higher authority
recession: slow or falling economy
robbery: taking another's possessions illegally
scandal: action that is considered against moral standards and that has been made public

5 Broadcast news (LISTENING)

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

A [CD 2, Track 6]

- Explain the task. Tell Ss to look at the topics.
- Tell Ss to listen and write the number of each news story beside the correct topic. Play the recording once as Ss listen. Play the recording again while Ss write their answers. Replay as many times as needed. Ss listen and check their answers.
- Go over answers with the class.

Answers

- | | |
|-----------------------|----------------------------|
| a natural disaster: 3 | an unusual family event: 4 |
| a scandal: 2 | an epidemic: 1 |

Audio script: See page T-171.

B [CD 2, Track 7]

- Explain the task. Play the recording and have Ss complete the activity.

- Ss work in pairs to compare their answers. Go over answers with the class.

Answers

1. False; The number of cases has been decreasing worldwide.
2. True
3. True
4. False; The scandal was caused by claims that the painting was a forgery.
5. True
6. False; The hurricane will have a huge impact on tourism.
7. False; The mother left the house to stop her children from misbehaving.
8. True

Audio script: See page T-171.

6 Speaking of the news (SPEAKING)

Learning aim: Talk about news stories (10–15 minutes)

A Pair work

- Explain the task. Read the questions aloud. Ss work in pairs to do the activity.

B Group work

- Explain the task. Put pairs together and have them discuss their opinions.
- Have groups tell the class what their group discussed.

7 Narratives (WRITING)

Learning aim: Write a narrative using a variety of verb tenses (40–50 minutes)

- A**
- Books closed. Ask Ss what a *narrative* is. (Answer: a story) Ask Ss what *chronological order* is. (Answer: *Chronological order* refers to the time sequence of events; writers use chronological order when the sequence of events is important in a story.) Point out that the stories in this lesson use chronological order.
 - Books open. Have Ss look at the photo and guess what kind of news story the sentences will make.
 - Explain the task. Read the sentences aloud and answer any questions about vocabulary. Have Ss underline all the verbs in each sentence and identify which tense each is.
 - Ss work individually to complete the activity. Then Ss work in pairs to compare their answers. Go over answers with the class.

Answers

The correct order is (from the left column, then the right column, top to bottom):
1, 4, 5, 6, 7, 9, 8, 2, 3

Possible title:
Local Surfer Fights Off Shark

- B**
- Explain the task. Ss work individually to write a short news story. Make sure they use the simple past, present perfect, and present perfect continuous in their stories.
- C Group work**
- Explain the task. Ss work in groups to read their news stories to each other. Have Ss ask each other follow-up questions about the stories.
 - Have Ss tell the news story of one of the other Ss in the group to the class. Have the class vote on who has the most interesting story.

Optional activity: Story chain (20 minutes)

Ss work in groups to make a news story.

- Write a headline and the first sentence of a news story on the board. Have the class brainstorm more headlines and first sentences. Write them on the board.
- Put Ss in small groups. Each group member chooses one of the headlines from the board and writes it at the top of a piece of paper, then adds the first sentence of the news story and passes the paper to the next S. That S adds a sentence that could logically follow and passes the paper.
- Ss continue adding a sentence and passing the paper around the group until all the stories have been completed. Try to have Ss extend the story with as many sentences as possible.
- Ask groups to each choose one of their completed stories to read to the class.



For extra practice with this lesson's topic, download the Worksheet **6.1 Hot news!** from the Teacher Support Site.

Do your students need more practice?

Assign . . .	for more practice in . . .
Grammar Plus 6A	Grammar
Vocabulary Plus 6A	Vocabulary
Online Vocabulary Accelerator 6A	Vocabulary
Workbook Lesson A	Grammar, Vocabulary, Writing
Online Workbook Lesson A	Grammar, Vocabulary, Writing

LESSON B ► Storytelling

1 What happened? (STARTING POINT)

Learning aim: Tell a personal story and see adverbs with the simple past and past perfect in context (10–15 minutes)

A Pair work

- Books closed. Tell Ss the beginning and the end of a funny, embarrassing, or frightening experience that you've had, for example: *My friends told me not to go diving alone . . . Afterwards, I realized how dangerous it had been.* Ask Ss to guess what happened to you. Then tell Ss the entire story.
- Books open. Have Ss cover the text under each picture. Then have them look at the pictures. Ss work in pairs to first describe what they see, and then to guess what they think might have happened in each picture. Have Ss tell the class their guesses.
- Explain the task. Check that Ss understand the following vocabulary.

2 How did it all end? (LISTENING)

Learning aim: Develop skills in listening for the details of a story (15–20 minutes)

A [CD 2, Track 8]

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

Vocabulary

kind of a little; not a lot

dropped off took something somewhere and left it there

errands everyday tasks that require leaving the house

raced home quickly returned home

receipt a slip of paper that shows what you paid for something

panicked had a feeling of uncontrolled fear

stuck tightly inside or between something and not able to get out (in this context)

- Tell Ss to listen and match the two stories to the correct stories/pictures in part A of the Starting Point. Play the recording once as Ss listen for the answers. Replay as many times as needed. Ss listen and check their answers.
- Go over answers with the class.

Vocabulary

shortcut a shorter route between two places

toddler a young child who is just starting to walk

- Have pairs choose two stories and work together to fill in the gaps. Have them write their stories on a piece of paper.

B Group work

- Explain the task. Ss tell their stories to their group. Have each group choose the best story.
- Have one S from each group read the story they chose to the class. Ask the class to vote on the best story.

Answers

1. story/picture 2
2. story/picture 4

Audio script: See page T-171.

B [CD 2, Track 9]

- Explain that Ss will listen again for details about how each story ended. Read the possible endings aloud.
- Play the recording. Go over answers with the class.

Answers

1. b
2. c

Audio script: See page T-171.

3 Adverbs with the simple past and past perfect (GRAMMAR)

Learning aim: Practice using adverbs with the simple past and past perfect (20–25 minutes)

Grammar notes

Adverbs of time help to clarify when an event or situation in the past took place in relation to another event or situation in the past.

- Books closed. Write on the board:

*I was embarrassed because I called the teacher "Mom."
Afterwards, we all laughed about it.*

Ask which action happened first. (Answer: I called the teacher "Mom.")

- Write on the board:

The moment I got in the bathtub, the telephone rang.

Ask which action happened first. (Answer: They happened at the same time.)

- Write on the board:

Ann went to Japan last year. Before that, she had only traveled to Florida.

Ask which place Ann went to first. (Answer: Florida)

- Circle the adverbs of time in the sentences. Say: *These adverbs help us to understand the order of events.*

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

A

- Have Ss look at the Starting Point on page 48 again. Explain the task and read the questions aloud. Go over answers with the class.

Answers

Story 1: *Afterwards* (followed by the simple past)

Story 2: *when* (followed by the simple past), *Up until then* (followed by the past perfect)

Story 3: *As soon as* (followed by the simple past), *Afterwards* (followed by the simple past)

Story 4: *When* (followed by the simple past)

Story 5: *Before that* (followed by the past perfect), *As soon as* (followed by the simple past), *When* (followed by the simple past)

Story 6: *Until* (followed by the simple past, then the past perfect), *When* (followed by the simple past)

B

- Explain the task. Read the sentences aloud. Go over the example sentences. Ask a few Ss to think of other example sentences.
- Ss work individually to complete the activity. Then Ss work in pairs to compare their answers. Go over answers with the class.

Possible answers

1. Up until then, I had never had anything stolen. The moment it happened, I called the police.
2. Before that, I had lived with my parents.
3. As soon as I found out, I signed up for a driving class.
4. Until that time, I had never visited Asia.
5. As soon as I got there, I told the dentist how I felt.
6. The next day, he broke it.

C

- Explain the task. Look at the pictures and have Ss describe what they see. Read the sentences aloud. Check that Ss understand the following vocabulary.

Vocabulary

punch line the funny end of a joke

driveway a paved path that leads from the street to the front of a garage

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

Answers

1. b 2. a 3. b 4. a 5. b 6. a

D Pair work

- Explain the task. Read the example story aloud.
- Ss work in pairs to take turns telling the stories for each picture. Remind Ss to use adverbs of time.
- Have several Ss tell their stories to the class.

Optional activity: More stories (15–20 minutes)

Ss have additional practice with telling stories.

- Bring in pictures that show people doing things. Display them on the board.
- Have Ss choose one of the pictures and write a story that goes with the picture.
- Have Ss tell their story to the class.

4 Embarrassing moments (LISTENING)

Learning aim: Develop skills in listening for the details of a story and making inferences (15–20 minutes)

A [CD 2, Track 10]

- Ask Ss to brainstorm various kinds of common embarrassing situations and write them on the board (e.g., wearing mismatched shoes to work, slipping in front of a large group of people, cooking a bad dinner for guests, etc.).
- Explain the task. Tell Ss to listen for the jobs the speaker talks about. 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. salesperson in a department store
2. housepainter
3. taxi driver / cab driver

Audio script: See page T-172.

5 Creating a story (VOCABULARY & SPEAKING)

Learning aim: Learn and practice using vocabulary to tell a story (15–20 minutes)

A

- Read the phrases aloud. Go over any vocabulary Ss don't understand. Give examples of how to finish each phrase.
- Explain the task. Ss work individually to complete the activity. Go over answers with the class.

Answers

Beginning a story:

I'll never forget the time . . .

It all started when . . .

That reminds me of when . . .

I've got to tell you about . . .

Continuing a story:

What happened was . . .

Meanwhile . . .

The next thing we knew . . .

So later on . . .

Going back in a story:

The thing you have to know is . . .

I forgot to mention that . . .

The other thing is . . .

Ending a story:

And in the end . . .

To make a long story short . . .

So finally . . .

B [CD 2, Track 11]

- Explain that Ss will listen again for details about Dan Carville's jobs.
- 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.
- Go over answers with the class.

Answers

1. His boss caught him taking a nap behind the luggage racks.
2. He was afraid of heights. He climbed up a ladder, got dizzy, fell, and broke his wrist. He also knocked a can of paint all over his co-workers.
3. He had an accident.
4. He didn't seem to take them very seriously.

Audio script: See page T-172.

B Pair work

- Explain the task. Read the story ideas. Ask two Ss to read the example conversation to the class.
- Ss work in pairs to do the activity. Make sure they ask follow-up questions.

C Group work

- Put pairs into groups and have them tell their stories to each other. Have them choose one story from the group and tell it to the class. Ask the class to vote on the best story.

6 Personal anecdotes (READING)

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

A Pair work

- Books closed. Ask: *What is an anecdote?* (Answer: a short story about a funny personal experience)
- Books open. Explain the task. Check that Ss understand the following vocabulary.

Vocabulary

babysitter a person who watches children while the parents are out of the house

blues feelings of sadness

- Ss work in pairs to guess what each story is about. Have a few pairs tell the class their ideas.
- Have Ss read the anecdotes silently to themselves and see if they were correct. Check that Ss understand the following vocabulary.

Vocabulary

slam close something with a lot of force

hysterically without control

smoke detector an alarm, often on the ceiling, that sounds when there is smoke in the room

defiant rebellious

get away with do something wrong and not be punished for it

- Ask Ss if any of their ideas about the anecdotes were correct.

B Group work

- Explain the task. Read the questions aloud.
- Ss work in groups to answer the questions. Go over answers with the class.

C Group work

- Explain the task. Read the questions and topics aloud. Answer any questions about vocabulary.
- Ss work in groups to take turns telling anecdotes. Have one S from each group tell the class who has the most interesting anecdote and who has the funniest one.



For more practice telling stories, download the Worksheet **6.2 Urban legends** from the Teacher Support Site.

Do your students need more practice?

Assign . . .	for more practice in . . .
Grammar Plus 6B	Grammar
Vocabulary Plus 6B	Vocabulary
Online Vocabulary Accelerator 6B	Vocabulary
Workbook Lesson B	Grammar, Vocabulary, Reading
Online Workbook Lesson B	Grammar, Vocabulary, Reading, Listening

Units 4–6

COMMUNICATION REVIEW

Ss assess how well they have learned the communication skills in Units 4–6.

Self-assessment

Review aim: Ss assess how well they have learned the material in Units 4–6 (10–15 minutes)

- Books closed. List or elicit from Ss the language and topics covered in Units 4–6.
- Books open. Explain the task. Read the list of skills aloud.
- Ss work individually to do the assessment.
- Tell Ss they will review their assessment after doing the activities in this unit.

1 Calm down, chill out. (SPEAKING)

Review aim: Discuss problems and solutions using time clauses and reduced time clauses (10–15 minutes)

A

- Read the situations aloud. Ask Ss if they have had any of these problems recently.
- Give Ss time to think about what to do in each situation.

B Pair work

- Explain the task. Ss work in pairs. Have a S read the example answer aloud. Point out that a time clause is used to talk about the solution. Tell Ss to use reduced time clauses whenever possible.
- Have partners compare their solutions from part A. Ask a few pairs to report their solutions to the class.

Optional activity: *Solutions* (15–20 minutes)

Ss brainstorm problems and possible solutions.

- Ss work in small groups to think of two more problem situations and write them down.
- Collect the papers and then redistribute them to different groups.
- Have Ss discuss and write down their solutions to the problems.
- Return the problems and their solutions to the original group. Have a few groups report a problem they wrote and the advice that was suggested.

2 Guess what I heard! (SPEAKING)

Review aim: Talk about what someone said using reported speech (10–15 minutes)

A

- Explain the task. Read the situations aloud. Give Ss time to think of personal examples for each situation.

B Pair work

- Explain the task. Have a S read the example aloud.
- Ss work in pairs to discuss their answers. Remind Ss to use reported speech in their conversation.
- Have Ss tell the class one of their partner's answers using reported speech.

Optional activity: *They said . . .* (15–20 minutes)

Ss practice reported speech as a class.

- Have Ss stand in a circle. Ask a S a question such as *What do you do when you feel sad about something?* Have the S answer, *When I'm sad, I . . .*
- Then ask the next S, *What did (name) say?* That S uses reported speech to say what the first S said and then answers your first question with his or her own information, *(Name) said that When I'm sad, I . . .*
- Ask a third S, *What did they say?* That S uses reported speech to say what the first two Ss said, and then gives his or her own answer. Continue around the circle until a S can't remember all the answers. Then ask a different question.

3 Stressed out! (LISTENING & SPEAKING)

Review aim: Develop skills in listening for main ideas and details, and talk about stress and the best way to deal with it (20–25 minutes)

A [CD 2, Track 12]

- Explain the task. Tell Ss to look at the list of possible main topics. Check that Ss understand the following vocabulary.

Vocabulary

finals final exams

reward give something in exchange for good behavior, excellent work, etc.

juggle handle many things at the same time

space your meals evenly eat your meals the same amount of time apart

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

Answers

b. college students and stress

Audio script: See page T-172.

4 Tell me a story. (SPEAKING)

Review aim: Tell anecdotes using the simple past and past perfect (15–20 minutes)

A Pair work

- Ask Ss to define *anecdote*. (Answer: a short, funny, or interesting story) Read the topics aloud. Ask Ss to think of a time when one or more of those things happened to them. Tell Ss to be prepared to ask and answer follow-up questions, and to take notes when listening to their partner's story.
- Ss work in pairs to tell each other their anecdotes.

B Group work

- Explain the task. Read the example anecdote aloud.
- Ss work in groups to tell their stories.
- Have Ss retell another S's story to the class.

B [CD 2, Track 13]

- Explain the task. Read the possible causes of stress aloud.
- Play the recording. Ss listen and choose the causes of stress. Go over answers with the class.

Answers

1. not having enough money
2. jobs
4. too much studying
6. missing family

Audio script: See page T-172.

C Pair work

- Explain the task. Read the ways to deal with stress aloud. Have a S read the example suggestion to the class.
- Ss work in pairs to discuss the questions.
- Have Ss share their partner's answers with the class.

Optional activity: *Anecdotes* (10–15 minutes)

Ss practice telling more anecdotes.

- Ss work in pairs and do the activity in part A again, but this time they use their imagination to tell an untrue story that is funny, exciting, or interesting.
- Ss tell the class their partner's story. Have the class vote on the best story.



Have Ss look at their answers to the self-assessment at the beginning of this review unit. As a class, discuss which skills were easy and which were more difficult and why.

7 THE INFORMATION AGE

LESSON A ▶ A weird, wired world

In this unit, Ss use the passive of the present continuous, present perfect, and future to talk about trends in modern technology. They also practice giving opinions using negative and tag questions.

1 Internet trends (STARTING POINT)

Learning aim: Talk about Internet trends and see passive verb forms in context (10–15 minutes)

A

- Books closed. Ask: *What is a trend?* (Answer: the current style or preference of the general public)
- Have Ss work in small groups to discuss these questions: *How often do you use the Internet? What do you use it for? Which websites do you visit the most? Why?* Have groups share their answers with the class.
- Books open. Explain the task. Check that Ss understand the following vocabulary.

Vocabulary

traditional done in the same way for a long time

work remotely work from another place that is not the office; usually, to work from home

mobile device piece of electronic communication equipment, such as a cell phone, that can be used in different places

be subjected to experience something unpleasant

hacker a person who gets illegal access to someone else's computer

- Ss read the trends and choose the ones that affect them personally. Ss work in pairs to compare their answers. Have a few pairs share their answers with the class.

B Pair work

- Explain the task. Read the example answer aloud. Ss work in pairs to discuss each trend mentioned in part A.
- Have Ss share their answers with the class.

2 Technology buzzwords (VOCABULARY)

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

A

- Books closed. As a class, brainstorm technology terms that are familiar to Ss, such as *Internet, website, email*, etc. Write them on the board.
- Books open. Explain the task. Read the words in the left-hand column aloud.
- Ss work individually to complete the activity. Go over answers with the class.

Answers

- | | | | | |
|------|------|------|------|-------|
| 1. c | 3. f | 5. a | 7. b | 9. e |
| 2. h | 4. j | 6. i | 8. g | 10. d |

B Pair work

- Explain the task. Read the example answer aloud.
- Ss work in pairs to discuss their experiences with the different technologies in part A.
- Have Ss share their partners' answers with the class.

Optional activity: Website directory (10–15 minutes)

Ss create a class directory of their favorite websites.

- As a class, brainstorm the many uses of the Internet and write the topics on the board (e.g., travel, learning English, celebrity gossip, home repair, news, etc.).
- Ss work in small groups to list the websites that they visit for each category on the board.
- Have Ss tell the class about their websites, why they think they are useful, and some tips on how to use them.
- Have the class write a directory of the best websites, organized by category. Give each S a copy.

3 Passive of present continuous, present perfect, future (GRAMMAR)

Learning aim: Practice using the passive of the present continuous, present perfect, and future (20–25 minutes)

Grammar notes

The passive is most often used when it is not known, or it is not important to know, who has performed the action.

The phrase *by* + performer of action (or agent) is only used when it is important to know who performed the action.

The song is being sung.

The song is being sung by my favorite singer.

Only transitive verbs can be used in the passive.

Intransitive verbs, such as *happen*, *seem*, *sleep*, etc., cannot be used in the passive form.

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

A

- Have Ss look at the Starting Point on page 54 again. Explain the task and read the question aloud. Go over the answers with the class.

Answers

Present continuous passive:

Increasingly, information about Internet users is being collected for marketing purposes.

Present perfect passive:

Many traditional textbooks have been replaced by online versions.

Future passive:

Cash or credit cards will rarely be used.

More candidates for employment will be identified, interviewed, and hired online.

The Internet is going to be subjected to a greater number of hacker attacks due to the increasing amount of personal information stored online.

B

- Ss work individually to complete the activity.
- Ss work in pairs to compare their answers. Go over answers with the class.

Answers

- | | |
|--|---------------------------------------|
| 1. have been infected | 5. is being monitored |
| 2. is being utilized | 6. are being downloaded |
| 3. are being started | 7. have been created |
| 4. will be developed / are going to be developed | 8. will be made / is going to be made |

4 Social networking: Different opinions (LISTENING)

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

A [CD 2, Track 14]

- Explain the task. Tell Ss to listen for the answers to the question. Check that Ss understand the following vocabulary.

Vocabulary

downside the disadvantages of something

social skills the abilities that help someone interact with other people

neglect fail to give attention to something

offline not on the Internet

- Play the recording once as Ss listen for the answers. Replay as many times as needed. Ss listen and write their answers.
- Go over answers with the class.

Answers

1. (Michael) getting advice
2. (Lisa) making friends
3. (Daniel) expressing himself

Audio script: See page T-173.

B [CD 2, Track 15]

- Explain that Ss will listen again for each person's opinion about social networking.
- Explain the task. Tell Ss to read the choices for completing each sentence.
- Play the recording once as Ss listen. Play the recording again while Ss choose the correct answers.
- Go over answers with the class.

Answers

1. a
2. b
3. b

Audio script: See page T-173.

5 Connecting ideas formally (VOCABULARY)

Learning aim: Learn and practice using expressions for connecting ideas formally (10–15 minutes)

A

- Explain the task. Read the expressions aloud. Give an example of how to use two or three of the expressions, or ask Ss to give a few examples.
- Ss work individually to complete the activity. Go over answers with the class.

Answers

Add information: additionally, furthermore, for example, for instance

Compare or contrast: likewise, nevertheless, on the other hand, similarly

Emphasize: as a matter of fact, in fact

Give an example: for example, for instance

Show a result: as a result, therefore

B

- Have Ss look at the sentences and notice that the connectors are usually followed by a comma when placed at the beginning of a sentence.
- Explain the task. Ss work individually to choose the appropriate connector to complete each sentence.

- Ss work in pairs to compare their answers. Go over answers with the class. Have Ss say which category from part A the correct expression is in and explain their answers.

Answers

- | | |
|----------------|------------------------|
| 1. for example | 4. as a result |
| 2. in fact | 5. likewise |
| 3. therefore | 6. as a matter of fact |



To help Ss with the vocabulary in this exercise, download the Fresh Idea **Bleep! Bleep!** from the Teacher Support Site.

Optional activity: Sentence chain (20 minutes)

Ss practice connecting ideas in sentences.

- Put Ss in a circle. Say to one S: *I like using the Internet for planning my vacation; furthermore . . .* and have the S complete the sentence. Then have that S say a new sentence and use a different connecting expression to the next S, who completes that sentence. Continue around the circle.
- If necessary, first have the class brainstorm sentences with connectors and write them on the board as a reference for Ss.

6 Social networking debate (DISCUSSION)

Learning aim: Discuss positive and negative influences of social networking sites on society (25–30 minutes)

A Pair work

- Books closed. As a class, review the different ways that social networking sites have changed society. Have Ss call out general topics (e.g., relationships, finding out about news, use of free time, etc.) and write them on the board. Give Ss time to think about whether social networking sites are a good or bad influence.
- Books open. Explain the task. Have Ss walk around the class and find a partner who has the same opinion as they do.

B Group work

- Explain the task. Have one pair of Ss read the example conversation to the class. Go over the information in the Useful Expressions box. Have a short sample conversation with another S and use the expressions.
- Ss work in groups to do the activity. Ask Ss to tell the class about their group's discussion.

7 Writing a product or service review (WRITING)

Learning aim: Write a product or service review (40–50 minutes)

- A**
- Tell Ss to read the information in the box at the top of the page. Ask: *Do you ever read product or service reviews before you buy something?*
 - Explain the task. Go over the list of things a review usually does. Tell Ss that many of the items will be included in the example review, but not all of them. Check that Ss understand the following vocabulary.

Vocabulary

set-up the way something is organized

drawback a bad thing or disadvantage

productivity app an application that helps users do things more efficiently and faster

interface the way a computer program shows information to users

boost increase the amount of something

- Ss read the product review and select the things that the review does.
- Ss work in pairs to compare their answers and find examples in the review. Go over answers with the class.

Answers

The following items should be chosen:

1. names the product and explains its uses
3. mentions positive features
5. states who would find it useful and why

Examples:

1. Organize Me XPS . . .
. . . managing my busy schedule . . .
3. . . . *organize all of my tasks and appointments in one place with just a couple of simple steps, . . . simple set-up . . . to share my plans with others, . . . simple interface, . . . low cost, . . .*
5. . . . *someone who writes notes on little pieces of paper and then loses them . . .*

- B**
- Explain the writing task. Read the topics aloud. Tell Ss that they should choose one of the topics or one of their own, and write a product or service review.
 - Ss work individually to write their reviews. Tell them to make sure to name the product or service, describe it, mention positive features, and state who would find it useful and why. Ss can also suggest how the product or service could be improved, provide information about prices or rates, and explain where it is available, if they wish.

C Group work

- Explain the task. Read the questions aloud.
- Ss take turns reading the reviews to their group. Then have Ss answer the questions.
- Help as needed. Encourage Ss to ask and answer follow-up questions about the reviews and ask about anything they don't understand.
- Have groups share their answers with the class.

Do your students need more practice?

Assign . . .	for more practice in . . .
Grammar Plus 7A	Grammar
Vocabulary Plus 7A	Vocabulary
Online Vocabulary Accelerator 7A	Vocabulary
Workbook Lesson A	Grammar, Vocabulary, Writing
Online Workbook Lesson A	Grammar, Vocabulary, Writing

LESSON B ► Information overload

1 Future shock (STARTING POINT)

Learning aim: Discuss information technology and see negative and tag questions in context (10–15 minutes)

A

- Books closed. Ask Ss what they like most about modern technology and what they like least about it.
- Books open. Explain the task. Check that Ss understand the following vocabulary.

Vocabulary

take opinion (of something)

loaded filled (with)

misinformation incorrect information

- Have Ss read the comments about technology silently to themselves. Give them time to think about which ones they agree and disagree with and why.

B Pair work

- Explain the task. Ss work in pairs to compare their answers for part A. Then have them discuss if the government should regulate the use of any of the technologies mentioned.
- Have Ss tell the class their partner's answers.

2 Forms of communication (VOCABULARY)

Learning aim: Learn and practice using communication terms (15–20 minutes)

A

- Books closed. As a class, brainstorm communication terms that are familiar to Ss. Write them on the board. Ask Ss which type of communication they think has the most positive impact on people and which has the most negative.
- Books open. Explain the task. Read the forms of communication in the box aloud.
- Ss work individually to complete the activity. Make sure they add one more type of communication to each column. Go over answers with the class.

Answers

On television: crawls, infomercials

On the Internet: banner ads, pop-up ads, spam

On the phone: telemarketing, text messages, voice mail

On streets or highways: billboards, bumper stickers, bus wraps, fliers

Possible additional expressions:

commercials (television), social networking, email (Internet, phone), road signs (streets or highways)

B Pair work

- Explain the task. Read the example answer aloud.
- Ss work in pairs to discuss how they feel about the different kinds of communication.
- Have Ss share their partner's answers with the class.

Optional activity: Communication (10–15 minutes)

Ss talk about the best form of communication for different kinds of businesses.

- Write several kinds of businesses on the board (e.g., computer repair, babysitting service, a new restaurant, a national chain of car rental offices, a local plumber, etc.).
- Ss work in small groups to decide which kind of communication would be best for each kind of business and how it can be used.
- Have Ss tell the class about their ideas.

3 Negative and tag questions for giving opinions (GRAMMAR)

Learning aim: Practice using negative and tag questions to give opinions (20–25 minutes)

Grammar notes

A tag question is a question added at the end of a sentence. Tag questions are used to make sure there is agreement with the speaker's opinion or to make sure information is correct.

That was a great restaurant, wasn't it?

The post office is next to the bank, isn't it?

The post office isn't next to the bank, is it?

The verb in the tag question is negative if the first verb in the sentence is affirmative, and affirmative if the first verb is negative.

Tag questions have falling intonation when the speaker expects the listener to agree. They have rising intonation when the speaker wants to express uncertainty.

Negative questions are also used to seek agreement with an opinion.

Wasn't that a great restaurant?

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

A

- Have Ss look at the Starting Point on page 58 again. Explain the task and read the question aloud. Go over answers with the class.

Answers

Joo-chan: *Apps are cool, aren't they?*

They substitutes for *apps*, and *aren't* is the negative form of *are*.

Yang Ming: *It makes kids more aggressive, doesn't it?*

Doesn't is the negative auxiliary verb for *makes*.

The pronoun and (auxiliary) verb of each tag question agree with the subject and verb of the preceding statement.

B Pair work

- Explain the task. Read the statements aloud. Ss work individually to change the statements into negative or tag questions. Go over the questions with the class.

Answers

1. Isn't it annoying how often telemarketers call?
It's annoying how often telemarketers call, isn't it?
2. Shouldn't they get rid of those banner ads on the Internet?
They should get rid of those banner ads on the Internet, shouldn't they?
3. Wouldn't it be great if there were fewer billboards?
It would be great if there were fewer billboards, wouldn't it?
4. Doesn't it seem like a lot of people are texting while driving?
It seems like a lot of people are texting while driving, doesn't it?
5. Isn't it sad when people are tricked into losing money by spam messages?
It's sad when people are tricked into losing money by spam messages, isn't it?
6. Aren't there too many channels on TV these days?
There are too many channels on TV these days, aren't there?

- Ss work in pairs to take turns asking the questions and answering them with their own opinion.
- Then have Ss tell their partner's answers to the class.

4 It's kind of strange, isn't it? (DISCUSSION)

Learning aim: Give opinions about communication technologies and practice the lesson grammar (15–20 minutes)

A Pair work

- Explain the task. Read the opinions aloud. Answer any questions about vocabulary. Brainstorm follow-up questions for each opinion as a class.
- Ss work in pairs to discuss whether they agree or disagree with each opinion and why. Make sure they ask each other follow-up questions.

B Group work

- Explain the task. Have one pair of Ss read the example conversation to the class.
- Ss work in groups to discuss what they think are the three most pressing problems with modern information technology.
- Have one S from each group tell the class about the group's answers.

5 Health and technology (LISTENING)

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

A [CD 2, Track 16]

- Explain the task. Read the choices aloud. Check that Ss understand the following vocabulary.

Vocabulary

specialist someone who has special knowledge about one particular topic

syndromes groups of symptoms that together cause an abnormal medical condition

unheard of not known by anyone

widespread happening with many people in many places

regimen routine

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

Answers

b. frequent users of technology products

Audio script: See page T-173.

6 Future technologies? (DISCUSSION)

Learning aim: Give opinions about future technologies (15–20 minutes)

A

- Have Ss look at the pictures, but cover the text under each one. Have them guess what each future technology does. Ask a few Ss to tell the class their guesses.
- Have Ss read the technology descriptions silently to themselves. Ask Ss to explain the meaning of *fabric*, *remote control*, *wireless*, *charger*, *cord*, *power source*, and *wearable*.
- Explain the task. Give Ss time to think of their answers to the questions. Have a few Ss tell the class their answers.

B [CD 2, Track 17]

- Explain the task. Tell Ss to look at the chart and determine the information they need to complete it.
- Play the recording. Tell Ss to listen for the symptoms of each syndrome and the specialist's advice. Ss complete the chart. Play the recording again for Ss to check their answers.
- Ss work in pairs to compare their answers. Go over answers with the class.

Answers

Problem: texter's thumb

Symptoms: base of thumb is painful, hurts to text, aches

Advice: use other fingers, send fewer and shorter text messages

Problem: carpal tunnel syndrome

Symptoms: pain in the hands and arms

Advice: stretching and strengthening exercises under the direction of a physical therapist

Problem: gadget addiction

Symptoms: using gadgets all day long, a deep sense of loneliness

Advice: see a therapist, learn to disconnect from the wired world

Audio script: See page T-173.

B Group work

- Explain the task. As a class, brainstorm new technologies that are becoming popular. Write them on the board.
- Ss work in groups to discuss the questions. Make sure they ask each other follow-up questions.
- Have a S from each group tell the class about his or her group's answers.



For more practice discussing technology, download the Worksheet **7.1 How's your tech speak?** from the Teacher Support Site.

7 Cyber-begging (READING)

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

A Pair work

- Books closed. Ask: *What is debt?* (Answer: money that you owe to another person, a company, or a government) *What would you consider a frivolous debt? What do you spend most of your money on?*
- Books open. Point out the activity title and the picture. Ask Ss to guess what *cyber-begging* means.
- Explain the task. Ss work in pairs to discuss the question.
- Have Ss share their partner's answer with the class.
- Have Ss read the article silently to themselves. Check that Ss understand the following vocabulary.

Vocabulary

designer label something made by a famous designer or clothing company

a buck American slang for one dollar

home free when something has come to a completely successful conclusion

book deal an agreement to write a book for a publisher

sob story a sad story told to get other people's sympathy

traffic people visiting a particular website

B

- Explain the task. Read the questions aloud.
- Ss work individually to read the article again and answer the questions.
- Ss work in pairs to compare their answers. Go over answers with the class.

Answers

- She had spent all her money on expensive clothes and had a lot of debt.
- She built a website and asked people to send her money so she could pay off her debt. She also sold her designer clothes.
- Because she was honest about her troubles. Her donors thought she was funny and original.

C Group work

- Explain the task. Read the questions aloud.
- Ss work in groups to discuss the questions. Have a S from each group tell the class about his or her group's answers.

Optional activity: Questions (10–15 minutes)

Ss practice making tag and negative questions.

- Have Ss write five tag or negative questions about the article or about cyber-begging in general.
- Ss work in pairs to take turns asking each other their questions.

Optional activity: Blanks (10–15 minutes)

Ss practice writing and reading sentences with new vocabulary.

- On the board, write the words from the vocabulary box on this page, or other new vocabulary from the article.
- Tell Ss to write a sentence with each word, leaving the vocabulary word blank.
- Have Ss exchange their sentences and try to fill in the blanks. Then have Ss check each other's answers.



For an alternative reading text or extra practice, download the Worksheet **7.2 Online learning** from the Teacher Support Site.

Do your students need more practice?

Assign . . .	for more practice in . . .
Grammar Plus 7B	Grammar
Vocabulary Plus 7B	Vocabulary
Online Vocabulary Accelerator 7B	Vocabulary
Workbook Lesson B	Grammar, Vocabulary, Reading
Online Workbook Lesson B	Grammar, Vocabulary, Reading, Listening

8 PUTTING THE MIND TO WORK

LESSON A ► Exploring creativity

In this unit, Ss use reduced relative clauses and non-defining relative clauses as sentence modifiers to talk about different kinds of creativity.

1 Creative professions (STARTING POINT)

Learning aim: Discuss creative professions and see reduced relative clauses in context (10–15 minutes)

A Pair work

- Books closed. Brainstorm jobs that Ss think need creativity and jobs that don't. Write them on the board in two columns.
- Books open. Explain the task and have Ss look at the pictures. Read the example sentence aloud.
- Ss work individually to number the jobs in order of creativity. Then have Ss explain their answers to their partner.
- Have Ss tell the class their partner's answers.

B Group work

- Explain the task. Read the question and example answer aloud. Ss work in groups to discuss what kind of job might be right for each kind of person.
- Have Ss share their group's answers with the class.

Optional activity: Debate (15–20 minutes)

Ss have a debate about creativity in jobs.

- Write on the board:
Creativity is only necessary for people who work in occupations such as design, photography, and the arts.
- Put the class into two groups, A and B. Tell group A to think of as many reasons as they can in favor of the statement. Tell group B to think of as many reasons as they can against the statement.
- Give Ss time to think of reasons individually. Then have them discuss their reasons within their group.
- Have a class debate. Have each group take turns presenting their reasons.

2 Creative qualities (VOCABULARY)

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

A

- Books closed. Ask Ss to think of a creative person. As a class, brainstorm adjectives to describe qualities of creative people and write them on the board.
- Books open. Explain the task. Read the words in the chart aloud.
- Ss work individually to complete the activity. Go over answers with the class.

Answers

curiosity, curious	motivation, motivated
decisiveness, decisive	originality, original
determination, determined	passion, passionate
discipline, disciplined	patience, patient
innovation, innovative	perceptiveness, perceptive
knowledge, knowledgeable	resourcefulness, resourceful

B Pair work

- Explain the task. Read the example answer aloud.
- Ss work in pairs to discuss the question. Make sure they use the nouns and adjectives from the chart in part A and the ones on the board.
- Have Ss share their partner's answers with the class.

Optional activity: Creative people (10–15 minutes)

Ss describe a creative person.

- Tell Ss to think of the most creative person they know. Ask them to make a list of the person's qualities.
- Put Ss in small groups. Ss describe the person they chose to their group. Have the other group members ask follow-up questions.
- Alternatively, have Ss describe who they think is the most creative famous person. Have Ss explain why they think that person is creative.

3 Reduced relative clauses (GRAMMAR)

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

Grammar notes

Once a relative clause is reduced, it becomes an adjective phrase. It is bound within a noun phrase and defines and describes that noun phrase.

A person [noun phrase] working as a surgeon [adjective phrase] needs to be creative and smart.

These adjective phrases must come immediately after the noun they are describing.

As with non-reduced relative clauses, defining relative clauses are not separated by commas, whereas non-defining relative clauses are.

- Books closed. Write on the board:

A person _____ should be able to think fast in two languages.

Ask: *What is this person's occupation?* (Answer: an interpreter) Write the answer in the correct spaces.

Ask Ss to complete the rest of the sentence.

A person who works as an interpreter should be able to think fast in two languages.

Ask Ss which type of clause the underlined one is. (Answer: a defining relative clause)

- Then write on the board:

A person working as an interpreter should be able to think fast in two languages.

Ask Ss what changed in the underlined clause. (Answer: The relative pronoun *who* has been omitted and the verb changed from the simple present to the present participle.) Then ask if the meaning of the two sentences is the same or different. (Answer: the same) Explain that this is a reduced relative clause.

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

A

- Have Ss look at the Starting Point part B on page 62 again. Explain the task and read the questions aloud. Go over answers with the class.

Answers

- someone who is able to think quickly (simple present)
- a person who is looking for adventure (present continuous)
- people who are good with their hands (simple present)
- someone who needs job security (simple present)
- a person who is trained in music (present passive)
- a person who has a good voice (simple present)

B

- Explain the task. Go over any vocabulary Ss don't understand. Ss work individually to complete the activity.
- Ss work in pairs to compare their answers. Go over answers with the class.

Answers

- Someone hoping to be a chef should get the proper training.
- Anyone wanting to be an actor needs both talent and luck.
- A person working as a comedian is always looking for new ways to make people laugh.
- People clever enough to get inside the mind of a criminal would make good detectives.
- Anyone dreaming of becoming a champion athlete has to be prepared to do a lot of hard work.
- Someone interested in the latest music trends might be a good DJ.
- A person responsible for a large staff has to be able to be creative with scheduling.

C

- Explain the task. Go over any vocabulary Ss don't understand. Ss work individually to complete the activity.
- Ss work in pairs to compare their answers. Go over answers with the class.

Possible answers

- Someone dreaming of becoming a professional singer needs to take voice lessons.
- A person needing to learn English should speak English as much as possible.
- Anyone hoping to become a journalist should keep up with current events.
- A person wanting to be a computer programmer doesn't need to have a good speaking voice.
- People hoping to work in the fashion industry should follow the latest trends in clothing.
- Someone wanting to be a veterinarian has to study the behavior of animals.
- People trained as chefs usually have a great love of food and eating.
- Anyone with a dream of becoming a model will find the job market extremely competitive.



For more practice with the grammar in this exercise, download the Fresh Idea **1, 2, or 3?** from the Teacher Support Site.

4 Creativity quiz (DISCUSSION)

Learning aim: Discuss personal creativity and practice the lesson vocabulary (15–20 minutes)

A

- Books closed. Ask Ss where questionnaires or personality quizzes can often be found. Then ask Ss if they ever complete these kinds of quizzes.
- Books open. Explain the task. Have Ss read the questions. Check that Ss understand the following vocabulary.

Vocabulary

risk taker someone who does things without worrying about the consequences

sensitive to aware of and affected by something

keep an eye out for watch for something

intuitions knowledge gained by internal feelings rather than external evidence

insights clear, deep understanding of a complicated problem or situation

- Ss work individually to complete the quiz.

B Pair work

- Explain the task. Have Ss read the explanations of the scores. Check that Ss understand the following vocabulary.

Vocabulary

open-minded not afraid of new ideas

status quo the way things are in the present, without change

feel (something) out ask for other people's opinions before making a decision

tried-and-true proven to work well

- Ss add up their scores and check what they mean. Ss work in pairs to discuss whether or not they agree.
- Have Ss tell the class about their partner's answers to the quiz.

Optional activity: Creativity quiz (20 minutes)

Ss write more questions for the quiz.

- Ss work in pairs to write four more questions for the quiz.
- Collect the questions and write them on the board, leaving out any duplicates.
- Have Ss take the new quiz. Then put Ss in new pairs and have them analyze each other's responses.



For more practice discussing this topic, download the Worksheet **8.1 Four people, four jobs** from the Teacher Support Site.

5 Creativity at work (LISTENING)

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

A [CD 2, Track 18]

- Explain the task. Read the names of the people aloud.
- Tell Ss to listen for the answers to the question. 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

Samira: architect

Alex: small business owner

Naomi: interior designer

Audio script: See page T-174.

B [CD 2, Track 19]

- Explain that Ss will listen again and write the correct letter next to what each person focuses on in his or her job.
- Play the recording and have Ss complete the activity.

- Ss work in pairs to compare their answers. Go over answers with the class.

Answers

1. N 2. S 3. A 4. A 5. N 6. S

Audio script: See page T-174.

Optional activity: New vocabulary (20 minutes)

Ss practice understanding new vocabulary.

- Have Ss listen to the recording again and write down any words or phrases they don't understand on a separate piece of paper.
- Give Ss a copy of the recording script and have them find the words and phrases they wrote and correct their spelling, if necessary.
- Collect Ss' papers and write the words and phrases on the board. Have Ss try to give a definition of each word or phrase, or use them in example sentences.

6 Beginning new paragraphs (WRITING)

Learning aim: Learn how and when to begin new paragraphs and write a three-paragraph composition (40–50 minutes)

- A**
- Tell Ss to read the information in the box at the top of the page. Explain that the *focus* is the central idea or topic of a paragraph, and that writers begin a new paragraph each time they change focus. Remind Ss that each paragraph should contain only one central idea or topic.
 - Explain the task. Check that Ss understand the following vocabulary.

Vocabulary

sitcom situation comedy; a funny TV program

- Ss read the composition and determine the main ideas or topics. If necessary, tell Ss that there are three separate topics.
- Ss work in pairs to compare their answers. Go over answers with the class.

Answers

Paragraph 2 begins at:
Lucy works as a sitcom writer for a popular TV show now.

Paragraph 3 begins at:
Lucy is very curious.

Optional activity: Supporting ideas (20 minutes)

Ss practice writing supporting ideas for a paragraph's main idea.

- Write two or three topic sentences on the board, such as:
Tom Smith is the most unique person I've ever met.
- Have Ss call out supporting sentences for each topic sentence. Ask them to say why their supporting sentence is appropriate for the topic sentence.

- B**
- Explain the task. Read the questions aloud.
 - Ss work individually to do the activity.

- C**
- Explain the writing task. Ss work individually to write a three-paragraph composition about a person who is very creative or who is unique or different in an interesting way. Have Ss use their answers from part B, and make sure that each paragraph has only one main idea.

D Pair work

- Explain the task. Read the questions aloud.
- Ss work in pairs to exchange paragraphs and take turns answering the questions.
- Go around the class and help as needed. Encourage Ss to ask and answer follow-up questions about the compositions and to ask about anything they don't understand.

Optional activity: We'd like to . . . (15–20 minutes)

Ss share and discuss their compositions with the class.

- Ss work in small groups. Make sure their partners from part D are not in the group.
- Have Ss read their previous partner's composition to the group. The group chooses the person from a composition they would most like to meet.
- Have a group member read the group's choice to the class. Then the class votes on the most interesting person overall.

Do your students need more practice?

Assign . . .	for more practice in . . .
Grammar Plus 8A	Grammar
Vocabulary Plus 8A	Vocabulary
Online Vocabulary Accelerator 8A	Vocabulary
Workbook Lesson A	Grammar, Vocabulary, Writing
Online Workbook Lesson A	Grammar, Vocabulary, Writing

LESSON B ► Ideas that work

1 Everyday objects (STARTING POINT)

Learning aim: Discuss unusual uses for everyday objects and see the lesson grammar in context (10–15 minutes)

A

- Books closed. Ask Ss to think of everyday objects that they find useful, such as flashlights, napkins, and cell phones. Have Ss call out their answers. List a few of the objects on the board, and then lead a brief class discussion about their usefulness.
- Books open. Explain the task. Have Ss look at the pictures and describe what they see. Check that Ss understand the following vocabulary.

Vocabulary

sticky covered in a substance (like glue or honey) that causes something to attach to something else

rub press something against a surface with a repeated up and down or circular movement

- Have Ss read the paragraphs silently to themselves. Have a few Ss share their answers with the class.

B Group work

- Explain the task. Read the list of everyday items aloud. Ss work in groups to think of new uses for each item.
- Have Ss tell the class their group's ideas.

2 Exploring possibilities (VOCABULARY & SPEAKING)

Learning aim: Learn and practice using expressions related to problem solving (15–20 minutes)

A

- Explain the task. Have Ss read the list of verbs and nouns in the boxes, clarifying meaning as necessary. Go over the examples. Point out that most of the verbs can be combined with more than one noun.
- Ss work individually to combine the verbs and nouns to make common expressions.
- Ss work in pairs to compare their answers. Go over answers with the class.

B Pair work

- Explain the task. Read the questions aloud.
- Ss work in pairs to discuss the questions. Then Ss take turns asking more questions using the vocabulary.
- Have Ss share their partner's answers with the class.

Answers

analyze a decision, analyze a mistake, analyze a problem, analyze a situation, analyze information

explore alternatives, explore possibilities

find a mistake, find a problem, find a solution, find alternatives, find information

make a decision, make a mistake

organize information

solve a problem

3 Non-defining relative clauses as sentence modifiers (GRAMMAR)

Learning aim: Practice using non-defining relative clauses as sentence modifiers (35–40 minutes)

Grammar notes

In these relative clauses, the relative pronoun *which* doesn't refer to a particular noun, but rather to the whole idea in the main clause.

Non-defining relative clauses are always the second clause in a two-clause sentence. Because these clauses are non-defining, they are set off from the main clause by a comma.

This type of non-defining relative clause adds information or a comment that applies to the first clause, but it is not essential information. Therefore, it is set off by a comma.

That cannot be used to begin a non-defining relative clause.

- Books closed. Write on the board:
 1. *Tablets are easy to carry,*
 2. *People enjoy playing video games,*
 - a. *which means new titles come out all the time.*
 - b. *which is why many people travel with one.*
- Read the sentences aloud and have Ss match the clauses to make sentences. (Answers: 1b, 2a) Then Ss work in pairs to think of another clause that begins with *which is why* to complete sentences 1 and 2. Ask students whether or not the second clauses add essential information. (Answer: no)
- Books open. Discuss the information in the grammar box and read the example sentences. Have Ss compare these sentences with the non-defining relative clauses in Exercise 3 part B on page 19 of the Student's Book. Ask how they are different. (Answer: The clauses in this lesson make a comment on the complete sentence, as opposed to commenting on just the noun.)

- A**
- Have Ss look at the Starting Point on page 66 again. Explain the task. Go over answers with the class.

4 Key inventions (SPEAKING)

Learning aim: Talk about inventions and practice the lesson grammar (10–15 minutes)

- A**
- Explain the task. Ss work individually to make a list of inventions or discoveries they think have had the greatest impact on modern life. Brainstorm modern inventions and discoveries as a class, if necessary.

Answers

More examples of the grammar pattern:

Luckily, my roommate works in fashion, which is great because she knew how to fix it.

Tacos can be messy to eat, which is why I wrap them in paper coffee filters.

In each case, the comma is placed before *which* to separate the non-defining clause.

- B**
- Explain the task. Read the statements and clauses aloud. Ss work individually to match the statements and clauses. Check that Ss understand the following vocabulary.

Vocabulary

workroom a room in a house that is used to build things, usually small carpentry projects

GPS (global positioning system) an electronic device that maps out a route to a destination

- Ss work in pairs to compare their answers. Go over answers with the class.

Answers

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

Optional activity: End the sentence (15 minutes)

Ss practice writing sentences with non-defining relative clauses.

- Have the class brainstorm the first clauses of sentences that can be finished with a non-defining relative clause. Then have them finish the sentences. Challenge Ss to write as many clauses to finish each sentence as they can.

B Group work

- Explain the task. Read the example to the class.
- Ss work in groups to compare their lists. Make sure they ask each other follow-up questions.
- Have one S from each group tell the class the group's answers.

5 Great ideas (LISTENING)

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

A

- Have Ss look at the pictures. Read the questions aloud to the class.
- Ss work in pairs to discuss the questions. Have a few Ss tell the class their answers.

B [CD 2, Track 20]

- Explain the task. Have Ss look at the chart and determine the information they need to complete it. Check that Ss understand the following vocabulary.

Vocabulary

track-and-field a group of sports that includes running, jumping, and throwing objects

established in existence and successful for a long time

footwear shoes

refining improving in small but important ways

frustration annoyance and impatience

paperwork documents needed for a particular occasion or activity

overnight done during the night

- Play the recording. Tell Ss to listen for the details of each story to complete the chart. Play the recording again for Ss to check their answers.
- Ss work in pairs to compare answers. Go over answers with the class.

Answers

Bill Bowerman:

How he got the idea: He believed that the lighter the shoe, the faster a runner could go.

The initial reaction: Established footwear companies were not interested in his idea.

What the inventor did in response: He didn't give up and started a company to produce the shoes, Nike.

Fred Smith:

How he got the idea: He needed to have something delivered across the country the next day.

The initial reaction: His professor gave him a C on a class project for overnight mail delivery.

What the inventor did in response: He refined his ideas and started his own delivery company, FedEx.

Audio script: See page T-174.

6 Making life better (DISCUSSION)

Learning aim: Give opinions about new products (15–20 minutes)

A Pair work

- Explain the task. Read the question and the list of reasons aloud. Check that Ss understand the vocabulary.
- Ss work in pairs to think of two more reasons and add them to the list.

B Group work

- Explain the task. Have Ss read the list of inventions. Ask them which ones they have used or if they use any of them on a regular basis.
- Put pairs of Ss together. Read the question and example answer aloud. Have groups discuss each invention.
- Have a S from each group tell the class about the group's answers.

7 A unique inventor and his invention (READING)

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

- A**
- Books closed. Ask: *Do you like to sing? Do you sing in your car, at home alone, or somewhere else? What do you like to sing?*
 - Books open. Explain the task. Ss work in pairs to guess what Daisuke Inoue invented.
 - Have Ss read the article silently to themselves and see if they were correct. Check that Ss understand the following vocabulary.

Vocabulary

carry a tune the ability to sing a song in the right key

loyal faithful

back-up tracks the recorded instrumental music to a song without the singing

amplifier an electronic device that makes sounds louder

patent get an official government certification that gives someone the exclusive rights to make money from his or her invention (such as an original machine, device, or piece of technology)

breaks the ice makes a potentially socially uncomfortable situation comfortable

liberate make free

take (something) in stride react calmly to something without anger or frustration

B Group work

- Explain the task. Read the questions aloud.
- Ss work in groups to discuss the questions. Go over answers with the class.

Answers

- Since he could not accompany a client on a trip, he invented the device to go in his place.
Answers to the second question will vary.
- Answers will vary.*
- Answers will vary.*



For extra practice with this lesson's topic, download the Worksheet 8.2 *Great inventions* from the Teacher Support Site.

Optional activity: *The main idea* (10 minutes)

Ss practice identifying main ideas in paragraphs.

- Have Ss identify the main idea or topic in each paragraph of the article. Write them on the board.
- Alternatively, write the main idea of each paragraph on the board. Have Ss say which sentences from the article support each main idea.

Optional activity: *Quiz* (20 minutes)

Ss write comprehension questions about the article.

- Ss work individually to write at least five comprehension questions about the article.
- Have Ss close their books. Then collect the questions and write them on the board.
- Ask Ss to write the answers to as many questions as they can. To make it more challenging, set a time limit.
- Have Ss exchange papers with a partner and check the answers.

Do your students need more practice?

Assign . . .	for more practice in . . .
Grammar Plus 8B	Grammar
Vocabulary Plus 8B	Vocabulary
Online Vocabulary Accelerator 8B	Vocabulary
Workbook Lesson B	Grammar, Vocabulary, Reading
Online Workbook Lesson B	Grammar, Vocabulary, Reading, Listening

9 GENERALLY SPEAKING

LESSON A ► How typical are you?

In this unit, Ss use clauses and phrases showing contrast and exception to talk about customs and typical behavior. They also practice using *used to* and *would* to talk about past habits.

1 What's typical? (STARTING POINT)

Learning aim: Discuss characteristics of a "typical" person and see clauses and phrases showing contrast and exception in context (10–15 minutes)

A

- Books closed. Ss work in pairs to write a definition for the word *typical*. (Answer: considered to be the most usual in a group of people or in a particular situation) Have Ss share their definitions with the class. Ask Ss if they think there is such a thing as a "typical" person in their country or culture.
- Books open. Tell Ss they will read about the "typical" Italian person and the "typical" Japanese person.
- Ss work individually to read the descriptions. Check that Ss understand the following vocabulary.

Vocabulary

consumes eats or drinks

by rail by train

- Ask Ss to share with the class what they found surprising and why.

B

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

Answers

1. bottled water
2. Italian, Japanese
3. Italian
4. by rail
5. they get married

Optional activity: What's typical? (15 minutes)

Ss describe a typical person in their own country or culture.

- Ss work in pairs. Have Ss look again at the information in the chart in part A. Then have Ss talk to their partner about a typical person in their own country or culture, based on the information in the chart. Tell Ss that they will probably have to guess at some of their answers. Encourage them to add any additional information that they know.
- Have Ss share their information with the class.

2 That's just so typical! (SPEAKING)

Learning aim: Practice talking about typical things (10–15 minutes)

A Pair work

- Explain the task. Read the categories aloud to the class. Give example answers for each one based on your hometown.
- Ss work in pairs to do the activity.

B Group work

- Explain the task. Have one pair of Ss read the example conversation to the class.
- Put pairs together to compare answers. Tell Ss to include a sentence or two giving details about each typical thing in their hometown.
- Have a few groups share their answers with the class.

3 Clauses and phrases showing contrast and exception (GRAMMAR)

Learning aim: Practice using clauses and phrases showing contrast and exception (25–30 minutes)

Grammar notes

The conjunctions *while*, *unlike*, and *in contrast to* show contrast between the information in two clauses of a sentence.

The conjunctions *except that*, *except for*, and *except for the fact that* show an exception.

When the conjunctions presented in this grammar focus come at the beginning of a sentence, the two clauses are separated by a comma.

- Books closed. Write on the board:
 1. *While most Americans consume 3 kilograms of coffee per year,*
 2. *Unlike the average French student,*
 3. *In contrast to most Swedish women,*
 - a. *the typical student in the Philippines is in school for 7.3 hours a day.*
 - b. *women in the United States get married on average at 27.*
 - c. *people in Ireland consume only 0.7 kilograms.*
- Read the clauses aloud and have Ss match the clauses to make sentences. (Answers: 1c, 2a, 3b) Point out the conjunctions and how the information in the subordinate clause contrasts with the information in the main clause.
- Write on the board:

People in my family don't use credit cards except for big purchases.

I'm very similar to the average student here except that I study three foreign languages.

- Point out that the information in the second part of the sentence is an exception to the first part. Also point out that the commas are missing in these sentences. Ask Ss where to insert a comma in both sentences. (Answer: before *except*) Then have Ss work in pairs to suggest an alternative second part for each of the two sentences.
- Books open. Discuss the information in the grammar box and read the example sentences.

A

- Have Ss look at the Starting Point on page 70 again. Explain the task and read the question aloud. Go over answers with the class.

Answers

Items 3 (*except that*) and 5 (*except for*) use phrases with *except*.

Except that is followed by a clause.

B

- Explain the task. Go over the example answer with the class.
- Ss work individually to write sentences. Then Ss work in pairs to compare their answers. Go over answers with the class.

C

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

4 Are you typical? (DISCUSSION)

Learning aim: Talk about the typical student in the class and practice the lesson grammar (15–20 minutes)

Group work

- Read the survey statements aloud. Answer any questions about vocabulary.
- Explain the task. Read the example sentences aloud. Ss work individually to complete the survey. Then Ss work in groups to compile the answers for their group. Have a few groups share their answers with the class.

Optional activity: A typical person (15 minutes)

Ss write a new survey about typical traits.

- Ss work in small groups. If possible, group together Ss who have something in common (e.g., they are the same age or from the same country/city/area, etc.). Have Ss write a new survey about a typical person from their group.
- Groups exchange their surveys and complete the other group's survey.
- Have groups share their answers with the class.

5 Should I just go with the flow? (VOCABULARY)

Learning aim: Learn and practice using adjectives, verbs, and phrases related to accepting things as they are or making changes (15–20 minutes)

A

- Ask Ss what they think *go with the flow* means. (Answer: do what other people are doing and agree with the opinions of others) Ask Ss if they think they usually accept things as they are or if they usually feel they want to make changes.
- Read the words and phrases aloud to the class and answer any questions about vocabulary.
- Explain the task. Ss work individually to complete the activity. Go over answers with the class.

Answers

Accepting things as they are:
amenable, conservative, conventional, accept, conform (to), fit in, follow the crowd

Making changes:
rebellious, unconventional, confront, stand up (to/for), be your own person, make waves

B Group work

- Explain the task. Go over the example answer. Ss work in groups to do the activity.
- Have a S from each group tell the class some of their group's answers.



For more practice with the vocabulary in this exercise, download the Worksheet **9.1 Mold breakers** from the Teacher Support Site.

6 How are they different? (LISTENING & SPEAKING)

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

A [CD 3, Track 2]

- Explain the task. Have Ss read the questions so they know what information they will be listening for. Check that Ss understand the following vocabulary.

Vocabulary

bunch group

head off (to/for) leave one place to go to another

hang out spend a lot of time in a particular place or with someone

decent very good, but not necessarily great

- Play the recording as many times as needed for Ss to take notes to answer the questions. Go over answers with the class.

Answers

1. Yoshiko is typical because she goes to high school five days a week and has similar interests to most of her friends. She's different because she spent six years living outside of Japan.
2. Diego is typical because he goes to school at seven every morning, he studies or plays sports after school, and on the weekends he likes to get together with friends. He doesn't follow the crowd because he likes to do his own thing sometimes.
3. Yes. Suzanne explains that her life is unconventional because she goes to a school for the arts.

Audio script: See page T-174.

B [CD 3, Track 3]

- Explain the task. Play the recording again. Ss listen for information to answer the question.
- Ss work in pairs to compare answers. Go over answers with the class.

Answers

Yoshiko: different

Diego: typical

Suzanne: different

Audio script: See page T-174.

C Pair work

- Explain the task. Tell Ss to read the questions.
- Ss work in pairs to discuss the questions.
- Have Ss share their partner's answers with the class.

7 Supporting statements (WRITING)

Learning aim: Write a paragraph with supporting statements that develop the main idea (40–50 minutes)

- A**
- Tell Ss to read the information in the box at the top of the page. Ask: *What is a supporting idea?* (Answer: key facts, reasons, or examples of the main idea)
 - Explain the task. Check that Ss understand the following vocabulary.

Vocabulary

nine-to-five job a job, usually in an office or store, that begins at 9 a.m. and ends at 5 p.m.

trendspotter someone who identifies and reports on new ideas, activities, and fashions that are becoming popular

trendsetter a person, organization, etc. that starts to do something that others then copy

- Ss read the paragraph and work individually to find the topic sentence and three supporting statements. Then Ss work in pairs to compare their answers. Go over answers with the class.

Answers

Topic sentence:

My friend Josie Buchier doesn't like to follow the crowd.

Supporting statements:

... she has her own unique sense of fashion, ...

Her taste in music is ... unconventional.

She also has a very interesting job.

- B**
- Explain the task. Brainstorm ways to finish each sentence as a class, if necessary.
 - Ss work individually to complete the activity. Then Ss work in pairs to compare their answers.

- C**
- Explain the writing task. Read the example topic sentence aloud. Ask Ss if they can think of any supporting information.
 - Tell Ss that they should write only one paragraph and that they should focus on one main idea. Remind Ss to write a topic sentence and have all their information support their topic sentence. Ss work individually to complete the writing task.

D Pair work

- Explain the task. Read the questions aloud.
- Ss work in pairs to do the activity. Have Ss share their answers with the class.



For more practice with this lesson's topic, download the Worksheet **9.2 Survey says!** from the Teacher Support Site.

Optional activity: *What's the topic?* (15–20 minutes)

Ss practice writing a topic sentence and supporting information.

- Ss work individually to think of a topic sentence for a main idea (e.g., "untypical" people: *There are three ways that people in my country are not typical of people in other countries.*). Then Ss write three supporting statements (e.g., regarding food and eating habits, cultural traditions, family responsibilities, etc.).
- Collect the papers. Read the three supporting statements from one S's paper and have the class guess the topic sentence. Continue with other Ss' papers.

Do your students need more practice?

Assign ...	for more practice in ...
Grammar Plus 9A	Grammar
Vocabulary Plus 9A	Vocabulary
Online Vocabulary Accelerator 9A	Vocabulary
Workbook Lesson A	Grammar, Vocabulary, Writing
Online Workbook Lesson A	Grammar, Vocabulary, Writing

LESSON B ► Problems and solutions

1 I never used to feel stressed. (STARTING POINT)

Learning aim: Discuss life concerns and see the past habitual with *used to* and *would* in context
0–15 minutes)

A

- Books closed. Ask Ss who they usually talk to when they have a problem. Ask them why they talk to that person.
- Books open. Explain the task. Check that Ss understand the following vocabulary.

Vocabulary

demanding requiring a lot of time and effort

oversleep wake up too late

drag (someone) away force someone to leave a place

gab talk continuously and eagerly, especially about unimportant matters

- Have Ss read the email and take notes about Annie's problems.

Answers

Her job is very demanding. She oversleeps and is late for work sometimes. She's spending too much money. She has a noisy roommate. She's stressed.

B Pair work

- Explain the task. Read the example answer aloud.
- Ss work in pairs to discuss solutions to the problems. Have a few pairs share their solutions with the class.

Optional activity: An email to a friend (15 minutes)

Ss write an email to a friend describing some of their concerns.

- Tell Ss to pretend they have some concerns. Have them write an email to a friend describing their situation and concerns. Tell Ss to use the email in part A as a guide.
- Have Ss exchange emails and take turns giving each other advice about their concerns.

2 Expressions with *keep* and *stay* (VOCABULARY)

Learning aim: Learn and practice using expressions with *keep* and *stay* (10–15 minutes)

A

- Ask Ss if they know any expressions with *keep* or *stay*. Write them on the board.
- Explain the task. Ss work individually to complete the questions.
- Ss work in pairs to compare answers. Go over answers with the class.

Answers

- | | | | |
|--------|------|------|--------|
| 1. e | 3. f | 5. g | 7. d/c |
| 2. c/d | 4. b | 6. a | |

B Pair work

- Explain the task. Ss work in pairs to take turns answering the questions. Then have Ss share their partner's answers with the class.

3 Past habitual with *used to* and *would* (GRAMMAR)

Learning aim: Practice using the past habitual with *used to* and *would* (20–25 minutes)

Grammar notes

If the sentence is affirmative, use *used to* or *would*.

I used to get up at 7:00 every morning.

I would get up at 7:00 every morning.

If the sentence is negative, use *didn't use to* or *wouldn't*.

I didn't use to oversleep so often.

I wouldn't oversleep so often.

Both *used to* and *would* can express an action that was repeated regularly in the past. Only *used to* can be used to describe a situation that existed in the past.

I used to own a very large dog.

- Books closed. Write on the board:

I used to be a student.

I would go to that coffee shop every day last year.

Ask Ss if the action in each sentence happens in the past, present, or future. (Answer: Both are in the past.)

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

A

- Have Ss look at the Starting Point on page 74 again. Explain the task. Have Ss list the changes using sentences with *used to*. Go over answers with the class.

Answers

She didn't use to have as many responsibilities at work.
Her job didn't use to be so demanding.
Adriana used to be a good influence on her.
She didn't use to oversleep.
She didn't use to be late for work.
She used to meet Adriana at the café in the morning.
Adriana used to keep her from spending too much money.
She didn't use to have a noisy roommate.
She and Adriana used to sit around talking.
Adriana used to make her laugh.
She never used to feel stressed.

B

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

Answers

- | | |
|--------------------|---------------------|
| 1. used to | 6. used to |
| 2. used to / would | 7. used to / would |
| 3. used to | 8. used to |
| 4. used to / would | 9. used to / would |
| 5. used to / would | 10. used to / would |

4 Personal concerns (DISCUSSION)

Learning aim: Talk about changes in life and practice the lesson grammar (15–20 minutes)

A Pair work

- Books closed. Ask: *What events cause changes in a person's life?* (Possible answers: a new job, marriage, etc.)
What kind of positive or negative effects can these changes have?
- Books open. Explain the task. Ss read the comments silently to themselves.
- Ss work in pairs to talk about the positive and negative impacts the change had on each person's life. Go over answers with the class. (See answers at right.)

B Group work

- Explain the task. Give Ss time to think of a big change in their life and how it affected them.
- Read the example answer aloud. Ss work in groups to discuss their answers.

Answers

Lucas:

Positive: not mentioned

Negative: He and his wife can't go out whenever they want now. He's a worrier now.

Britney:

Positive: She is making more money and can afford to go to nice cafés.

Negative: She doesn't have time to go out to eat, so she eats at her desk.

Wen Ho:

Positive: He and his wife are going to travel the world.

Negative: not mentioned

5 Different approaches to problem solving (LISTENING & SPEAKING)

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

A Pair work

- Books closed. Ask: *What do you think is the best way to solve personal problems?*
- Books open. Explain the task. Have Ss read about the three approaches to problem solving. Go over any unfamiliar vocabulary.
- Ss work in pairs to read the example answer and discuss which methods they use. Make sure Ss give examples to support their answer.
- Have Ss tell the class their partner's answer.

B [CD 3, Track 4]

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

Vocabulary

impulse buys things someone buys without thinking about the price or if they are really needed

input advice or opinion

pose ask

a great deal a very good product or service at a low price

- Tell Ss to read the question. Play the recording while Ss listen for the answers. Play the recording again for Ss to check their answers.
- Ss work in pairs to compare answers. Go over answers with the class.

6 Here's an idea . . . (ROLE PLAY)

Learning aim: Practice giving and receiving advice about problems (15–20 minutes)

A

- Explain the task. Tell Ss to look at the question and read the people's problems. Check that Ss understand the following vocabulary.

Vocabulary

tongue-tied unable to express oneself clearly

authority figure a person who represents power or authority

- Give Ss time to think of the advice they would give each person.
- Ss work in pairs to compare answers. Go over answers with the class.

Answers

Dominique: meditative

Carla: assertive

Wayne: cooperative

Audio script: See page T-175.

C [CD 3, Track 5]

- Explain the task. Tell Ss to read the question. Play the recording while Ss listen for the answers. Play the recording again for Ss to check their answers.
- Ss work in pairs to compare answers. Go over answers with the class.

Answers

Dominique: She read consumer magazines and did research online. She also read the classified ads to find a used car.

Carla: She wrote a few important questions to ask each job candidate. She gave herself five minutes to decide.

Wayne: He asked everyone for an opinion about where he should go. After that, he searched the Internet for the best price.

Audio script: See page T-175.



For an alternative way to help Ss with this topic, download the Fresh Idea **Catch!** from the Teacher Support Site.

B

- Explain the task. Have one pair of Ss read the example role play to the class. Go over the Useful Expressions box.
- Ss work in pairs to role-play giving and receiving advice for each problem in part A.
- Have pairs do one of their role plays for the class.
- Ask the class to vote on the best advice.

Optional activity: *Problem solved* (15 minutes)

Ss continue role-playing giving and receiving advice.

- Ss work in pairs to think of a new problem and write it on a piece of paper.
- Collect the papers and redistribute them to other pairs. Have pairs role-play giving and receiving advice for the problem they receive.

7 Creative problem solving (READING)

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

A Pair work

- Explain the task. Have students look at the two paintings. Then read the questions aloud. Ss work in pairs to discuss the questions.
- Have students share their ideas with the class. (Possible answers: The perspective is different. The light is different. The time of day seems different. The benches are closer in the painting on the right. You might notice the benches and the path first in the painting on the right, but the trees first in the painting on the left, etc.)
- Have Ss read the article silently to themselves. Check that Ss understand the following vocabulary.

Vocabulary

retreat a place one goes to have peace and quiet

dynamics the forces or processes that cause change or produce something

line of sight the imaginary line between a person's eyes and what the person is looking at

landscape a large area of countryside that is usually beautiful to look at, often natural and not man-made

cluttered filled with too many objects

detract (from) make something less important

focal point the center of interest or attention

foster encourage something to develop

calibrate make adjustments to match a particular situation

brush up improve and renew

B Group work

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

Answers

1. Ignoring the details will make it easier to focus on the big picture rather than get hung up on unimportant, small things.
2. Both lessons focus on allowing others to work at their own level and on respecting people for the skills and experience they have.
3. *Shine a light on an issue* means to look at it clearly, from a different and clearer perspective. Doing this helps you look at all aspects of a problem rather than just at what is visible right away.
4. *Answers will vary.*

Optional activity: Summary (10–15 minutes)

Ss practice summarizing the main paragraphs of the article.

- Have Ss work in pairs to take turns summarizing each lesson (or numbered paragraph) in their own words to each other.
- Have four Ss summarize each lesson (or numbered paragraph) to the class.

Optional activity: Blanks (15–20 minutes)

Ss practice writing and reading sentences with new vocabulary.

- Ask Ss to call out any words from the article that were new for them. Write the words on the board.
- Have Ss work in pairs to write a sentence that contextualizes each word, leaving the vocabulary word blank.
- Have pairs exchange their sentences and try to fill in the blanks. Then have Ss check each other's answers.

Do your students need more practice?

Assign . . .	for more practice in . . .
Grammar Plus 9B	Grammar
Vocabulary Plus 9B	Vocabulary
Online Vocabulary Accelerator 9B	Vocabulary
Workbook Lesson B	Grammar, Vocabulary, Reading
Online Workbook Lesson B	Grammar, Vocabulary, Reading, Listening

Units 7–9

COMMUNICATION REVIEW

Ss assess how well they have learned the communication skills in Units 7–9.

✓ Self-assessment

Review aim: Ss assess how well they have learned the material in Units 7–9 (10–15 minutes)

- Books closed. List or elicit from Ss the language and topics covered in Units 7–9.

- Books open. Explain the task. Read the list of skills aloud.
- Ss work individually to do the assessment.
- Tell Ss they will review their assessment after doing the activities in this unit.

1 How things have changed! (DISCUSSION)

Review aim: Discuss changes and trends with verbs in the passive and with *used to* and *would* (15–20 minutes)

A

- Have Ss look at the picture and say what trend it illustrates. (Possible answers: the widespread use of the Internet, the use of computers by people of all ages, etc.)
- Read the question aloud. Brainstorm trends in information technology as a class, if necessary.
- Give Ss time to think of their own ideas.

B Pair work

- Explain the task. Have one pair of Ss read the example conversation aloud. Have Ss underline verbs in the passive voice and the uses of *would* and *used to*. (Answers: Passive: . . . *they've been greatly improved*; . . . *too much time is spent playing them*. *Used to* and *Would*: . . . *used to be low-tech*; . . . *used to be available*; . . . *would play them*; . . . *used to think* . . .) Remind Ss to use the passive and *would* and *used to* when they talk about their ideas.

- Ss work in pairs to discuss their ideas to part A. Ask a few pairs to report their responses to the class.

Optional activity: Class debate (20–25 minutes)

Ss conduct a class debate about technology and the Internet.

- Think of two sides of an issue about information technology (e.g., The Internet should be monitored by the federal government. / The Internet should not be monitored by the federal government.).
- Divide the class into two groups and assign each group one side of the issue. Give Ss time to think of all the reasons why their side of the issue is the right one.
- Conduct a class debate. Have Ss from each group take turns explaining their side of the issue.
- At the end of the debate, have Ss say which side of the issue they now agree with.

2 What next? (DISCUSSION)

Review aim: Talk about predictions with future forms of the passive (15–20 minutes)

A Pair work

- Explain the task. Read the topics aloud. Give Ss time to think of ideas for each. Brainstorm possible changes as a class, if necessary.
- Ss work in pairs to do the activity.

B Group work

- Explain the task. Read the example answer aloud. Ask Ss to name the verb form in the second example sentence. (Answer: Future passive: . . . *They'll even be used* . . .)
- Ss work in groups to discuss their predictions. Remind Ss to use different forms of the future passive in their conversations. Have each group assign a secretary to write down their predictions for each area.
- Have each group report their two most interesting predictions to the class.

3 Team roles: The perfect "STEAM" team (LISTENING & SPEAKING)

Review aim: Develop skills in listening for main ideas and details, and talk about personality types using reduced relative clauses (20–25 minutes)

A [CD 3, Track 6]

- Explain the task. Tell Ss to look at the list of possible answers. Check that Ss understand the following vocabulary.

Vocabulary

advertising agency a company that creates advertising or marketing campaigns

client a person or company that receives services

image how a person or company is perceived by the public

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

Answers

c. They're working to improve a company's image.

Audio script: See page T-175.

4 That's so typical! (SPEAKING)

Review aim: Discuss "typical" behavior with clauses showing contrast and exception (10–15 minutes)

A

- Explain the task. Read the questions in the chart aloud. Give Ss time to complete the chart individually.

B

- Explain the task. Read the example answer aloud.
Ask: Does the last clause show contrast or exception? (Answer: contrast) Which word in the sentence signals the contrast between the two ideas? (Answer: while)
- Ss work individually to write at least four sentences. Remind Ss that each sentence must contain a clause that shows contrast or exception. Tell Ss to introduce the clause or phrase with a different word for each sentence.
- Ss work in pairs to compare their answers. Have Ss share their partner's answers with the class.

B [CD 3, Track 7]

- Explain the task. Read the roles and personality types aloud.
- Play the recording. Ss do the activity individually. Go over answers with the class.

Answers

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

Audio script: See page T-175.

C Pair work

- Explain the task. Ss work in pairs. Have one pair read the example conversation to the class.
- Have Ss discuss the questions.
- Ask Ss to share their partner's answers with the class.

Optional activity: Typical behavior (15 minutes)

Ss extend their discussion of the chart in part A.

- Ss work in pairs to think of three more questions to add to the chart in part A. Then they exchange papers with another pair and answer the new questions.
- Ss read their new questions to the class and tell the class their answers.



Have Ss look at their answers to the self-assessment at the beginning of this review unit. As a class, discuss which skills were easy and which were more difficult and why.

10 THE ART OF COMPLAINING

LESSON A ► *That really bugs me!*

In this unit, Ss practice using relative clauses and noun clauses to talk about annoying situations. They also practice simple and complex indirect questions.

1 **Everyday annoyances** (STARTING POINT)

Learning aim: Discuss everyday annoyances and see relative clauses and noun clauses in context (10–15 minutes)

A

- Books closed. Say two or three things that annoy you, such as: *It really bugs me when people talk on their cell phones in a restaurant.* Write on the board:
That really bugs me!
Discuss the meaning with Ss.
- Have Ss tell the class what kind of everyday situations annoy them.
- Books open. Tell Ss to look at the pictures and describe what each illustrates.
- Explain the task. Ss read the comments silently to themselves. Go over any unfamiliar words. Elicit several Ss' answers.

B **Group work**

- Ask Ss what they usually do when they are annoyed. Do they complain? Do they ever become angry in public? Do they remain quiet?
- Explain the task. Ss work in groups to discuss the questions.
- Have a S from each group tell the class about their discussion.

Optional activity: *And you?* (10–15 minutes)

Ss further discuss what to do when they are annoyed.

- Have Ss change groups from part B. Ask them to say how they would react to one of the situations in part A. The other Ss in the group say if they agree with the reaction, and if not, how they think they would react.

2 **It really irks me!** (LISTENING & SPEAKING)

Learning aim: Develop skills in listening for the main idea and details, and give a personal reaction (20–25 minutes)

A [CD 3, Track 8]

- Explain the task. Read the question aloud to the class. Check that Ss understand the following vocabulary.

Vocabulary

acting up behaving badly

had someone in had someone visiting

fast asleep deeply asleep

usher a person who shows people to their seats in a theater

getting out of hand becoming out of control

- Tell Ss to listen for the answers to the question. 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

Jane: Her neighbors made a lot of noise and woke her up.

Kyle: People talked during a movie and ruined it for him.

Audio script: See page T-176.

B [CD 3, Track 9]

- Explain that Ss will listen again for more details about each person's story. Read the questions aloud.
- Ss work in pairs or small groups to discuss the questions.
- Have a S from each pair or group tell the class about their discussion.

Audio script: See page T-176.

3 Relative clauses and noun clauses (GRAMMAR)

Learning aim: Practice using relative clauses and noun clauses in the same sentence (20–25 minutes)

Grammar notes

Relative (or adjective) clauses provide information about a noun or pronoun in either the subject or the object of a sentence.

A noun clause that acts as a subject complement (the part of a sentence that describes the subject) can begin with a question word (e.g., *who*), but it is considered a noun clause because it occupies a noun slot in the sentence.

- Books closed. Write on the board:

One thing (that) I hate is people who talk during a movie.

Ask Ss to name the subject of the main clause. (Answer: *One thing*) Then ask them to name the relative clause that describes it. (Answer: *that I hate*)

- Write on the board:

I hate people who talk during a movie.

Ask Ss to name the object of the main clause. (Answer: *people*) Then ask them to name the relative clause that describes it. (Answer: *who talk during a movie*)

- Write on the board:

One thing that I hate is when people talk during a movie.

Ask Ss how many clauses are in the sentence. (Answer: two) Point out that *that I hate* is a relative clause, and *when people talk during a movie* is a noun clause.

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

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.

Answers

Relative clauses:

... *that I hate* ...

... *that bothers me* ...

... *that bugs me* ...

... *who take up two seats on a crowded bus.*

... *(that) I can't stand* ...

... *who leave their cell phones ringing on their desks.*

Noun clauses:

... *when kids ride their scooters on the sidewalk.*

... *when my friends don't show up on time for things.*

B Pair work

- Explain the task. Have Ss look at the picture and describe what they see.
- Read the sentences aloud. Answer any questions about vocabulary.
- Have a S read the example sentence aloud.
- Ss complete the sentences with their own opinions. Then they discuss their opinions with a partner. Have Ss share some of their partner's answers with the class.

4 That drives me up the wall! (VOCABULARY)

Learning aim: Learn and practice using phrases to talk about annoyances (10–15 minutes)

A

- Explain the task. Read the phrases in the chart aloud.
- Ss work individually to do the activity. Then Ss work in pairs to discuss the differences in meaning.

Answers

drive someone crazy, drive someone mad,
drive someone up the wall

get on someone's nerves, get someone down,
get someone mad, get someone upset,
get under someone's skin

make someone crazy, make someone mad,
make someone sick, make someone upset,
make someone's blood boil

B Group work

- Explain the task. Read the situations aloud and answer any questions about vocabulary.
- Ss work in groups to discuss the situations. Have Ss tell the class about another S's answers.

Optional activity: Feelings (15–20 minutes)

Ss use the vocabulary they learned to talk about situations that may cause negative feelings.

- Ss work in groups. Have each S think of a situation similar to the ones in part B.
- Then have each S silently act out the situation for the other Ss in their group. The other Ss guess what the S is doing and say how it makes them feel.

5 Polite complaints (DISCUSSION)

Learning aim: Talk about ways to complain (15–20 minutes)

A

- Books closed. Tell Ss what kind of a complainer you are, based on the captions below the pictures. Give an example.
- Books open. Explain the task and have Ss look at the pictures. Ask them to describe what they see. Then have them read what each person says and the captions.
- Have two Ss read the example conversation to the class.
- Ss work individually to answer the question and think of examples. Then Ss work in pairs to talk about their answers. Have Ss share their partner's answer with the class.

B Pair work

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

6 I hate to mention this, . . . (ROLE PLAY)

Learning aim: Practice making complaints for different situations (15–20 minutes)

A Pair work

- Books closed. Ask: *What do you think you need to do to complain politely?* (Possible answers: speak assertively in a soft voice, use polite language, take time to explain why you are dissatisfied or upset, etc.) *What is an impolite complaint like?* (Possible answers: speak aggressively in a loud or angry voice, don't say "please" or "thank you," etc.)
- Books open. Explain the task. Read the information in the Useful Expressions box. Give examples of how to complete each sentence.
- Tell Ss to read the situations. Ask them if they have ever been in one of the situations. Check that Ss understand the following vocabulary.

Vocabulary

cuts in front of goes in front of someone in a line without permission

belongings personal items such as sunglasses, wallet, etc.

- Ss work in pairs to do the activity. Give Ss time to think of how they will complain about each situation and then to practice the role play.
- Have pairs role-play the situations for the class.

B Group work

- Explain the task. Ss work in groups to discuss the questions.
- Have each group say which complaints in part A they thought were the most effective and which were the most polite, and why.

Optional activity: Complaints (10–15 minutes)

Ss continue to role-play making polite complaints.

- Ss work in pairs to think of one new situation similar to the ones in part A and write it on a piece of paper.
- Collect the papers and redistribute them to other pairs. Have pairs role-play the situations.

7 Messages of complaint (WRITING)

Learning aim: Write an effective message of complaint (40–50 minutes)

A

- Tell Ss to read the information in the box at the top of the page. Ask: *When would you write a message of complaint?* (Possible answers: when a product you bought didn't work, when your food at a restaurant wasn't good, when service at a store wasn't good) Then ask: *Have you ever written a message of complaint before? What was the situation?*
- Explain the task. Check that Ss understand the following vocabulary.

Vocabulary

evidence proof

case container for protecting things

at (one's) own expense using one's own money to pay for something

customer service representative a person whose job is dealing with customers' complaints

warranty a written agreement with a company that states that the company will repair or replace its product if it is damaged or broken

promptly quickly

- Ss work individually to read the email and number the items. Go over answers with the class.

Answers

1. Damaged product
2. a smartphone, model number VG25S
3. The case was damaged, and the display screen was cracked.
4. I have my credit card bill . . . , a one-year warranty, and a receipt from the post office.
5. I would like to receive a new phone as soon as possible.
6. John Montgomery
101 Bee Tree Road
Encino, CA 91426
Phone: 310-555-2934

B

- Explain the writing task. Read the situations aloud. Ask Ss if they have ever experienced any of the situations.
- Ss work individually to write an email complaining about a situation of their choice. Remind Ss to include all the parts from the example email.

C Pair work

- Explain the task. Read the question aloud.
- Ss work in pairs to read each other's emails and answer the question. Have a few Ss read their effective emails to the class.



For more practice discussing this lesson's topic, download the Worksheet **10.1 How do you complain?** from the Teacher Support Site.

Do your students need more practice?

Assign . . .	for more practice in . . .
Grammar Plus 10A	Grammar
Vocabulary Plus 10A	Vocabulary
Online Vocabulary Accelerator 10A	Vocabulary
Workbook Lesson A	Grammar, Vocabulary, Writing
Online Workbook Lesson A	Grammar, Vocabulary, Writing

LESSON B ▶ Let's do something about it!

1 Why don't they do something about it? (STARTING POINT)

Learning aim: Discuss common consumer problems and see indirect questions in context (10–15 minutes)

A

- Books closed. Ask: *What is a consumer?* (Answer: someone who buys a product or a service)
Then ask: *What consumer problems have you had?* (Possible answers: an appliance that didn't work, problems with new clothes, being overcharged)
- Books open. Have Ss look at the pictures and describe what they see. Then have them read the captions. Check that Ss understand the following vocabulary.

Vocabulary

rush hour the time of day when most people are going to or coming home from work

reception the ability to receive a signal on an electronic device

automated phone menus computer-generated sets of choices for callers

I don't get I don't understand

(is) beyond me an expression of unpleasant disbelief

- Explain the task. Give Ss time to think about which problems they have had and what they did about them.
- Ss work in pairs to discuss the question.
- Have Ss share their partner's answer with the class.

B Pair work

- Explain the task. Have one pair of Ss read the example conversation.
- Go over the information in the Useful Expressions box. Have a short example conversation with two Ss using the expressions.
- Ss work in pairs to discuss the question. Have a few pairs share their answers with the class.

2 If this is correct, say, "Yes." (LISTENING)

Learning aim: Develop skills in listening for gist and details, and listening to an automated phone menu (15–20 minutes)

A

- Ask Ss to give examples of when they might hear an automated phone menu.
- Ss work in pairs to discuss the questions.
- Have Ss tell the class about their partner's problem.

B [CD 3, Track 10]

- Explain the task. Read the summaries and answer any questions about vocabulary.
- Tell Ss to listen for the answer to the question. Play the recording once as Ss listen. Play the recording again while Ss choose the best summary. Replay as many times as needed. Ss listen and check their answers.
- Go over the answer with the class.

Answers

- b. He can't fill his prescription because the machine didn't recognize what he said.

Audio script: See page T-176.

C [CD 3, Track 11]

- Explain the task. Read the questions aloud and make sure Ss know what to listen for.
- Play the recording, and have Ss answer the questions individually.
- Ss work in pairs to compare answers. Go over answers with the class.

Answers

1. Dial Rite Pharmacy
2. 0422708837
3. 333-555-5123
4. 9:00

Audio script: See page T-176.

3 Simple and complex indirect questions (GRAMMAR)

Learning aim: Practice using simple and complex indirect questions (20–25 minutes)

Grammar notes

When a question is used as the subject or object of a main clause, it becomes a noun clause and uses statement word order rather than question word order.

Yes/No questions are changed into noun clauses by introducing the clause with *whether* or *if*.

It is optional to include *or not* with *whether* and *if*. *Or not* can either be used directly after *whether* or at the end of the clause. It cannot follow *if* directly.

Question words (*who*, *when*, *why*, etc.) are used to begin noun clauses made from Wh-questions.

- Books closed. Write on the board:

Why is cell phone reception so bad here?

I don't know why cell phone reception is so bad here.

Why cell phone reception is so bad here is beyond me.

- Elicit the differences between the direct and indirect questions. Then point out the differences between the two types of indirect questions.
- Books open. Discuss the information in the grammar box and read the example sentences. Point out the differences in word order.

A

- Have Ss look at the Starting Point on page 84 again. Explain the task and read the questions aloud. Go over answers with the class.

4 I'm totally baffled! (VOCABULARY & SPEAKING)

Learning aim: Learn and practice vocabulary to talk about negative feelings (15–20 minutes)

A

- Books closed. Ask: *What kinds of situations make you feel confused, angry, or sad?* Have Ss call out synonyms for *confused*, *angry*, and *sad*. Write them on the board.
- Books open. Explain the task. Ss work individually to complete the chart.
- Go over answers with the class.

Answers

Confused feelings: baffled, confused, mystified, stunned

Angry feelings: annoyed, enraged, frustrated, infuriated, insulted, irritated

Sad feelings: demoralized, depressed, discouraged, humiliated, saddened

Answers

Simple indirect questions:

I don't know why they always break in the wind.

I can't understand why the reception is so bad.

Complex indirect questions:

What I don't get is why companies don't have people answer their phones.

B

- Explain the task. Have Ss look at the example answer.
- Ss work individually to complete the activity. Then Ss work in pairs to compare their answers. Go over answers with the class.

Answers

- I wonder if airlines will ever stop losing passengers' luggage.
- I'd like to know how I correct a mistake on my phone bill.
- The thing I don't get is why I can't use my cell phone in an elevator.
- I want to find out how I can get tickets to sold-out concerts.
- I'd like to know when the government will deal with global warming.
- Why people complain so much is something I can't understand.

B Pair work

- Explain the task. Read the example aloud. Ss work individually to complete the sentences. Then Ss work in pairs to discuss their answers.
- Have Ss share their partner's answers with the class.

5 A word to the wise (DISCUSSION)

Learning aim: Talk about how to avoid consumer problems (15–20 minutes)

A Pair work

- Books closed. Write on the board:

Let the buyer beware.

Ask Ss what they think it means. (Possible answer: It's the buyer's responsibility to check everything carefully before buying.)

- Books open. Ask Ss to look at the picture and describe the situation.
- Read the advice aloud. Ask Ss to explain the words *reputable*, *guarantee*, *comparison shopping*, and *return policy*.
- Explain the task. Ss work in pairs to add more ideas to the list.
- Ask pairs to share their ideas with the class.

B Group work

- Explain the task. Have two Ss read the example conversation. Read the information in the Useful Expressions box. Give examples of how to use each expression in a conversation.
- Ss work in groups to discuss the question. Have groups report on one of their problems to the class. Ask Ss to say which advice would have helped the situation.

6 I'd like to return this. (ROLE PLAY)

Learning aim: Practice returning items to a store and responding to complaints (15–20 minutes)

A

- Explain the task. Tell Ss to read the returns policy in part B. Check that Ss understand the following vocabulary.

Vocabulary

good condition not damaged in any way

refund money given back by a company when an item is returned or some work was done unsatisfactorily

store credit a kind of refund where a customer doesn't get money back but can buy another item in the store for the same amount of money

under warranty the time period when the guarantee is still valid

coupon a piece of paper or electronic message that offers a price reduction

- Give Ss time to think about returns policies at the stores where they shop.
- Have Ss share their answers with the class.

B Pair work

- Explain the task. Have Ss read the information about the three situations. Help with vocabulary as needed.
- Have one pair of Ss read the example role play to the class. Ss work in pairs to take turns role-playing a customer and a clerk at a returns counter at a store.
- Have pairs do one of their role plays for the class.

Optional activity: No problem! (20–25 minutes)

Ss continue role-playing being a clerk and a customer at a returns counter.

- Ss work in pairs to think of a situation at a returns counter. Have them write what the customer is trying to return and why, and whether or not the clerk will accept the item back and why. Make sure Ss include the following information:

Customer: what the item is, if the person has the receipt, what is wrong with the item, the customer's attitude

Clerk: whether or not the clerk will take the item back and why, the clerk's attitude

- Encourage Ss to include other details such as the kind of store it is (e.g., expensive, big department store, etc.) and background information about the people (e.g., the customer is in a big hurry, the clerk's boss is angry because the clerk has given refunds too often, etc.).
- Have Ss exchange papers with another pair and then do the new role play. For more of a challenge, don't let the "clerk" and "customer" see each other's information so the role play is more spontaneous.

7 The power of one voice (READING)

Learning aim: Develop skills in understanding vocabulary in context, reading to put a story in sequence, reading to confirm predictions, and giving a personal reaction to a reading (25–30 minutes)

A Pair work

- Books closed. Ask: *What ways can people complain about bad service?* Have several Ss share their ideas. Then ask: *Do you know anyone who has successfully complained about bad service? What did the person do?*
- Books open. Explain the task. Ss work in pairs. Give Ss time to think of and share their ideas.
- Have Ss read the article silently to themselves. Check that Ss understand the following vocabulary.

Vocabulary

- wouldn't budge** wouldn't change their mind
- flight voucher** an official document that can be used instead of money to buy a flight
- wasn't without options** had other things that could be done
- ordeal** a very difficult, tiring, or painful experience
- feeling as though a weight had been lifted from** feeling better because a problem has been solved
- changed gears** changed the way of thinking or doing something
- (web page) views** the number of times a web page has been opened
- launch (a website)** create a new website
- air problems** speak publicly about problems
- disgruntled** unhappy and annoyed about something
- go viral** become extremely popular (usually online)
- in a heartbeat** very, very quickly

- Tell Ss to look back in the article to find if their ideas were mentioned.

Culture note

Websites like Gripevine.com allow consumers to write their complaint about a company. Anyone can go to the site, search for a particular company, and see if other people have complaints. The website also sends the complaint to the company. The company can see how many people are reading the complaint. Major international companies look at this type of site to make sure their customers are happy.

B Pair work

- Explain the task. Read the events aloud. Remind Ss that two of the events are not part of Dave's story.
- Ss work in pairs to complete the activity. Go over answers with the class. Have Ss say which words in each sentence helped them order the statements.
- Ask a few Ss to tell the story in their own words to the class.

Answers

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



To help Ss with reading skills in this exercise, download the Fresh Idea **That's my point!** from the Teacher Support Site.

C Group work

- Explain the task. Read the questions aloud. Ss work in groups to discuss the questions.
- Have a S from each group tell the class about their answers.



For an alternative reading text or extra practice, download the Worksheet **10.2 Effective complainers** from the Teacher Support Site.

Do your students need more practice?

Assign . . .	for more practice in . . .
Grammar Plus 10B	Grammar
Vocabulary Plus 10B	Vocabulary
Online Vocabulary Accelerator 10B	Vocabulary
Workbook Lesson B	Grammar, Vocabulary, Reading
Online Workbook Lesson B	Grammar, Vocabulary, Reading, Listening

11 VALUES

LESSON A ► How honest are you?

In this unit, Ss use the present unreal conditional with *unless*, *only if*, and *even if* to talk about personal values and moral dilemmas. They also practice language expressing wishes and regrets.

1 What would you do? (STARTING POINT)

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

A

- Books closed. Ask: *Is it important to be honest all the time? Can you think of times when it is OK not to be completely honest?*
- Books open. Have Ss look at the pictures and read the situations and people's responses. Check that Ss understand the following vocabulary.

Vocabulary

credentials the skills or experience someone has that make them suitable for a particular job

- Ss work in pairs to discuss the question. Have Ss share their partner's answers with the class.

2 Finders keepers (LISTENING)

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

🔊 [CD 3, Track 12]

- Books closed. Write on the board:

finders keepers

Ask Ss to guess what it means. (Answer: The full expression is *Finders, keepers; losers, weepers*. It means if you find a lost item, it's yours to keep. If you lose an item, accept your loss.)

- Give an example of a time when you found something that someone lost and what you did about it. Then ask Ss to share their own experiences.
- Books open. Explain the task. Read the statements. Check that Ss understand the following vocabulary.

Vocabulary

pacing back and forth walking in one direction and then in the opposite direction over and over again, usually nervous or annoyed

muttering talking unclearly and quietly

good deed something selfless that a person does for someone else

train conductor the person who collects tickets on a train

B Pair work

- Explain the task. Ask different Ss to each read one statistic aloud to the class. Ss work in pairs to discuss the questions.
- Have Ss share their partner's answers with the class.

Optional activity: *I would...* (20 minutes)

Ss discuss how they would react in different situations.

- Ss work in small groups to write at least two or more situations similar to the ones in part A.
- Have groups exchange papers to discuss the new situations and decide how they would react.

- Play the recording and have Ss choose the correct answers.
- Ss work in pairs to compare answers. Go over answers with the class.

Answers

1. True 2. False 3. Doesn't say 4. False

Audio script: See page T-177.



For more practice with listening, download the Fresh Idea *What's next?* from the Teacher Support Site.

3 Present unreal conditional with *unless, only if, and even if* (GRAMMAR)

Learning aim: Practice using present unreal conditionals with *unless, only if, and even if* (20–25 minutes)

Grammar notes

The likelihood of an event in the main clause happening is expressed by the conjunction (*unless, only if, even if*) in the conditional clause.

I wouldn't take the money unless I really needed it.
Meaning: If I really needed the money, I would take it.

I would take the money only if I really needed it.
Meaning: I would take the money only under this particular circumstance, i.e., if I really needed it.

I wouldn't take the money even if I really needed it.
Meaning: I wouldn't take the money for any reason.

- Books closed. Write on the board:

1. *Sam would go if he were invited.*
2. *Sam wouldn't go unless he were invited.*
3. *Sam would go only if he were invited.*
4. *Sam wouldn't go even if he were invited.*

- Read the four sentences aloud. Point out the conjunctions. Say: *Imagine Sam gets an invitation. Which sentences mean that Sam will go?* (Answer: 1, 2, 3)
Ask: *Which sentence means that Sam won't go?* (Answer: 4)

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

A

- Have Ss look at the Starting Point on page 88 again. Explain the task and read the questions aloud. Go over answers with the class.

Answers

Yes, they are different in meaning.

Response 1: If the owner isn't there, a note is left.

Response 2: If the owner isn't there, a note isn't left.

B

- Explain the task. Read the example answer aloud.
- Ss work individually to choose answers that are true for them and complete the sentences.
- Ss work in pairs to compare their answers. Go over answers with the class.

Possible answers

1. If a cashier undercharged me, I would tell him even if it were a small difference.
2. I would borrow a lot of money from a friend only if I really needed it.
3. I wouldn't return a gift I'd received to the store unless I really didn't like it.
4. I wouldn't "temporarily borrow" an unlocked bicycle on the street even if I were really late for an important meeting.
5. I would report my friend for skipping work only if his absence caused a serious problem.

4 It's a little unethical. (VOCABULARY & SPEAKING)

Learning aim: Learn and practice vocabulary to talk about ethics (15–20 minutes)

A

- Have Ss read the title. Ask Ss if they know what *unethical* means. (Answer: against society's ideas about what is right or wrong or moral behavior, e.g., cheating on a test)
- Read the words aloud. Answer any questions about vocabulary.
- Explain the task. Ss work individually to do the activity. Go over answers with the class.

Answers

dis-: agreeable, approving, honest

il-: legal, logical

ir-: rational, responsible

un-: acceptable, ethical, fair, scrupulous, trustworthy

B Pair work

- Explain the task. Read the questions aloud and answer any questions about vocabulary. Brainstorm possible follow-up questions as a class.
- Ss work in pairs to discuss the questions. Have a few Ss tell the class about their discussion.

5 Ethical dilemmas (DISCUSSION)

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

A

- Ask Ss to give a definition or examples of a *dilemma*. (Definition: a situation in which a person has to make a difficult choice, e.g.: You are invited to two different friends' parties on the same night. Whichever one you choose to go to, you'll hurt the other friend's feelings.)
- Explain the task. Have Ss read the situations silently to themselves. Give them time to think about what they, personally, would do. Check that Ss understand the following vocabulary.

Vocabulary

white lie a lie that is told so someone's feelings aren't hurt

shoplifting stealing an item from a store

chain store a store that has many locations

mom-and-pop business a small business that is run by a husband and wife or members of the same family

6 Too good to be true (DISCUSSION)

Learning aim: Talk about reliable and unreliable businesses (15–20 minutes)

A

- Ask Ss if they know the meaning of the expression *It's too good to be true*. (Answer: It's so good that it's difficult to believe it's true.)
- Explain the task. Check that Ss understand the meaning of *legitimate*. (Answer: real, allowed by laws and rules) Have Ss read the situations silently to themselves.
- Ss work individually to complete the activity. Have a few Ss share their opinions. Discuss with Ss what they can do if they have a bad experience with a business.

B Pair work

- Explain the task. Read the example situation aloud.
- Ss work in pairs to discuss the situations in part A. Have Ss share their partner's answers with the class.

Culture note

The Better Business Bureau (BBB) is an organization based in the United States and Canada. It was founded in 1912, and its stated purpose is to help consumers and businesses resolve disputes. It also provides information on ethical business practices.

B Group work

- Explain the task. Ask a S to read the example answer. Ss work in groups to do the activity. Encourage Ss to give details about their answers. For example, for number 1, if they canceled their original plans, would they reschedule with their aunt? Would they send her a gift as an apology?
- Go over answers with the class. Have the class vote on the best course of action for each situation. Encourage Ss to suggest another way to handle each situation.



For more practice discussing ethical dilemmas, download the Worksheet **11.1 In their shoes** from the Teacher Support Site.

Optional activity: Role play (15–20 minutes)

Ss role-play making a complaint about a business to the Better Business Bureau.

- Ss work in small groups to write two or three situations similar to the ones in part A.
- Collect the papers and redistribute them among the groups. Have Ss take turns pretending to be a consumer and a representative from the Better Business Bureau. The consumer tells the BBB representative his or her problem, and the representative asks follow-up questions and says how he or she will try to resolve the problem.
- Continue until all Ss have had a chance to role-play both parts.

7 Thesis statements (WRITING)

Learning aim: Write a thesis statement and a four-paragraph composition about a happy memory or regret (40–50 minutes)

- Tell Ss to read the information in the box at the top of the page. Ask: *What is a thesis statement?* (Answer: a sentence that states the main idea of a composition) *What is a topic sentence?* (Answer: a sentence that states the main idea of a single paragraph)
- Explain the task. Check that Ss understand the following vocabulary.

Vocabulary

on the line at risk

don't have much to do with (her) don't see or talk to (her) very often

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

Answers

2. We learn a lot from the decisions we make.

The thesis statement should be either the first or the last sentence in the first paragraph.

- Explain the writing task. Brainstorm possible topics as a class, and write them on the board. Then brainstorm possible thesis statements for each of the topics. Write each thesis statement on the board next to its topic.
- Go over the guidelines and the information about thesis statements. Have Ss look at the thesis statements that were incorrect for part A. Ask: *What is the problem with number 1?* (Answer: It's too specific.) *What is the problem with number 3?* (Answer: It doesn't unify the paragraphs, since it's not related to the general topic, which is about decisions, not memories or friendships.)
- Review the thesis statements on the board. Ask Ss what changes, if any, they would make to them.
- Ss work individually to write their paragraphs. Remind Ss to make sure they have a clear thesis statement in the first paragraph and topic sentences for each individual paragraph.

C Group work

- Explain the task. Read the questions aloud.
- Ss work in groups to take turns reading their compositions and discuss the questions.
- Tell Ss to rewrite their thesis statements according to the advice they receive.

Optional activity: *The best title* (5–10 minutes)

Ss think about the composition in part A as a whole.

- Ss work in pairs to come up with a good title for the composition. Then Ss work in groups to vote on the best title.
- Have groups share their answers with the class.

Do your students need more practice?

Assign . . .	for more practice in . . .
Grammar Plus 11A	Grammar
Vocabulary Plus 11A	Vocabulary
Online Vocabulary Accelerator 11A	Vocabulary
Workbook Lesson A	Grammar, Vocabulary, Writing
Online Workbook Lesson A	Grammar, Vocabulary, Writing

LESSON B ► Taking stock

1 I wish . . . (STARTING POINT)

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

A

- Books closed. Ask Ss to guess the meaning of *take stock*. (Answer: evaluate a situation you are in carefully, usually to make a decision) If necessary, use the expression in a sentence to help Ss (e.g., When she took stock of her career, she realized she hadn't enjoyed her job much and decided to change it.).
- Books open. Read the six values aloud. Go over any unfamiliar words. Ask Ss why these things are called *values*. (Possible answer: because they are important, or valuable, to us)
- Have Ss read the messages silently. Check that Ss understand the following vocabulary.

Vocabulary

had enough nerve had the courage to do something

position the level of responsibilities and salary you have at work

given them a hard time behaved badly toward other people

ashamed feeling guilt or embarrassment

stuck with continued to do something

- Explain the task. Ss work individually to match each message with a value. Then Ss work in pairs to compare their answers.
- Go over answers with the class.

Answers

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

B Pair work

- Explain the task. Read the example aloud. Tell Ss who you are most like and why. Name a value that you learned when you were growing up.
- Ss work in pairs to discuss the questions. Have a few pairs share their answers with the class.

Optional activity: My values (10–15 minutes)

Ss further explore the topic of social values.

- Ss work in small groups to discuss why the values listed in part A are important. They number the values from 1 (= most important) to 6 (= least important).
- Have one S from each group put the group's final list on the board. As a class, have Ss discuss the lists and decide which three values are the most important and why.
- To make the activity more challenging, tell each group to add two values that were not mentioned in part A.

2 Wishes and regrets (GRAMMAR)

Learning aim: Practice using language to express wishes and regrets (30–35 minutes)

Grammar notes

A wish about the present or future describes a situation or event that the speaker wants to be true, but isn't. For a wish about the present with *be*, use *were*. For a wish about the future with *be*, use *could be*.

A wish about the past is a regret. A regret describes a situation or event that the speaker wanted to be true, but wasn't.

Regrets can be described with *wish* or *if*. *If* is used when the speaker wants to include a hypothetical result.

- Books closed. Write on the board:

I wish I were better at math.

I wish I had studied English harder.

If I had practiced piano more, I could have been very good.

If only I had saved more money!

Ask Ss if the person in each sentence is happy about the present situation. (Answer: No.)

- Ask: *What is something you should have studied harder? What is something you wish you had done in the past that would make your present life different?*
- Books open. Discuss the information in the grammar box and read the example sentences.

A

- Have Ss look at the Starting Point on page 92 again. Explain the task and read the questions aloud. Go over answers with the class.

Answers

Regrets about the past:

I wish I'd stayed in touch with all of them!

I wish I hadn't given them such a hard time when I was growing up.

If only I'd saved more over the last few years.

I probably would have been more successful if I had spoken more Spanish.

I wish I'd taken a few Spanish classes.

If I had stuck with something, I could have gotten good at it.

Wishes for the present or future:

I wish I had enough nerve to ask for a promotion.

If only my boss would consider promoting me!

I wish I could find the time to do volunteer work.

B

- Explain the task. Review the example sentence with the class.
- Ss work individually to complete the activity. Then Ss work in pairs to compare their answers and discuss which sentences are true for them. Go over answers with the class.

Answers

- I wish I could find the time to exercise.
- If only my grades had been better last semester.
- I wish I knew how to dance well.
- I wish I had applied for that interesting job at work.
- I wish I weren't feeling so stressed these days.
- If only I had learned how to swim when I was a child.
- If only I hadn't given away my old guitar last year.
- If only I hadn't watched so much TV and had read more when I was a kid.

C

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

Optional activity: Fix It! (10–15 minutes)

Ss practice the correct grammar structures for sentences expressing wishes or regrets.

- Write these incorrect sentences on the board:

I wish I have enough time to study more.

I wish I'd give her a better birthday present.

I wish I haven't eaten all those cookies.

If I hadn't spend all my money on clothes, I could had gone on vacation.

If only my father wouldn't give me the money for a new car!

- Ss work individually or in pairs to correct the sentences. Go over answers with the class.

Answers

I wish I had enough time to study more.

I wish I'd given her a better birthday present.

I wish I hadn't eaten all those cookies.

If I hadn't spent all my money on clothes, I could have gone on vacation.

If only my father would give me the money for a new car!

3 Personal values (VOCABULARY & SPEAKING)

Learning aim: Learn and practice vocabulary to talk about values (15–20 minutes)

A

- Books closed. Write on the board:
happy happiness
Ask Ss which part of speech each word is and how they know.
- Books open. Have Ss look at the chart. As you read the words aloud, have the class provide any definitions they know. Help with any remaining vocabulary questions.
- Explain the task. Ss work individually to complete the chart. Go over answers with the class.

Answers

compassion, compassionate	resilience, resilient
discretion, discreet	respect, respectful
generosity, generous	selfishness, selfish
honesty, honest	sensitivity, sensitive
indifference, indifferent	tenderness, tender
kindness, kind	tolerance, tolerant

B Pair work

- Explain the task. Read the example answer aloud.
- Ss work in pairs to discuss the question.
- Have Ss share their answers with the class.
- Write the class's top three values on the board. Ask Ss to give examples of each value from their own lives.

4 Three important values (LISTENING & SPEAKING)

Learning aim: Develop skills in listening for main ideas and details about people's values (20–25 minutes)

A [CD 3, Track 13]

- Books closed. Ask: *What is an on-the-street interview? Who does them? Why?*
- Books open. Check that Ss understand the following vocabulary.

Vocabulary

honesty is the best policy telling the truth is the best thing to do

- Explain the task. Have Ss look at the question. Tell Ss to listen for the answers to the question. Play the recording once as Ss listen. Play the recording again while Ss number the values. Replay as many times as needed. Ss listen and check their answers.
- Go over answers with the class.

Answers

honesty: 2 privacy: 3 respect: 1

Audio script: See page T-177.

B [CD 3, Track 14]

- Explain the task. Read the questions and the example answer aloud.
- Play the recording while Ss listen to each person talk about values. Replay as many times as needed.
- Ss work in pairs to discuss their answers.
- Have Ss share their partner's answers with the class.

Audio script: See page T-177.

5 Grant me a wish. (SPEAKING)

Learning aim: Talk about wishes (10–15 minutes)

A

- Explain the task. Give Ss time to think of three wishes.

B Pair work

- Explain the task. Read the example answer aloud. Ss work in pairs to talk about their three wishes.

- Have Ss report their answers to the class. Alternatively, have each pair report their partner's wishes. Keep a tally on the board to find out the three most common wishes.

6 Subway Superman (READING)

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

A Pair work

- Books closed. Ask: *Who is your hero? Why?*
- Books open. Have Ss read the title and the first paragraph only. Check that Ss understand the following vocabulary.

Vocabulary

convulsions sudden uncontrollable movements of the body

collapse fall down because of a health problem

stumbled tripped while walking or running

- Ss work in pairs to discuss what they would have done if they were Wesley Autrey.
- Then have Ss read the rest of the article silently to themselves. Check that Ss understand the following vocabulary.

Vocabulary

horrified very shocked by a bad situation

leapt down jumped down

onlookers people who are only watching what is happening

overnight sensation someone who becomes extremely popular and famous in a very short time

high-profile famous; well-known

veteran someone who served in the military

B

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

Answers

1. False; Autrey and two women had already helped Hallowpeter when he had convulsions and collapsed.
2. True
3. False; He said, "I don't feel like I did anything spectacular; I just saw someone who needed help. I did what I felt was right."

C Group work

- Explain the task. Read the questions aloud.
- Ss work in groups to discuss the questions.
- Have one S from each group share their discussion with the class.

Optional activity: *Heroes* (10–15 minutes)

Ss discuss their greatest heroes in groups and as a class.

- Ss work in small groups to discuss and agree on the greatest three heroes of the last 20 years.
- Have groups tell the class their answers. Write all the heroes on the board. Tell Ss that the list must be narrowed down to three. Have each group give specific reasons why their three are the greatest heroes.
- Have the class vote on the top three.



For extra practice with this lesson's topic, download the Worksheet **11.2 Dear Life Advisor** from the Teacher Support Site

Do your students need more practice?

Assign . . .	for more practice in . . .
Grammar Plus 11B	Grammar
Vocabulary Plus 11B	Vocabulary
Online Vocabulary Accelerator 11B	Vocabulary
Workbook Lesson B	Grammar, Vocabulary, Reading
Online Workbook Lesson B	Grammar, Vocabulary, Reading, Listening

12 MOVING AROUND

LESSON A ► Culture shock

In this unit, Ss use the future perfect, the future perfect continuous, and mixed conditionals to talk about differences in cultures and travel problems.

1 The benefits of studying abroad (STARTING POINT)

Learning aim: Discuss the benefits of language study and see the future perfect and future perfect continuous in context (10–15 minutes)

A

- Books closed. Ask Ss what other countries they have been to. Then ask what other countries Ss would like to live or study in.
- Books open. Explain the task. Have Ss read the website. Go over any unfamiliar vocabulary. Give Ss time to make their choices.

B Pair work

- Explain the task. Read the question aloud and then have a S read the example answer to the class.
- Ss work in pairs to compare their answers. Ask a few pairs to share their answers with the class.

Optional activity: A year abroad (20 minutes)

Ss write an ad for a study abroad program.

- Ss work in small groups to write an ad for a study abroad program, similar to the one in part A.
- Tell Ss to make sure their ad describes the following:
 - How long the program is
 - Where the students live
 - What students can do in their free time
 - Advantages of the program
- Have groups present their ads to the class. The class votes on which program they'd like to attend.

2 Words of encouragement (VOCABULARY & SPEAKING)

Learning aim: Learn and practice expressions ending with prepositions (15–20 minutes)

A

- Explain the task. Read the verbs and phrases aloud to the class.
- Ss work individually to complete the activity. Go over answers with the class.

Answers

- | | |
|-------------------------|----------------------|
| 1. adjust to | 6. get accustomed to |
| 2. be excited about | 7. look forward to |
| 3. be scared of / about | 8. participate in |
| 4. be familiar with | 9. take advantage of |
| 5. become aware of | |

- Tell Ss that expressions ending with prepositions are followed by a noun, a pronoun, or a gerund.

B Pair work

- Brainstorm with the class the kinds of challenges a person living abroad can have. Write on the board:
culture shock
Ask Ss to give a definition. (Possible answer: difficulties adapting to lifestyles or social habits that are different from what people are used to in their own culture)
- Explain the task. Read the question and example answer aloud.
- Ss work in pairs to discuss the question. Remind Ss to use the verbs and phrases in part A in their discussion.
- Have Ss share their answers with the class.

3 Future perfect and future perfect continuous (GRAMMAR)

Learning aim: Practice using the future perfect and future perfect continuous (25–30 minutes)

Grammar notes

These tenses are used to express the completion (future perfect) or duration (future perfect continuous) of an action or event at some time in the future. They can be used to talk about an event or action that started in the past but will not be completed until the future.

The future perfect is made up of *will + have + past participle*. The future perfect continuous is made up of *will + have + been + present participle*.

Common time expressions for these tenses are *after, by then, before, when, and by the time (that)*.

■ Books closed. Ask Ss to think of an action or situation that will be finished one year from now. Write their answers on the board.

■ Write on the board:

By this time next year, I will have . . .

Complete the sentence with one of the ideas on the board (e.g., *moved to another country*).

■ Write on the board:

By this time next year, I will have been studying English for . . .

Have Ss complete the sentence with their own information.

■ 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 answers with the class.

Answers

Future perfect:

. . . which will have changed the way you view the world.

Your commitment to language study will have gotten stronger.

You will have made many fascinating new friends!

Future perfect continuous:

You will have been interacting with people from other cultures, . . .

You will have been living in a fascinating foreign land.

B

- Explain the task. Go over the example answer with the class.
- Ss work individually to complete the activity. Then Ss work in pairs to compare their answers. Go over answers with the class.

Answers

1. By this time tomorrow, Joon will have been traveling for 24 hours.
2. By the end of next week, he will have received his student ID card and registered for classes.
3. He'll be going out more after a few weeks because he will be more familiar with the city.
4. After studying English for a few months, he will feel more confident about speaking to people.
5. By this time next year, his younger sister will have visited him once or twice. When she's older, she probably will want to study abroad, too.
6. I'm sure he will have changed a lot by the time he comes back to Korea.
7. His family will be surprised when he gets back because he will have changed so much.
8. And just think – the next time we see him, Joon will have turned 22 already, and he will have been away for a year!

C

- Explain the task. Tell Ss to use their own ideas to complete the sentences.
- Ss work individually to complete the sentences. Then Ss work in pairs to compare their answers. Go over answers with the class.

4 Customs and traditions (DISCUSSION)

Learning aim: Talk about customs and traditions (15–20 minutes)

A

- Read the list of Canadian customs aloud. Check that Ss understand the following vocabulary.

Vocabulary

beforehand in advance of (a particular event)

punctual on time

- Explain the task. Ss work individually to do the activity. Have Ss compare answers with a partner.

B Group work

- Explain the task. Read the example answer aloud.
- Ss work in groups to discuss the question.
- Ask one S from each group to report on the group's discussion.

5 When in Rome . . . (LISTENING)

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

A [CD 3, Track 15]

- Books closed. Write on the board:

When in Rome, do as the Romans do.

Ask Ss to guess what this saying means. (Answer: When you are visiting or living in a foreign culture, follow the rules of that culture.)

- Books open. Explain the task. Have Ss read the questions so they know what information they need to listen for.
- Play the recording once as Ss listen. Check that Ss understand the following vocabulary.

Vocabulary

speak (our) minds say honestly how we feel about something

assertive bold and confident

make a good impression act in a way so that other people have a good opinion about you

dry (sense of humor) an ironic, not obvious sense of humor

dramatically striking in appearance or effect

overwhelmed feeling unable to deal with everything going on

living in a bubble living with very little outside influence

- Play the recording again while Ss write the answers to the questions. Pause between speakers to give Ss time to write.
- Go over answers with the class.

Answers

1. Andrew tried to listen more and not be so assertive. Going out for tapas with other people helped Rachel. Feeling more confident about her English and meeting Americans/local people helped Layla.
2. Andrew had trouble getting used to the rainy weather. Rachel wasn't used to eating dinner so late. Layla found it hard to get used to the way Americans talked so much about themselves.

Audio script: See page T-178.

B [CD 3, Track 16]

- Explain the task. Tell Ss to read the list of experiences.
- Play the recording once as Ss listen. Play the recording again while Ss write the correct letters.
- Ss work in pairs to compare their answers. Go over answers with the class.

Answers

- | | | |
|------|------|------|
| 1. R | 4. L | 7. A |
| 2. A | 5. R | 8. A |
| 3. R | 6. L | 9. L |

Audio script: See page T-178.

6 Conclusions (WRITING)

Learning aim: Write a composition with a concluding paragraph (40–50 minutes)

- A**
- Tell Ss to read the information in the box at the top of the page. Ask: *What is a conclusion?* (Answer: the paragraph that closes a composition) Then ask: *How can you close a composition?* (Answer: by restating the main idea, summarizing the main points, looking to the future, making recommendations – or a combination of these methods) Explain that many times, the conclusion simply restates the points from the first paragraph.
 - Explain the task. Check that Ss understand the following vocabulary.

Vocabulary

postsecondary after high school
hone improve

- Ss read the two conclusions silently to themselves. Then have Ss answer the question. Remind Ss to underline the parts of the conclusions that helped them decide.
- Go over answers with the class.

Answers

First paragraph: summarizing the main points, looking to the future

Second paragraph: restating the main idea, summarizing the main points, making recommendations

- B**
- Explain the task. Have Ss work in pairs to find the linking words and phrases in the conclusions in part A, discuss their use and meaning, and think of other words with similar meanings.
 - Go over answers with the class.

Answers

additionally: *Additionally, foreign students . . .* ; adds information (similar meaning: *and, also*)

generally: *Generally, they are responsible . . .* ; shows what is usual in most situations (similar meaning: *usually*)

however: *However, there are still many . . .* ; shows contrast or an unexpected result (similar meaning: *but, though, although, even though, nevertheless*)

in brief: *In brief, there are real benefits . . .* ; restates an idea using fewer words (similar meaning: *briefly, in other words*)

overall: *Overall, for the majority . . .* ; summarizes (similar meaning: *to sum up, in general*)

- C**
- Explain the writing task. Read the example topics aloud. Brainstorm main ideas for each topic, if necessary.
 - Ss choose a topic and work individually to write their compositions. Remind Ss to write a clear thesis statement in the first paragraph and a conclusion as the last paragraph.

D Pair work

- Explain the task. Read the questions aloud.
- Ss work in pairs to do the activity. Have Ss share their answers with the class.

Optional activity: Conclusions (20–30 minutes)

Ss practice writing conclusions.

- Ss work individually to write another short composition about traveling or living abroad, but this time they should not include a conclusion.
- Then Ss work in pairs to exchange papers and write a conclusion for their partner's composition.
- Have Ss read their compositions to the class. Ask the class to critique the conclusions.

Do your students need more practice?

Assign . . .	for more practice in . . .
Grammar Plus 12A	Grammar
Vocabulary Plus 12A	Vocabulary
Online Vocabulary Accelerator 12A	Vocabulary
Workbook Lesson A	Grammar, Vocabulary, Writing
Online Workbook Lesson A	Grammar, Vocabulary, Writing

LESSON B ▶ Traveler or tourist?

1 Travel tips (STARTING POINT)

Learning aim: Discuss travel tips and see mixed conditionals in context (10–15 minutes)

- A**
- Books closed. Ask Ss if they have ever had any problems while traveling, such as losing money or airline tickets. Share any problems you have had with the class.
 - Books open. Explain the task. Read the question aloud.
 - Ss read the tips silently to themselves. Check that Ss understand the following vocabulary.

Vocabulary

scam a situation where someone tries to trick another person to get his or her money or valuables

safe a strong metal box with a lock, usually attached to the floor or a wall, where valuables can be stored

broken into forced entry into a place (to rob it)

- Give Ss time to think of any travel advice. Then, as a class, discuss the advice that Ss have.

B Pair work

- Explain the task. Have one pair of Ss read the example conversation to the class.
- Ss work individually to write their questions.
- Ss work in pairs to discuss the questions and give advice. Have a few pairs share their questions and advice with the class.

2 Things went wrong. (LISTENING)

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

A 🎧 [CD 3, Track 17]

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

Answers

1. Cindy mistakenly picked up someone else's suitcase and took it to her hotel. When she realized what she'd done, she went back to the airport, picked up her suitcase, returned the other one, and apologized.
2. Scott's connecting flight was delayed. He moved away from the departure gate, fell asleep, and missed his flight. He had to stay in Panama City overnight and catch a flight the next morning.

Audio script: See page T-178.

B 🎧 [CD 3, Track 18]

- Explain the task. Read the sentences aloud.
- Play the recording while Ss choose the statements they think are probably true. Replay as many times as needed.
- Ss work in pairs to compare their answers. Go over answers with the class. Remind Ss to give reasons for their answers.

Answers

1. Probably false; Otherwise, she wouldn't have taken the wrong bag.
2. Probably true; She talks about how she usually doesn't have problems when she travels.
3. Probably true; Scott says that he hates crowds.
4. Probably false; Otherwise, he wouldn't have gotten tired during his layover.

Audio script: See page T-178.

3 Mixed conditionals (GRAMMAR)

Learning aim: Practice using mixed conditionals (20–25 minutes)

Grammar notes

A conditional sentence is made up of a conditional clause (or *if* clause) and a result clause.

In mixed conditional sentences, past and present are mixed to talk about hypothetical situations, such as:

If she hadn't saved so little money, she would be able to afford a new car now.

If you had made reservations, you wouldn't be looking for a hotel now.

- Books closed. Write on the board:
If Ana hadn't forgotten her passport, she would be on the plane right now.
If Ana were more organized, she wouldn't be looking for her keys now.
- Ask: *Are the if clauses past, present, or future?* (Answer: past) *Are the result clauses past, present, or future?* (Answer: present)
- Explain that in a mixed conditional sentence, the time of the event or situation in the *if* clause can be different from the time of the result of the event or situation.
- Books open. Discuss the information in the grammar box and read the example sentences. Have Ss identify the form of each verb.

4 Your own trip (DISCUSSION)

Learning aim: Talk about problems on vacation and practice the lesson grammar (20–25 minutes)

A Pair work

- Explain the task. Have Ss look at the pictures and the list of topics. Then brainstorm potential problems for each topic as a class.
- Have a pair of Ss read the example conversation to the class. Ss work in pairs to discuss the question.

A

- Have Ss look at the Starting Point on page 100 again. Explain the task and read the question aloud. Go over answers with the class.

Answers

If I hadn't had that notebook and pen, my friends wouldn't be thanking me for the awesome souvenirs I brought them!

The sentence describes hypothetical events.

B

- Explain the task. Review the example sentence with the class.
- Ss work individually to complete the activity. Then Ss work in pairs to compare their answers. Go over answers with the class.

Answers

1. had been, wouldn't have
2. had brought, wouldn't be shopping
3. hadn't bought, would be
4. had learned, would be able to
5. hadn't become, wouldn't travel / wouldn't be traveling

B Group work

- Ss work in groups to share the bad travel experiences they discussed in part A and give advice about what they could have done differently.
- Have Ss from each group share their group's experiences and advice with the class. Ask the rest of the class if they have any other advice for each experience described.



For more practice discussing this topic, download the **Worksheet 12.1 Extreme adventure** from the Teacher Support Site.

5 One word or two? (VOCABULARY)

Learning aim: Learn and practice compound adjectives to talk about travel (10–15 minutes)

A

- Explain the task. Read the words aloud. Check that Ss understand the following vocabulary.

Vocabulary

assured confident

conforming behaving according to society's usual standards of behavior

judgmental judging things and people quickly and often negatively

reliant dependent

- Point out the first example. Ask what part of speech *culturally* is. (Answer: an adverb) Explain that some parts of speech, such as adverbs, adjectives, and prefixes, can be combined with adjectives to make a compound adjective.
- Point out the other words in the first column and elicit their part of speech and meaning: *non* (prefix) = not or other than; *open* (adjective) = having no barrier to something; *self* (prefix) = of or by yourself

- Ss work individually to complete the activity. Then Ss work in pairs to compare their answers. Go over answers with the class.

Answers

culturally aware, culturally sensitive

nonconforming, nonjudgmental

openhearted, open-minded

self-assured, self-aware, self-motivated, self-reliant

B Pair work

- Explain the task. Read the question and the example answer aloud.
- Ss work in pairs to do the activity.
- Have a few Ss share their ideas for each characteristic with the class.

6 Planning a trip (ROLE PLAY)

Learning aim: Role-play being a travel agent planning a vacation (15–20 minutes)

A Group work

- Have Ss look at the pictures and guess the places they see. (Answers: Rio de Janeiro, Taipei, and Chichen Itza) Ask if anyone has visited these places or would like to.
- Brainstorm a list of other vacation destinations Ss are interested in and write them on the board. Elicit a few reasons why each destination is so appealing.
- Explain the task. Read the questions aloud to the class.
- Ss work in groups to discuss the questions and write their answers.

B Class activity

- Explain the task. Read the example aloud.
- Have a S from each group role-play being a travel agent and present the group's vacation plan from part A. Encourage the class to ask follow-up questions about the itinerary.
- After all the vacation plans have been presented, have the class vote on the best itinerary.

7 Solo travel (READING)

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

- A**
- Books closed. Ask Ss if they prefer to travel with a tour group or with their own itinerary. Have a few Ss give their answers and explain their preferences.
 - Books open. Explain the task. Read the question aloud. Ss work individually to make their lists.
 - Have Ss read the article silently to themselves. Check that Ss understand the following vocabulary.

Vocabulary

nonsense something that is not logical
sanitized clean and without problems
utterly completely
encounter a meeting
lured persuaded to do something
fondly in a way that shows great liking

- Have Ss compare their lists with the author's. Then have Ss tell the class how many of their ideas were the same and which ones were not in the article.

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

Answers

- delighted
- experienced
- throw yourself into it
- upgrade
- interesting

C Pair work

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

Optional activity: Make sentences (15 minutes)

Ss practice using the new vocabulary in sentences.

- Have Ss make their own sentences using the boldfaced words in the article.
- To review definitions, have Ss read their sentences to the class and have the other Ss give a definition or a synonym for the word.

Optional activity: Trade sentences (15 minutes)

Ss quiz each other on the new vocabulary.

- Ss work in pairs to make their own fill-in-the-blank activity. Have pairs choose five or six other words from the article and write their own sentences, leaving a blank where the word should be.
- Have Ss exchange papers with another pair and complete the sentences.



For an alternative reading text or extra practice, download the Worksheet **12.2 Solo travel vs. tours** from the Teacher Support Site.



For more practice with reading skills, download the Fresh Idea **Texting** from the Teacher Support Site.

Do your students need more practice?

Assign . . .	for more practice in . . .
Grammar Plus 12B	Grammar
Vocabulary Plus 12B	Vocabulary
Online Vocabulary Accelerator 12B	Vocabulary
Workbook Lesson B	Grammar, Vocabulary, Reading
Online Workbook Lesson B	Grammar, Vocabulary, Reading, Listening

Units 10–12

COMMUNICATION REVIEW

Ss assess how well they have learned the communication skills in Units 10–12.

Self-assessment

Review aim: Ss assess how well they have learned the material in Units 10–12 (10–15 minutes)

- Books closed. List or elicit from Ss the language and topics covered in Units 10–12.

- Books open. Explain the task. Read the list of skills aloud.
- Ss work individually to do the assessment.
- Tell Ss they will review their assessment after doing the activities in this unit.

1 Annoying customers (ROLE PLAY)

Review aim: Talk about annoying behavior using relative clauses and noun clauses, and make and respond to complaints (15–20 minutes)

A

- Explain the task. Read the question and the example answer aloud. As a class, brainstorm things that would annoy each person in his or her job. Write Ss' answers on the board.

B Pair work

- Ss work in pairs. Give pairs time to choose a job from part A. Then Ss talk about what the complaint will be and how the employee will respond.
- Have Ss practice their role play. Then have pairs perform their role play for the class.

Optional activity: *Funny role play* (20 minutes)

Ss practice the role play in additional situations.

- Have pairs repeat part B, but this time tell them to use their imagination to think of a funny situation. Tell them they can use any job in their role play.
- Have pairs perform their role play for the class. Have the class vote on the funniest role play.

2 I'd like to try . . . (DISCUSSION)

Review aim: Discuss what you would or wouldn't do using *unless*, *only if*, and *even if* (15–20 minutes)

A

- Explain the task. Read the questions aloud. Ask Ss to call out the word or phrase in each question that introduces the conditional. (Answers: 1. *even if*; 2. *only if*; 3. *unless*) Help with any vocabulary questions.
- Ss work individually to do the activity. Remind Ss to use unreal conditionals in their answers.

B Pair work

- Explain the task. Read the example answer aloud.
- Ss work in pairs to discuss their answers to the questions in part A.
- Have Ss share their partner's answers with the class.

Optional activity: *If* (20 minutes)

Ss practice talking about what they would do in unusual situations.

- Ss work in small groups to think of the beginnings of unreal conditional sentences (e.g., *Even if I had a million dollars . . . ; I would like to be really famous only if . . .*).
- Have groups exchange papers and finish the sentences. Then have Ss share their answers with the class.

3 Training (LISTENING)

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

A [CD 3, Track 19]

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

Vocabulary

facilities places used for particular activities or services

frequent flyer number the identification number given to a member of an airline's rewards program

was entitled had the right to do something

agitated nervous and angry

blames assigns fault to someone or something

key decisions the most important decisions

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

4 Culture shock (DISCUSSION)

Review aim: Discuss the importance of different personality traits (15–20 minutes)

A Pair work

- Review the meaning of *culture shock*. Ask: *What might someone experiencing culture shock do or feel?*
- Explain the task. Read the personality traits aloud. Check understanding by asking Ss to give an example of behavior for each personality trait.
- Ss work in pairs to do the activity.

5 What if . . . ? (DISCUSSION)

Review aim: Use mixed conditionals to talk about how life might have been different (15–20 minutes)

A Pair work

- Explain the task. Read the questions aloud. Point out that each question asks how an action or a situation from the past could have an effect on Ss' lives today. Remind Ss to use mixed conditionals in their answers.
- Ss work in pairs to discuss the questions. Have Ss share their answers with the class.

- Go over the answer with the class.

Answers

They're going to work at an airport information desk.

Audio script: See page T-179.

B [CD 3, Track 20]

- Explain that Ss will listen again and decide if the statements are true or false, and then choose the correct answers.
- Read the statements aloud.
- Play the recording and have Ss complete the activity.
- Go over answers with the class.

Answers

1. False 2. True 3. False 4. True

Audio script: See page T-179.

B Group work

- Explain the task. Put pairs together into groups, and have them compare their rankings and discuss any differences of opinion.
- Have each group report their two most and least important personality traits to the class.

B Group work

- Explain the task. Read the questions and example answer aloud. Ss work in groups to discuss their answers.
- Have a S from each group report on one of the group's answers to the class.



Have Ss look at their answers to the self-assessment at the beginning of this review unit. As a class, discuss which skills were easy and which were more difficult and why.

3 LISTENING

Training

▶▶ **A** Listen to a training workshop. What job are the trainees going to do?

▶▶ **B** Listen again. Are these statements true or false? Choose the correct answer.

	True	False
1. Sammy would try to get the customer on a flight the same day.	<input type="checkbox"/>	<input type="checkbox"/>
2. Andrea says the customer should have left more time between flights.	<input type="checkbox"/>	<input type="checkbox"/>
3. Ricardo says the customer should be ashamed for being late.	<input type="checkbox"/>	<input type="checkbox"/>
4. Hannah would direct the customer to a place where she could get refreshed.	<input type="checkbox"/>	<input type="checkbox"/>

4 DISCUSSION

Culture shock

A Pair work How important are these personality traits for someone who is living and working in a new culture? Number them from 1 to 6 (1 = most important, 6 = least important).

It's important to be . . .

<input type="checkbox"/> culturally aware	<input type="checkbox"/> nonjudgmental
<input type="checkbox"/> open-minded	<input type="checkbox"/> self-assured
<input type="checkbox"/> self-aware	<input type="checkbox"/> self-reliant



B Group work Join another pair. Explain your rankings to the group and discuss any differences of opinion.

5 DISCUSSION

What if . . . ?

A Pair work Discuss the questions.

How would your life be different today if . . .

1. you'd been born in another country?
2. you'd grown up in a much smaller or larger family?
3. you hadn't learned any English?
4. you hadn't met your best friend?

B Group work What event or circumstance has had the biggest effect on you? How would your life be different if that event hadn't happened?

"I think growing up in an extended family had the biggest effect on me. If my grandmother hadn't been living with us, I wouldn't have such an awareness of my culture and my ancestors."

GRAMMAR PLUS

1A Verbs followed by gerunds

These verbs are followed by a gerund.

deny discuss finish mention practice quit resist suggest

These verbs are followed by an infinitive.

arrange claim decide demand deserve expect pretend refuse volunteer

Some common expressions are always followed by gerunds.

She **had fun / a good time** arranging the party.

He **has trouble / a tough time** getting his assignments in on time.

He's **busy** cooking dinner right now.

She never **worries about** cleaning up after herself.

Some verbs take either a gerund or an infinitive, but the meaning of the sentence will be different.

I **stopped to drink** some coffee. (*I ended one activity and began another.*)

I **stopped drinking** coffee. (*I don't do that activity anymore.*)

I **stopped running** when I got tired. (*I temporarily ended the activity.*)

1 Complete these sentences with the gerund or infinitive form of the verb in parentheses.

1. I practiced speaking (speak) English with an American friend last night.
2. He volunteered _____ (help) at the hospital fund-raiser.
3. They discussed _____ (go) somewhere exotic on their vacation this year.
4. She's stopped _____ (talk) to him because they had a big argument.
5. My great-grandmother has trouble _____ (get) to our family reunions.
6. Laura always denies _____ (be) wild and crazy, but she really is.

2 Choose the best answer to complete the sentences.

My friend Shanda is pretty cool and very outgoing. She's usually busy (1) *to do / doing* a million things at once. Last week, I suggested (2) *to go / going* out for dinner and (3) *to see / seeing* a movie. We arranged (4) *to meet / meeting* at 7:00. Well, I know she doesn't worry about (5) *to be / being* on time, but she didn't show up until 7:30. At first, she said it took her a long time to finish (6) *to get / getting* ready. Then, after the movie, she couldn't resist (7) *to tell / telling* me what really happened. She was having such a good time (8) *to play / playing* video games with her brother that she forgot about our plans. It's a good thing I'm the laid-back type!

1B Noun clauses after *be*

The downside of, the upside of, the hard part about, the good thing about, the only thing about, the trick to, the secret to, and one difficulty with are used in complex phrases that introduce noun clauses after *be*.

The downside of sharing a bedroom is (that) it's hard to have any privacy.

The hard part about being a twin is (that) people are always calling you by the wrong name.

The trick to living in a crowded house is (that) you have to find a private space of your own.

One difficulty with being the youngest is (that) everyone is always telling you what to do.

The phrases ending with a preposition can be followed by a gerund phrase, *not + a gerund phrase*, or a noun phrase.

The secret to **getting along with your siblings** is (that) you have to respect their privacy.

The good thing about **not being in a big family** is (that) you always get to choose what's on TV.

The upside of a **large family** is (that) you always have someone to spend time with.

The only thing about **working moms** is (that) they have less time to spend with you.

1 Complete the sentences with *about*, *of*, *with*, or *to*.

- The best thing about my grandmother living with us is that she's a great cook.
- The upside _____ being a two-income family is we can afford a few small luxuries.
- One difficulty _____ living with my in-laws is that they want everything their way.
- The trick _____ living in a large family is you have to learn to respect each other.
- The hard part _____ strict parents is you always have to remember the rules.
- The problem _____ not going to our family reunion is I won't see my cousins.

2 Rewrite the sentences. Change the noun phrases in boldface to gerund phrases.

- The trouble with **a big family** is it's expensive to feed everyone.
The trouble with having a big family is it's expensive to feed everyone.
- The trick to **a two-income family** is you have to schedule family time together.
- The hard part about **a big house** is there's so much work to do.
- The upside of **a big house** is no one has to share a room.
- The only bad thing about **little brothers** is I always have to babysit them.
- One good thing about **little sisters** is they really look up to you.
- One problem with **an extended family** is we had to get a bigger car.
- The greatest thing about **a small house** is the bills are a lot lower.

2A Past modals and phrasal modals of obligation

Some past modals and phrasal modals of obligation are stronger than others.

Strong obligation: To show that there was no choice about doing the action, use *had to*.
(Note that *must* is not used in the past.)

My parents **had to** go to school on Saturdays.

Expectation: There was a general expectation that an action was required or prohibited.

She **was supposed to** talk to her professor after class. (*But she probably didn't.*)

He **wasn't supposed to** drive the car to school. (*But he probably did.*)

Advisability: There was a good idea or a correct action in a particular situation, but it was or was not done.

He **should have** taken better notes in class. (*But he didn't.*)

She **shouldn't have** bought such an expensive jacket. (*But she did.*)

Necessity: The action was considered to be necessary or unnecessary. However, unlike *had to*, there is a choice about doing or not doing the action.

I **needed to** make an appointment with the counselor.

I **didn't need to** buy the textbook, but I thought it looked interesting.

No obligation: There is complete choice about doing the action.

I **didn't have to** take piano lessons, but I wanted to.

1 Choose the correct answer to complete the sentence.

1. Jan *should have* / *shouldn't have* ignored the problem because it only got worse.
2. I *was supposed to* / *didn't have to* go on vacation, but I didn't save enough money.
3. Yoko *needed to* / *wasn't supposed to* ignore her parents' advice, but she did.
4. He fixed the leak himself, so he *didn't need to call* / *should have called* a plumber.
5. When I got older, I *had to* / *wasn't supposed to* learn to solve my own problems.
6. I *needed to* / *didn't have to* book my flight so early, but I wanted a good seat.

2 Complete the sentences with (*not*) *had to*, *was* (*not*) *supposed to*, *should* (*not*) *have*, or (*not*) *needed to* and the correct form of the verb in parentheses. Sometimes more than one answer is possible.

1. A: I heard Rob's cell phone rang in the middle of the test. What happened?
B: He *had to leave* (leave) the room immediately and was given a failing grade.
2. A: You're home early, Jenny. I thought your English exam lasted until 4:00.
B: I finished early, and the teacher said I _____ (stay) if I didn't want to.
3. A: Have you seen Steven this morning? He's late for the test.
B: No, I haven't. He _____ (meet) me for breakfast, but he didn't show up.
4. A: The teacher recommends using a pencil on tests so you can erase wrong answers.
B: Yes, and I _____ (follow) his advice. I made a real mess with my pen.

2B Modals with multiple uses

Degrees of certainty range from very certain to uncertain.

Very certain: To show that you think something was probable in the past, use *must have*, *must not have*, *can't have*, or *couldn't have*.

Jake had a stomachache last night after dinner. He **must have** eaten too much.

Sofia was at a movie with me last night. You **couldn't have** seen her at the mall!

Uncertain: To show that you think something was possible in the past, use *could have*, *may have*, *might have*, *may not have*, or *might not have*.

Jun Ho is usually here by now. He **could / may / might have** missed the bus this morning.

Tanya was supposed to meet me before school. She **may / might not have** gotten the message.

To give opinions or advice, there are a greater number of modals available for talking about the present or future than there are for the past.

Present or future: Use *must (not)*, *have to*, *have got to*, *had better (not)*, or *should (not)*.

Parents **have got to** monitor the shows their children watch.

The kids **had better not** spend so much time indoors playing computer games.

Past: Use *should (not) have*.

I **should have** listened to the advice my parents gave me about having a healthy lifestyle.

We **should not have** ignored the scientists' warnings about global warming.

Choose the correct answer to complete the sentence.

- A: Kimberly didn't come to the party last night. I wonder why.
 B: I'm not sure. She could have / *should have* been sick, I guess.
- A: Where's my umbrella? It was right here by the door.
 B: Oh, I'm sorry, Paul. My sister *couldn't have* / *must have* taken it.
- A: I got a terrible cramp in my leg while I was jogging yesterday.
 B: Hmm. You *must not have* / *may have* done your stretches properly first.
- A: I had to ask Natalie twice to turn down the TV.
 B: She *might not have* / *must have* heard you the first time.
- A: They said the meeting was at 7:30, but it had already started when I got there.
 B: They told me 7:00. You *can't have* / *must have* been told the wrong time.
- A: Marnie wasn't at work yesterday. Was she sick?
 B: Well, she *couldn't have* / *must have* been too sick. I saw her at the park.
- A: I only used your camera to take a few pictures. I don't see why you're so upset.
 B: Well, you *couldn't have* / *shouldn't have* been using it without my permission.
- A: Sorry I'm late. We were playing baseball, and I didn't notice the time.
 B: You *may not have* / *couldn't have* been doing that. It's been dark for an hour!

3A Defining and non-defining relative clauses

That can be used for people or things in defining relative clauses. However, it cannot be used as a replacement for *where* or *when* with the meaning "in which," "at which," or "during which."

Many of the people **that live in Paris** leave the city in August to vacation in other places.

A statue of ducks **that can be found in Boston** is a popular tourist attraction for children.

Pamplona is that city in Spain **where the bulls run through the streets during a summer festival**.

Summer is the season **when New York is crowded with tourists from all over the world**.

That cannot be used in non-defining relative clauses. *Who*, *which*, or *where* are used instead.

Cairo, **which has fascinated Europeans for ages**, draws countless tourists each year.

Our tour guide, **who knew a great deal about souvenirs in Otavalo**, helped us buy some beautiful presents for our friends.

- 1 Complete the defining relative clauses with *that*, *who*, *when*, or *where*. Sometimes more than one answer is possible.

1. People who / that live in cities have more stress than people _____ live in small towns.
2. Amy likes to stay in hotels _____ there are lots of theaters and restaurants nearby.
3. Some city people have cottages by lakes _____ they can swim and relax during the summer season.
4. My family and I always visit Brazil in the month _____ the Carnival festival begins.
5. Many office workers like to have lunch in a park _____ they can sit in the sun and enjoy the nature _____ is all around them.
6. The city is better for students _____ want to work in the summer because it's the place _____ the job market offers the most opportunities.
7. People _____ live in towns _____ there is no public transportation system often own cars.
8. If you're going to Asia in April, Tokyo is a city _____ I recommend visiting because spring is the season _____ the cherry trees are in bloom.

- 2 Match the information about these cities. Then make sentences with non-defining relative clauses.

- | | |
|---|--|
| 1. New Yorkers / huge baseball fans <u>c</u> | a. was also the location of the first games. |
| 2. Saint Petersburg / the Hermitage is located ____ | b. is a popular winter destination. |
| 3. Athens / 2004 Summer Olympics were held ____ | c. have two pro teams in their city. |
| 4. Sydney / famous for its Opera House ____ | d. is crossed by many canals. |
| 5. Venice / built on 118 small islands ____ | e. was Russia's capital for many years. |
| 6. Hawaii / has warm weather all year ____ | f. also has a well-known bridge. |

New Yorkers, who are huge baseball fans, have two pro teams in their city.

3B Order of modifiers

Shape (*round, thin*), color (*red, blue*), and material (*silk, plastic*) are also used to describe nouns. They appear in the following order:

Quality	Size	Shape	Age	Color	Type	Material	Noun
quaint	little	winding					streets
picturesque			old	brightly colored	resort		hotels
	small				Thai	wooden	fishing boats

1 Put the words in the correct order.

1. He bought a *red / house / brick / little* in the center of town.
He bought a little red brick house in the center of town.
2. They're renting a *cottage / pink / traditional / square* beside the river.
3. He hated living in a *border / town / remote / little* with its *wooden / houses / run-down*.
4. The town had many *old / buildings / cement with steel / dirty / black / roofs*.

3B Connecting contrasting ideas

There are three ways to connect contrasting ideas.

To begin an adverb clause, use *although* or *even though*.

I'd like to live in a small town someday **even though** I love all the opportunities in big cities.

Although I love all the opportunities in big cities, I'd like to live in a small town someday.

To begin an independent clause, use the transition words *however*, *nevertheless*, or *on the other hand*. Note the punctuation with transition words.

I love big cities. **However / On the other hand**, I'd like to live in a small town someday.

I love big cities; **nevertheless / however**, I'd like to live in a small town someday.

To begin a noun phrase, use the prepositions *despite* or *in spite of*.

Despite all the opportunities in big cities, I'd like to live in a small town someday.

I'd like to live in a small town someday **in spite of** all the opportunities in big cities.

2 Complete each sentence with a word or phrase from the box. Sometimes more than one answer is possible.

although however in spite of on the other hand nevertheless

1. This is a great city; *nevertheless / however*, it's too crowded.
2. _____ living downtown is expensive, there's a lot to do.
3. The summer is beautiful here. _____, it's terrible in the winter.
4. _____ the high crime rate, I'm not afraid to walk home alone after dark.

4A Reduced time clauses

In a reduced time clause, the subject of the clause is omitted and the verb is changed to an *-ing* form. A time clause with *before*, *after*, or *while* can be reduced only if the subject in the sentence's other clause is the same.

Before I go to sleep, I like to read.

Before going to sleep, I like to read.

I like to read before going to sleep.

Before the baby goes to sleep, his mother reads to him.

Once, *every time*, *till*, *as*, *the first / next / last time*, and many other time expressions can be used in time clauses. Time clauses beginning with these expressions cannot be reduced.

As soon as / Once I drink that first cup of coffee, I'm ready for the day.

Whenever / Every time I stay out late, I have trouble getting up the next morning.

I always stay at the office *until / till* I've finished all my work.

I like to watch TV *as* I'm eating dinner.

The last time I drank too much coffee, I was jittery all day.

- 1 Which of these time clauses can be reduced (R)? Which ones cannot be reduced (N)? Write the correct letter.

- N 1. Ever since I can remember, I've been a night owl.
___ 2. Once I fall asleep, I almost never wake up until morning.
___ 3. My mother races off to work right after I leave for school.
___ 4. Every time Jerry comes to visit, he keeps me up past my bedtime.
___ 5. As soon as I get up in the morning, I drink a large glass of water.
___ 6. I always listen to music while I run.
___ 7. I often doze off as I'm watching TV at night.
___ 8. Whenever I drink coffee after 3:00, I have trouble falling asleep.
___ 9. I always have breakfast at a local café before I start classes for the day.
___ 10. The last time I stayed at a hotel, the bed was really uncomfortable.

- 2 Rewrite the sentences using reduced time clauses.

1. I usually watch the news while I have breakfast.

I usually watch the news while having breakfast.

2. My sister won't drink orange juice after she brushes her teeth.
3. She does a lot of housework before she leaves for work in the morning.
4. Power nappers work better after they sleep for a short time during the day.
5. You probably shouldn't eat anything heavy before you exercise.
6. If I listen to soft music while I study, I can concentrate better.
7. After I'm in an argument, I need to be by myself for an hour or two.
8. Before I chill out at night, I make sure everything is ready for the morning.

4B Clauses stating reasons and conditions

The following are all additional commonly used clauses that state reasons and conditions.

Now that introduces a change in general circumstances that explains the main clause. *Now that* means "because now."

Now that I have a job that starts early, I have to leave the house by 6:30.

Whether or not introduces a condition that might or might not occur and which will not influence the main clause. Note its two possible positions.

She goes jogging every morning **whether or not** it's bad weather.

She goes jogging every morning **whether** it's bad weather **or not**.

Provided / Providing (that) introduces a condition that must be met for the main clause to be true.

Provided that I get all my schoolwork done, my weekend will be free.

Providing that I get a promotion, I'll stay with my company a few more years.

1 Match each sentence on the left with the best meaning on the right.

- | | |
|--|---|
| 1. She always has breakfast whether she's in a hurry or not. <u>c</u> | a. She has plenty of time to eat something in the morning. |
| 2. Now that she works the afternoon shift, she always has time for breakfast. ____ | b. She skips her morning meal when she doesn't feel like eating anything. |
| 3. Unless her mother makes it, she doesn't bother with breakfast. ____ | c. She eats something every morning. |
| 4. She only eats breakfast if she's hungry. ____ | d. When she is in a hurry, she doesn't eat breakfast. |
| 5. Provided that she has enough time, she has breakfast. ____ | e. She never makes her own morning meal. |
| 6. As long as she has breakfast, she can concentrate in class. ____ | f. If she doesn't eat, she can't think clearly. |

2 Choose the correct answer to complete the sentence.

- He won't be late for work (as long as) / *unless* the bus is on time.
- Considering that* / *Just in case* I took a nap, I shouldn't feel this drowsy.
- I'll wake up on time tomorrow, *provided that* / *unless* I set my alarm clock.
- He jogs after work *now that* / *unless* he's too tired at the end of the day.
- My brother usually goes to bed early *now that* / *whether or not* he's sleepy.
- Now that* / *Even if* I'm going to bed later, I'm getting up later.
- I'm afraid to nap at lunch *even if* / *just in case* I start snoring at my desk.
- Even if* / *Provided that* I'm totally exhausted, I can't sleep on airplanes.

5A Infinitive and gerund phrases

In a sentence with *It's* + adjective + infinitive, it is possible to follow the adjective with *for* and an object. The object can be a pronoun or a noun.

It's difficult for her to talk about her feelings openly.

It's customary for North Americans to make frequent eye contact.

For sentences in the negative, use *not* + infinitive or *not* + gerund.

It's considered rude **not to thank** people who give you gifts.

Not thanking people who give you gifts is considered rude.

Adjectives of feeling (*glad, happy, pleased*) cannot be used with the *It's* + adjective + infinitive structure. Instead, the sentence needs to say who has (or doesn't have) these feelings.

Most parents are happy to see their children go to college.

People are always delighted to get compliments.

1 Rewrite the sentences using infinitive or gerund phrases.

1. It's important to make a good first impression.
Making a good first impression is important.
2. Arriving late for an appointment is inappropriate in most countries.
3. It's fairly typical for college students to get to a party late.
4. It's considered rude not to be punctual for a dinner party.
5. Keeping the conversation going is easy for Elyse.
6. Showing the bottom of your feet is offensive in some places.
7. It's good form to bring a small gift to a dinner party.
8. Talking about politics is sometimes risky.
9. It's customary for some parents to brag about their children.
10. Thanking the hostess the day after a party is a nice idea.

2 Write sentences with infinitive phrases using the words below.

1. Tom / always happy / lend money to his friends
Tom is always happy to lend money to his friends.
2. Wendy / unusual / arrive late to class
It's unusual for Wendy to arrive late to class.
3. Donald / relaxing / not have homework over the weekend
4. Min / always glad / help a friend in need
5. many tourists / surprised / learn about some American customs
6. students / inappropriate / interrupt a teacher
7. new employees / often afraid / ask their bosses for help
8. dinner guests / customary / thank their hosts
9. businesspeople / important / be punctual for appointments

5B Reported speech

The modals *can, may, must, have to, and don't have to* change in reported speech. *Might* and *should* do not change. Also notice how the pronouns change in reported speech.

Statements

"You **can** go to the party with me."
 "I **may** go to a movie tonight."
 "We **must** tell him the truth."
 "He **has to** go to the bank."
 "You **don't have to** pay me back."
 "We **might** get married."
 "I **should** replace my old laptop."

Reported statements

She said I **could** go to the party with **her**.
 He said he **might** go to a movie tonight.
 They said they **had to** tell him the truth.
 He said he **had to** go to the bank.
 She said I **didn't have to** pay her back.
 She said they **might** get married.
 He said he **should** replace his old laptop.

Say and *tell* are used differently in reported speech. *Tell* must be followed by a noun or object pronoun. *Say* is not followed by a noun/pronoun object.

Statements

"Don't park the car there."

Reported statements

She **told me** not to park the car there.
 She **said** not to park the car there.

When a very recent statement is being reported, no tense change is necessary.

A: I didn't hear that. What did she say?

B: She said she **wants** to go out for dinner.

Review the rules for reported speech on page 41. Change these conversations to reported speech.

- Ryan: I'm thinking of applying for a promotion at work.
 Emma: What kind of promotion is it?
 Ryan: Our department needs a new manager.
 Emma: You should definitely apply!
 Ryan: I'm a little nervous because there's a big interview.
 Emma: You just have to practice. I can help you.
Ryan told Emma he was thinking of applying for a promotion at work.
- Karl: Do we have to sign up for our after-school club?
 Tanya: You can sign up until noon.
 Ava: Don't wait too long. The good clubs are filling up fast.
 Karl: I'll do it after I eat my lunch.
- Larry: I'm going to the Galápagos Islands in April.
 Jason: That's wonderful! You must send me some photos.
 Larry: I'll send you some. I promise! But why don't you go with me?
 Jason: I can't go. I may be starting a new job in April.

6A Present perfect vs. simple past

Use the present perfect to report a repeated past event that could continue into the present.

Thieves **have robbed** three banks this year.
The seal **has painted** four pictures so far.

Use the present perfect to report an event that has an effect on the present, or is still relevant.

She's **been** more careful since she lost her car keys.
The store **has had** a security camera for a month now.

- 1 Complete these sentences with the simple past or the present perfect form of the verbs in parentheses.
- The police caught (catch) the robber when he _____ (sell) the stolen art.
 - Unbelievably, the same woman _____ (win) the lottery twice since May.
 - So far, the children _____ (raise) more than \$500 for charity.
 - Since the city _____ (pass) its new laws last year, crime _____ (fall).
 - The kidnappers _____ (not call) and _____ (not demand) any ransom yet.
 - No storms _____ (strike) since the summer _____ (begin).

6A Present perfect vs. present perfect continuous

Some verbs, such as *live, work, study, give/take (lessons), and teach*, express the idea of an ongoing action. They can usually be used in either the present perfect or the present perfect continuous.

He **has lived** in London for eight years.

He **has been living** in London for eight years.

I **have taken** violin lessons since I was three.

I **have been taking** violin lessons since I was three.

- 2 Review the rules for the present perfect and the present perfect continuous on page 45. Then choose the correct form of the verb to complete the article. Sometimes more than one answer is possible.

It's a sad day for many who (1) have lived / have been living in this town since they were children. The town council (2) *has decided / has been deciding* to take down the old fishing pier.

Fisherman Bob Kates said, "I (3) *have worked / have been working* here since I was young. Generations of kids (4) *have taken / have been taking* swimming lessons here. I myself (5) *have jumped / have been jumping* off this pier many times, especially on hot summer days. However, today the temperature (6) *has reached / has been reaching* 36 degrees Celsius, but nobody can jump off the pier as the town (7) *has already put up / has already been putting up* barriers. It's true that the pier (8) *has been / has been being* in pretty bad condition for a while now, so I guess it's a safety issue."

It's not all bad news for Mr. Kates. The town (9) *has studied / has been studying* proposals for replacing the pier for a year now, and in fact, planning for a new and improved pier (10) *has already begun / has already been beginning*.

6B Adverbs with the simple past and past perfect

When and the simple past and past perfect can be used to express different time relationships.

When I arrived in Bangkok, my connecting flight **had already departed**.

When I arrived in Bangkok, my friend **met** me at the airport.

When before makes the sequence of events clear, the simple past or past perfect can be used.

It **began** to rain **before** she boarded the plane.

It **had begun** to rain **before** she boarded the plane.

Yet and *already* are used with both the present perfect and past perfect to show that an event took place earlier.

It **had already started** raining when I arrived in Bangkok.

It **hadn't started** raining **yet** when I arrived in Bangkok.

Choose the correct form of the verb to complete the story.

The taxi arrived to take Erica to the airport for her flight to London. Until that day she (1) *was never* / *(had never been)* on an international flight. The travel agent (2) *told* / *had told* her to get to the airport early, so she (3) *arrived* / *had arrived* four hours before her flight was due to leave. When she (4) *got* / *had gotten* there, she (5) *realized* / *had realized* she had plenty of time to spare, so she (6) *decided* / *had decided* to have some coffee and a snack and look at the newspaper before she (7) *checked in* / *had checked in*. She (8) *already bought* / *had already bought* some chocolate bars to eat on the plane, so she decided to have one of those. She sat at the counter and ordered a coffee.

When her coffee (9) *came* / *had come*, she pulled her favorite section out of the newspaper, carefully refolded it, and put it on the counter beside her. When she (10) *reached* / *had reached* for her chocolate bar, she saw that someone (11) *already took* / *had already taken* it out of the package and (12) *broke* / *had broken* it into eight tidy squares. She looked beside her and saw a distinguished-looking businessman. Before that, she (13) *didn't really notice* / *hadn't really noticed* him. She watched as he picked up a piece of the chocolate and calmly popped it into his mouth. She (14) *never saw* / *had never seen* such rude behavior in her life, so still staring at him, she (15) *picked up* / *had picked up* a piece and ate it. By now, he was staring back. He picked up another piece and ate it. So did Erica. Finally, there was only one piece left. Erica (16) *took* / *had taken* it.

The man stood up. He said, "Look. If you're that hungry, buy yourself a donut!" He (17) *slammed* / *had slammed* a dollar bill down on the counter and stormed out. In her entire life, she (18) *was never* / *had never been* so shocked. Muttering to herself, Erica began to gather up her things. Suddenly, she stopped, standing as still as a statue. There, under her newspaper, (19) *was* / *had been* her chocolate bar, exactly where she (20) *put* / *had put* it before the whole fiasco began.

If the agent (the person or thing doing the action) is unknown or obvious from the context, it's better to use a passive form. However, if the person or thing doing the action needs to be emphasized, it's better to use an active form.

The spyware **is being used** to collect information about college students. (*Agent is unknown.*)

Social networking sites **have been used** in criminal investigations. (*Agent is clear from context.*)

A criminal organization **has created** this virus, not an amateur hacker. (*Agent is emphasized.*)

The passive is very rarely used with the present perfect continuous. Use the passive of the present perfect instead.

People **have been posting** more videos to the Internet this year than ever before.

More videos **have been posted** to the Internet this year than ever before.

1 For each pair of sentences, is it better to use the passive or active form?

Choose *a* or *b*.

1. a. More U.S. employers will likely allow access to social networking sites.
 b. Access to social networking sites will likely be allowed.
2. a. Soon, inventors will invent smartphones that don't require a battery.
 b. Smartphones that don't require a battery will be invented soon.
3. a. Most cell phone companies are now offering unlimited-use plans.
 b. Unlimited-use plans are being offered now.
4. a. Teachers might be teaching more high school students with educational computer games.
 b. More high school students might be taught with educational computer games.

2 Complete the sentences with the correct active or passive form of the verb in parentheses.

1. Recently, social networking sites have become (become) popular with all age groups.
2. Every week, free software _____ (download) on computers everywhere.
3. In the years to come, podcasts _____ (use) more often in educational programs.
4. Lately, children _____ (ask) for cell phones at a younger and younger age.
5. More sophisticated viruses _____ (create) all the time.
6. For years, hackers _____ (try) to use spyware to commit identity theft.
7. In years to come, more and more data _____ (store) in the cloud.
8. I recently discovered that my neighbors _____ (use) my Wi-Fi many times.
9. In the next decade, more job interviews _____ (hold) online.
10. Since I last visited this blog, several older posts _____ (remove).

7B Negative and tag questions for giving opinions

Use past negative and tag questions to offer an opinion about a past event and invite someone to react.

Wasn't it weird how the manager's microphone kept turning on and off during his speech?

Didn't it seem like the manager's speech would never end?

Shouldn't the company have provided us with coffee before the speech?

The manager's speech was really boring, **wasn't it**?

The manager has given some pretty boring speeches, **hasn't he**?

The manager's speech had just put about everyone to sleep when the fire alarm rang, **hadn't it**?

In informal spoken English, *they* can be used as the pronoun in tag questions when the subject is *somebody, someone, everybody, everyone, nobody, or no one*.

Everyone we know had a cell phone in school, **didn't they**? Yes, they did.

Somebody has hacked into your computer, **haven't they**? Yes, they have. / No, they haven't.

Use an affirmative tag question when the subject is a negative, such as *nobody* or *nothing*.

Nobody left any voice mail messages, **did they**? Yes, they did. / No, they didn't.

1 Turn the statements into negative questions.

- It would have been great if telemarketers had never gotten my number.
Wouldn't it have been great if telemarketers had never gotten my number?
- It was awful how much paper we wasted on fliers that nobody read.
- Jill should have kept her text messages much shorter.
- It was weird how those pop-up ads made my computer freeze.
- It seemed like we spent all day looking for an Internet café.
- It would have been great if we could have paid less for our computer.
- We should have spent less time playing video games as kids.
- It was sad how Mark got really addicted to social networking sites.

2 Complete the sentences with tag questions.

- There were several voice mail messages for me, weren't there?
- There haven't been any new rules about using social media at work, _____?
- Someone told him there was a problem with his phone, _____?
- You gave your computer password to someone, _____?
- There was nothing he could do with his obsolete computer, _____?
- Nobody we know ever actually clicked on those banner ads, _____?
- She had already complained about the telemarketers, _____?
- You used to have a robot vacuum that constantly cleaned the house, _____?

8A Reduced relative clauses

Non-defining relative clauses with *be* can be reduced in the same way as defining relative clauses. Notice the use of commas.

Einstein, **who is thought to be one of the greatest minds of the twentieth century**, struggled in school.

Einstein, **thought to be one of the greatest minds of the twentieth century**, struggled in school.

Curtis James Jackson III, **who is better known as the singer 50 Cent**, used to be a boxer.

Curtis James Jackson III, **better known as the singer 50 Cent**, used to be a boxer.

1 Rewrite these sentences using reduced relative clauses.

1. The photographer who lives upstairs has won many awards for his creativity.
The photographer living upstairs has won many awards for his creativity.
2. Professional cooking, which is considered a tough business, requires both patience and skill.
3. Movie stars who are constantly hounded by the press deserve more privacy.
4. Roger Federer, who is ranked among the world's best tennis players, is considered very disciplined.
5. The Summer Olympics, which are held every four years, are broadcast around the world.
6. Children who are talented at music should take private lessons if possible.

2 Combine the sentences. Rewrite them as one sentence containing a reduced non-defining relative clause.

1. Lady Gaga is generally believed to be very confident and professional.
She claims she is actually shy.
Lady Gaga, generally believed to be very confident and professional, claims she is actually shy.
2. Yohji Yamamoto is famous for his modern fashion designs. He often uses the color black.
3. Jessica Alba has been interested in acting since the age of five. She first appeared in a film at age 13.
4. The movie *Twilight* was adapted from a novel by Stephenie Meyer. It stars Robert Pattinson.
5. Mark Zuckerberg is celebrated for creating Facebook. He attended Harvard University.
6. Justin Bieber is originally from Canada. He began his professional singing career in the U.S.
7. Tim Berners-Lee is credited with inventing the Web. He published the first website in 1991.
8. Jamie Oliver is known for his food-focused TV shows. He advocates healthier food in schools.

8B Non-defining relative clauses as sentence modifiers

Non-defining relative clauses can be used as sentence modifiers and can contain almost any verb. Some of the most common ones are *surprise, depress, encourage, suggest (that), contribute to, and result in*. Note that the verbs that describe emotion must be followed by an object.

My husband tried to repair a leak with aluminum foil, **which has resulted in a ruined silk carpet.**

My teacher praised my English today, **which encourages me to study harder.**

Peter has been happier since he took up golf, **which suggests that hobbies are good for a person both mentally and physically.**

I learned how to clean jewelry with toothpaste, **which depressed me because it meant I had wasted a fortune on expensive cleaners.**

I've started making my own clothes, **which has contributed to financial savings and a full closet!**

1 Match these statements with the appropriate non-defining clauses.

- | | |
|---|--|
| 1. I use dental floss to string beads for jewelry, <u>c</u> | a. which surprised us since he loves cities. |
| 2. My sister always loved school, _____ | b. which has contributed to weight loss and more energy. |
| 3. Robert moved to a small town, _____ | c. which is why I have so much of it. |
| 4. I just had a big fight with Ana, _____ | d. which is why people always go to him for help. |
| 5. Paul is really good at solving problems, _____ | e. which has resulted in better grades for me. |
| 6. Amy jogs every morning, _____ | f. which encouraged her to go into teaching. |
| 7. I've had a private tutor for the past few months, _____ | g. which means I'll have to explore alternatives in the course schedule. |
| 8. The class I wanted to take is already full, _____ | h. which depressed me because she's my best friend. |

2 Complete the sentences with a phrase from the box.

which resulted in	which suggested	which depressed
which encouraged	which means	which surprised

- I'm working late tonight, which means I'll take a later train home.
- My friend was in a local play, _____ me to try acting.
- Our team lost the championship, _____ me and my friends.
- Prices went down last year, _____ savings for many people.
- Ted sent me a nice birthday card, _____ me since he usually doesn't do anything special for people's birthdays.
- Dinner tasted terrible, _____ that I didn't follow the recipe correctly.

The following are additional common phrases that show contrast and exception.

Use *whereas*, especially in formal writing, to present contrasting information.

Whereas the bottled water market is huge in Italy, it is very small in Japan.

Use *except (for)* or *with the exception of* to show an exception within a group.

Everyone in my family, **except for** my mother, plays a musical instrument.

Everyone in my family, **with the exception of** my mother, plays a musical instrument.

1 Circle the correct answer to complete the sentence.

1. While / Unlike Leo prefers a big breakfast, I just have coffee.
2. No one in the class, *except that / with the exception of* Eva, can speak German.
3. *In contrast to / While* city people, those who live on farms must have a car.
4. *Unlike / Except for* Thai women, Spanish women greet each other with a kiss.
5. I'm a typical Canadian, *whereas / except for the fact that* I don't like hockey.
6. Most Americans have dinner by 7:00, *whereas / unlike* in Spain people eat later.
7. Everyone on our street, *except that / except for* my family, has a pet.
8. *Unlike / While* me, all my friends are addicted to reality shows on TV.

2 Read about Alonzo and Jun. Complete the sentences with an expression to show contrast or exception. More than one answer is possible.

Alonzo (26 years old) . . .	Jun (21 years old) . . .
finished college four years ago.	is in his third year of college.
considers himself to be pretty typical.	doesn't think he's really typical.
plays and watches all kinds of sports.	doesn't play any sports.
isn't crazy about baseball.	doesn't watch any sport but baseball.
has a high salary and eats out often.	doesn't work and always cooks at home.
wears a suit on weekdays.	always dresses very casually.

1. Jun is still in college, *whereas / while* Alonzo has already graduated.
2. Alonzo considers himself to be pretty typical, _____ Jun doesn't.
3. _____ Jun, Alonzo is a big sports fan.
4. Alonzo is a fan of most sports _____ baseball.
5. Alonzo has dinner in restaurants, _____ Jun usually can't afford to eat out.
6. _____ Alonzo, Jun hardly ever dresses up.
7. Alonzo has a good job, _____ Jun isn't working now.
8. Jun and Alonzo are very different, _____ they are both in their 20s.

9B Past habitual with *used to* and *would*

To ask questions about a habitual action or situation in the past, use *Did . . . use to . . . ?* (NOT *Would . . . ?*).

Did you use to listen to rock music when you were younger?

Did you use to share a bedroom with your little brother?

Use the negative question *Didn't . . . use to . . . ?* to confirm a guess about habitual actions or a situation in the past.

Didn't you use to work at a grocery store after school?

Didn't he use to play on the school soccer team?

1 Write the questions to these responses. Use *Did . . . use to* or *Didn't . . . use to*.

1. A: *Did / Didn't you use to live in San Francisco?*

B: Yes, I did. I lived in San Francisco for about two years.

2. A: _____

B: A lot? No, as a matter of fact, I've never drunk coffee.

3. A: _____

B: No, he never did. Actually, Pete's allergic to cats.

4. A: _____

B: In the school band? Yes, I did. I played the flute.

5. A: _____

B: Yes, I always rode my bike in elementary school, but I'd take the bus on rainy days.

6. A: _____

B: Yeah, my hair was really long, but I had to cut it when I joined the swim team.

2 Choose the correct answer to complete each sentence. Sometimes both are possible.

1. Lesley *would / (used to)* live in Brazil before she moved to Turkey.

2. We *would / used to* have fun during summer vacations.

3. They *would / used to* have a house by the ocean, but they've sold it.

4. Serena *would / used to* go mountain biking every weekend.

5. *Would her parents / Did her parents use to* own a Mexican restaurant ten years ago?

6. My mother *would / used to* volunteer at the hospital every winter.

7. Alex *would / used to* like to build models of cars and ships.

8. *Would you / Did you use to* be good at fixing cars when you were younger?

10A Relative clauses and noun clauses

In some relative clauses, the relative pronoun (*who*, *that*, or *which*) can be omitted.

In an object relative clause, a relative pronoun (*who*, *that*, or *which*) is optional. Relative pronouns are only required when they function as the subject of a relative clause.

My friend told our classmates a secret. I had told him that secret.

My friend told our classmates a secret (**that**) I had told him.

In a subject relative clause, a relative pronoun (*who*, *that*, or *which*) is necessary because it functions as the subject of the relative clause.

I have a roommate. She never cleans the kitchen.

I have a roommate **who** never cleans the kitchen.

1 Choose the sentences where the relative pronoun (*who*, *that*, or *which*) is optional.

- 1. The restaurant that we had dinner at last night overcharged us.
- 2. One thing that makes me sick is really selfish people.
- 3. People who chew gum loudly really get on my nerves.
- 4. Someone's cell phone kept ringing all through the movie that I saw last night.
- 5. I had a big argument with a store clerk who refused to give me a refund.
- 6. My teacher gets mad at every little noise that our class makes.
- 7. The town fined a neighbor who burned garbage in her backyard.
- 8. The people in the line which he tried to cut into complained to the theater manager.

2 Complete the sentences with *who* or *that*. If the pronoun can be omitted, write X. Sometimes more than one answer is possible.

1. One thing that gets me down is people who / that lie to me.
2. I like people _____ stand up for something _____ they believe in.
3. Something _____ makes me sad is people _____ have no place to live.
4. Something _____ I can't do is keep up with technology.
5. I was a kid _____ had parents _____ made a lot of rules.
6. The thing _____ aggravates me most is people _____ are cruel to animals.

10B Simple and complex indirect questions

If the beginning clause of an indirect question is in statement word order, the sentence is a statement and ends with a period.

I'm curious about why he didn't complain to the landlord.

I'm not sure who is responsible for repairing the roads.

The big question is if / whether we can get the city officials to listen to our concerns.

If the beginning clause of an indirect question is in question word order, the sentence is a question and ends with a question mark.

Do you have any idea if / whether I need a visa to visit China?

Could you tell me where I can go to pay my parking ticket?

Don't you wonder how a place with such poor service stays in business?

1 Rewrite these sentences using the words in parentheses.

1. Why can't the city add more streetlights? (I don't understand . . .)
I don't understand why the city can't add more streetlights.
2. Is the city going to improve the rush hour bus service? (Do you know . . .)
3. Why are prices going up so fast? (. . . is something that baffles me.)
4. How can I finish the work before the deadline? (I have no idea . . .)
5. Have you saved enough money for school? (Would you mind telling me . . .)
6. Why aren't there any bike paths in the city? (. . . is beyond me.)
7. How am I going to find time to enjoy myself? (My main problem is . . .)
8. When are they going to build a new hospital? (Do you have any idea . . .)
9. Who decided to close the swimming pool in the park? (Don't you wonder . . .)
10. Is tuition going up again next year? (I have to find out . . .)

2 Rewrite these sentences as direct questions.

1. I haven't got a clue what we're supposed to do for homework tonight.
What are we supposed to do for homework tonight?
2. How people can leave their children home alone is mystifying to me.
3. What I don't get is how I can keep up with all this new technology.
4. Why there isn't a pedestrian zone downtown is my number-one question.
5. I'd like to know who should be responsible for keeping our city clean.
6. Tell me what I have to do to get my driver's license.
7. When the next meeting will be is something I haven't found out yet.
8. I wonder if I should complain about my neighbor's loud parties.

11A Present unreal conditional with *unless*, *only if*, and *even if*

To ask a follow-up question after a yes/no question, a shortened conditional can be used, especially in spoken or informal English. The positive shortened conditional is *if so*, and the negative shortened conditional is *if not*.

Would you consider lying to a good friend to avoid hurting your friend's feelings? **If so**, what kinds of things would you lie about?

Are you sure your friends are loyal and trusting? **If not**, you shouldn't tell them your secrets.

1 Match the yes/no questions on the left with the follow-up questions on the right.

- | | |
|--|---|
| 1. Would you say anything if a colleague called you by the wrong name? <u>c</u> | a. If not, what would you say? |
| 2. If the man next to you on the bus fell asleep on your shoulder, would you wake him up? ____ | b. If not, would you confront your friend? |
| 3. Would you remain silent if you disagreed with your boss in a meeting? ____ | c. If so, what would you say? |
| 4. Would you report it if you saw a friend steal a small item from a store? ____ | d. If not, would you try to find its owner? |
| 5. If people you secretly disliked invited you to a party at their home, would you go? ____ | e. If so, how would you wake him up? |
| 6. If a cat always came to your house for food, would you keep it? ____ | f. If not, what excuse would you give? |

2 Review the rules for the present unreal conditional with *unless*, *only if*, and *even if* on page 89. Choose the correct answer to complete each sentence.

1. I wouldn't lie to a friend (unless) / *only if* it was in his or her best interests.
2. If you found money on the street, would you turn it in to the police?
If so / If not, what would you do with it?
3. Would you report a shoplifter *only if* / *even if* the person looked poor?
If so / If not, would you tell the store manager, or would you call the police?
4. He wouldn't lose his temper *only if* / *even if* he were really angry.
5. Would you confront a friend who gossiped about you behind your back?
If so / If not, what would you say?
6. I wouldn't read anyone else's mail *even if* / *only if* I were really curious.
7. Would you make a promise if you already knew you couldn't keep it?
If so / If not, what would you do later when you didn't keep the promise?
8. I would criticize my friends *unless* / *only if* I knew a way to help them improve.

11B Wishes and regrets

Wishes and regrets often use comparative words, such as *(not) enough, more, less, and better*, and intensifiers, such as *really and very*.

I didn't save **enough** money last summer.

I wish I had saved **more** money last summer.

I spent **too much** money on video games last year.

If only I had spent **less** money on video games last year.

I bought **too many** clothes this weekend.

I wish I had bought **fewer** clothes this weekend.

I don't understand math very **well**.

I wish I understood math **better**.

I got **really** angry at my friend last night.

If only I hadn't gotten **so** angry at my friend last night.

1 Complete the wishes and regrets with a word from the box.

better fewer harder less more so

- I don't have enough time to do volunteer work.
I wish I had more time to do volunteer work.
- I don't know how to swim very well.
I wish I knew how to swim _____.
- I drank too much coffee before bed last night.
If only I had drunk _____ coffee before bed last night.
- The teacher thought the questions on the exam were much too easy.
The teacher wished the questions on the exam had been _____.
- Our class has too many assignments this week.
I wish our class had _____ assignments this week.
- I felt really sleepy in class and couldn't pay any attention.
I wish I hadn't felt _____ sleepy in class and had paid attention.

2 Rewrite these sentences using the words in parentheses.

- I wasn't very obedient in elementary school. (I wish . . .)
I wish I had been more obedient in elementary school.
- I refused to take piano lessons when I was young. (If only . . .)
- I fell asleep at the computer last night, and now my essay is late. (I wish . . . Then . . .)
- I exercised too much yesterday, so now I feel really tired. (If only . . . Then . . .)
- Bob is shy and doesn't make friends easily. (Bob wishes . . .)
- I'm not a very good cook. (If only . . .)

12A Future perfect and future perfect continuous

When using the future perfect or future perfect continuous, the particular point in the future is often referred to in another part of the sentence.

By this time next year, your commitment to language study is going to have gotten stronger.

On August 1, I will have been living overseas for six months.

After a few months, you're going to have made real progress with English.

Before next spring, he will have finished most of his course work.

By the time you arrive in New York, Marisa will have already received the package you sent.

When the van arrives, I will have been packing for two days, and I probably won't have finished.

Before I leave for Paris, I will already have sold my house and put my things in storage.

After I finish this, I will have completed everything on my "to do" list.

1 Underline the words in each sentence that refer to a point in the future.

1. By the spring, Nate will have visited over a dozen different countries.
2. When the end of the week arrives, I will have written four exams.
3. Before long, I'll have been working on this puzzle for an hour. It's impossible!
4. I can't believe he's still sleeping! At 11:00, he'll have been sleeping for 12 hours.
5. When she leaves the house, she'll have had six cups of coffee.
6. If it continues, on Tuesday it will have been raining for three weeks.
7. After I stop working, I will have painted three of the rooms in my house.
8. By the time the plane lands, we will have been in the air for seven hours.

2 Complete the sentences with the future perfect or the future perfect continuous form of the verb in parentheses.

1. By the end of class, I will have learned (learn) about the future perfect tense.
2. By the year 2030, I _____ (work) for several years.
3. Before she's 30, Sue _____ (make) her first million dollars.
4. At the end of his trip, Seth _____ (visit) four different countries.
5. After I finish this book, I _____ (read) all the titles you recommended.
6. By 11:00, how long _____ Dan _____ (watch) TV?
7. When I finish college, I _____ (be) in school for 16 years.
8. Pretty soon, I _____ (wait) for her for an hour. I'm getting annoyed!
9. We're late. By the time we get there, they _____ (finish) dinner.
10. On Friday of this week, Kara _____ (travel) for two months.

12B Mixed conditionals

Conditionals can appear in many forms. They can describe how situations in the past affect situations in the past, the present, or the future.

Use a past form in both the *if* clause and the result clause to talk about true events in the past.

When I was younger, if I **didn't behave** well, my parents **were** disappointed.
If we **got lost** during our trip last year, we just **asked** someone for directions.

Use the past perfect in the *if* clause and *would / wouldn't have +* the past participle of the verb in the result clause to talk about hypothetical situations in the past that had effects on the more recent past.

If I **had been born** with a good voice, I **would have started** my own band a long time ago.

Use the past perfect in the *if* clause and *would / wouldn't +* verb in the result clause to describe hypothetical situations in the past that have effects on the present.

If I **had studied** harder when I was in school, I **would have** a better job today.

Use the past perfect in the *if* clause and *would / wouldn't +* verb in the result clause to talk about hypothetical situations in the past that have effects on the future.

If she **had booked** her flight before now, she **would be** in Paris next week.
If I **hadn't taken** a year off from school, I **would be graduating** this June.

Complete these sentences with the correct form of the verbs in parentheses.
Sometimes more than one answer is possible.

- As a kid, I always enjoyed (enjoy) school if I _____ (like) the teacher.
- If I _____ (study) harder last year, I _____ (not have to) repeat the course this year.
- If he _____ (not speak) Greek, his trip to Athens last year _____ (be) so enjoyable.
- When I was young, if I _____ (see) a scary movie, I _____ (have) bad dreams.
- When I was a kid, if my father _____ (go away) on a business trip, he always _____ (call) at 8:00 to say "Good night" to us.
- If I _____ (spend) less money when I was younger, I _____ (have) a nice little nest egg in a few years.
- If I _____ (not have) a fight with my friend yesterday, I _____ (go) to the party tonight.
- If she _____ (show) more interest since she was hired, she _____ (get) the next promotion.
- If I _____ (not lose) my passport, I _____ (fly) to Lisbon tonight.
- If she _____ (not start) figure skating when she was four, she _____ (not be) in the last Olympics.

VOCABULARY PLUS

1A Personality collocations

Choose the correct words to complete the sentences.

1. I'm thinking about different careers. Since most people think I'm (calm and cool) / *wild and crazy* / *friendly and outgoing*, I'd probably be a good air traffic controller. Also, I love planes! **-Jen**
2. I enjoy shopping and have always wanted to work in retail. My family thinks I'm *friendly and outgoing* / *shy and reserved* / *neat and tidy* and advises me to become a sales manager. **-Eva**
3. I'll do anything to make people laugh. My friends think I'm *wild and crazy* / *laid-back and relaxed* / *kind and generous*. They think I might have a future as a comedian. **-Matt**
4. I've traveled to many countries on my own. Since I'm *laid-back and relaxed* / *neat and tidy* / *strong and independent* and enjoy photography, I want to become a photojournalist. It would be exciting to travel around the world to cover major news events. **-Paolo**
5. I tend to be *friendly and outgoing* / *shy and reserved* / *honest and sincere*, so I prefer to work alone. I plan to become a software developer. **-Jim**



1B Compound family terms

Combine the prefixes and the suffix with some of the words for family members to complete the conversation. Some prefixes will be used more than once.

great- grand- great-grand- -in-law

aunt brother father mother nephew niece uncle

Sara: Hi, Alex! The whole family is here at the wedding! Do you see my (1) great-grandmother over there?

Alex: Is she your mom's grandmother or your dad's grandmother?

Sara: My mom's. And look, there's Raul. He's married to Hugo's older sister. He's Hugo's (2) _____, but they get along better than most brothers.

Alex: Who's your favorite relative?

Sara: Oh, my (3) _____ Vera, my grandmother's sister. Although Vera has five (4) _____ besides me, I'm probably the closest. She lived next door when I was growing up and taught me to play the guitar.

Alex: That's cool . . .

Sara: Hey, do you see my (5) _____ Pat making my dad laugh? Pat is my father's uncle. It's always fun to hear his stories!

Alex: So, who is the other person with them?

Sara: Oh, that's my (6) _____, you know, my dad's grandfather. Let's go and say hello.

2A Collocations with *problem*

Choose the correct words to complete the sentences.

Problem-Solving Tips

1. The best way to *run into* / *deal with* a problem is to figure out what it is.
2. After you *identify* / *ignore* a problem, analyze it and think of possible solutions.
3. It's a mistake to believe that if you *ignore* / *cause* a problem long enough, it will go away.
4. Don't *aggravate* / *run into* problems by worrying too much about them and coming up with poor solutions.
5. Sometimes discussing a problem with others will help you *cause* / *solve* it.
6. Don't blame your problems on other people. It's best just to *deal with* / *avoid* problems as soon as possible.

2B Verbs of belief

Replace the underlined words with the correct form of the word or phrase from the box that means the same thing.

1. **be positive doubt suppose**

The archaeologist dug up pieces of pottery in the castle ruins. After studying the pottery markings, he was sure that it was from the 16th century. was positive

2. **assume be certain have a hunch**

Based on clues at the crime scene, the detective suspected that the husband must have known something about his wife's disappearance. _____

3. **guess know for a fact suppose**

The accountant carefully reviewed his client's records and was certain that all of his earnings and expenses were reported correctly. _____

4. **be sure doubt suspect**

After examining the brushstrokes of the painting, the art expert figured that it must be a forgery. _____

5. **be certain have a hunch suppose**

The lab technician studied the tooth under a microscope. She was sure it belonged to a humpback whale. _____

6. **be positive doubt guess**

When the reporter investigated the story, he had a hunch that the politician was lying about the bank loan. _____

3A

Features of cities

Use five more words or phrases from the box to complete the conversation.

climate crime rate hotels neighborhood transportation system
cuisine green spaces job market nightlife

Su-ho: Where do you want to live after you finish college?

Ines: Well, I have to support myself and pay my rent and other expenses. That means I'll need to live in a city with a strong (1) job market.

Su-ho: Yeah. And you enjoy the outdoors, so you probably want parks and other (2) _____.

Ines: Yes, you're right. I want places to run and bike. I love being in the sun, so a place with a good (3) _____ is also important.

Su-ho: That's true. You always complain about the cold winters here. Oh, and I know you also love trying new restaurants.

Ines: You know me so well! I'll definitely want to explore restaurants with many different kinds of (4) _____.

Su-ho: What else do you want a city to offer?

Ines: Well, I love going to jazz clubs and concerts, so a city with an active (5) _____ would be perfect. How about you? What's important to you?

Su-ho: I'd like to live in a friendly (6) _____ where I can meet people. That will make it easier to live in a new city.

3B

Compound terms for towns

Cross out the phrases that do not fit the meaning of the sentences.

1. Thousands of visitors come to this *resort town* / ~~*rural town*~~ / *tourist town* each year to enjoy its beaches, hotels, and restaurants.
2. This *industrial town* / *coastal town* / *mountain town* does not have many factories or businesses, but it has amazing views and clean air.
3. This *mountain town* / *coastal town* / *port town* is located in a valley near a river, with convenient access for boats and ships.
4. This *suburban town* / *industrial town* / *rural town* has many gardens that are famous for gorgeous flowers and fruit trees.
5. Not many people live in this *resort town* / *mountain town* / *suburban town*, but many people vacation here because it offers activities such as skiing and hiking.
6. Most of the people in this *border town* / *college town* / *suburban town* are elderly, so there isn't much of a nightlife.

4A Phrasal verbs related to energy and sleep

Choose the correct words to complete the sentences.

- I'm feeling tired, and I have to write a paper tonight. I think I'll take a quick walk in the fresh air to *burn out* / *sleep over* / (*perk up*).
- Lea taught four English classes today, and tonight, she had to run a faculty meeting. She really needs to *race off* / *chill out* / *burn out* for a while.
- Ben will have to leave for the airport at 5:00 in the morning. He should probably *turn in* / *perk up* / *calm down* early tonight.
- Dina lives in a town that's over an hour away from her office. When she has to work late, she often *races off* / *calms down* / *sleeps over* at a friend's place near the office.
- Ellen invited us over for a dinner party last night. I had a great time, but I had to *race off* / *doze off* / *calm down* to catch the last train home.
- I enjoy reading mystery novels on the bus, but if I'm tired, I sometimes *sleep over* / *burn out* / *doze off* after reading just a few pages.

4B Expressions related to sleep

Cross out the phrases that do not fit the meaning of the sentences.



- Val: I'm exhausted this morning. I (1) *had a sleepless night* / ~~*slept like a log*~~ / *tossed and turned* last night. I even had some warm milk at 2:00 and still couldn't get to sleep.
- Eva: Have you ever thought of going to bed earlier? If you put on some soft music and relaxed, you'd probably (2) *be wide awake* / *nod off* / *feel drowsy* in 10 or 15 minutes.
- Val: Yes, I've tried that, but it doesn't help. Maybe I should cut back on coffee. The caffeine may be the reason why I'm (3) *fast asleep* / *wide awake* / *tossing and turning* in the middle of the night.
- Eva: I take a hot bath every night and am usually (4) *sleeping like a log* / *sound asleep* / *taking a power nap* by 10:30. Speaking of sleep, I hope I can stay awake tonight. It's 8:00, and I still have a lot of homework to finish.
- Val: How about taking a quick power nap before doing your homework? That way, you won't (5) *drift off* / *be wide awake* / *feel drowsy* at your desk this evening.

5A Terms to describe behavior

Choose the correct words to complete the conversation.

Liu: I'm going to an academic conference in Los Angeles next week. It'll be my first time in the U.S., and I want to behave in an (1) *appropriate* / *offensive* / *unusual* way. Can I address people by their first names?

Jing: When you first meet people in the U.S., it's (2) *polite* / *offensive* / *rude* to address them by using their title and last name. Once you start talking, if the other person uses your first name, then you can do that as well.

Liu: OK, I'll try to remember that. Something else I want to know – do people kiss on the cheek when they first meet? Or is it better to shake hands?

Jing: In a professional setting, it's (3) *rude* / *strange* / *normal* to shake hands. Americans don't usually kiss strangers on the cheek.

Liu: I'm also wondering how to start conversations with people I meet for the first time.

Jing: Well, I think it's (4) *inappropriate* / *typical* / *bad form* to start by mentioning something interesting that a speaker said in a recent session. You might also ask someone's opinion about a conference topic.

Liu: OK. Now, sometimes when I get excited about an idea, I interrupt the other person with a lot of questions. Is that all right?

Jing: That's OK with friends, but when you meet new people, it's considered (5) *polite* / *a compliment* / *bad form*. You should let the other person finish talking.

5B Expressions for reported speech

Use phrases from each box to complete the conversations.

1. **advised me to claimed that promised to wanted to know**

A: My sister borrowed my car. She claimed that her car was being repaired.

B: She _____ if I knew a good mechanic. It sounded like a big repair job!

2. **claimed that encouraged me to explained that wondered**

A: My parents _____ take a trip to Brazil this summer.

B: That's fantastic! I _____ where you were planning to travel this year.

3. **advised me to claimed that wanted to know warned me not to**

A: My dad doesn't like my boyfriend because he plays in a band. He _____ find someone who's more serious about a career.

B: My father thinks the same way. He _____ date artists or writers!

4. **advised me to encouraged me to explained that promised to**

A: Ted was late again! He _____ he'd been studying and lost track of time.

B: Knowing Ted, I'll bet he _____ never be late again!

6A News events

Use four more events from the box to complete the headlines for the news stories.

Epidemic	Hijacking	Natural Disasters	Recession
Famine	Kidnapping	Political Crisis	Robbery

1. Natural Disasters **Affect Economy**
Last month's earthquake and storms caused significant damage to roads, bridges, and homes. The cost of repairs is putting a huge strain on the national economy.
2. _____ **of a Plane in Miami**
Two men got on a plane at Miami National airport, threatened the pilots, and ordered them to fly to an unknown destination.
3. **Economy Falls into** _____
Economists report that the unemployment rate has risen and consumer spending is slowing because people are saving money instead of purchasing goods.
4. _____ **Averted**
The mayor is now under investigation and agreed to step down to avoid a government scandal. A special election will be held next month to fill his position.
5. **Experts Offer Tips to Prevent** _____
Each year, thousands of people go missing. To prevent being taken against your will, security experts suggest that you change the routes you drive or walk every day and let your family or close friends know where you are going.

6B Storytelling expressions

Use phrases from each box to complete the story.

And in the end,	The next thing we knew,
I'll never forget the time	The thing you have to know is

(1) I'll never forget the time it snowed in July. I was on vacation in the mountains with some friends, staying in a resort hotel. We went hiking and swimming every day. The weather was perfect – sunny and warm. One day, the temperature suddenly dropped, and the wind picked up. (2) _____ it was snowing big, fat flakes. It snowed for hours! (3) _____ that we were absolutely not ready for snow! We were wearing T-shirts, cotton pants, and sandals. Who knew we'd need snow boots in July?

It all started when	So finally,
I forgot to mention that	That reminds me of the time when

During the storm, we stayed inside, ordered sandwiches, and played board games. Oh, (4) _____ we lost electricity for a few hours, and we couldn't watch TV or play video games. (5) _____ the snow stopped, and the sun came out again. We borrowed some skis and boots from the hotel and went skiing on a summer day!



7A Technology buzzwords

Use four words from the box to correct the underlined mistakes in the sentences.

apps the cloud download post spyware Wi-Fi

1. My aunt recently started to text her recipes online to share with others. _____
2. Kyle said that a blog was secretly recording my online activity. _____
3. Angela downloaded some podcasts to play games on her smartphone. _____
4. My apartment building has installed a virus, so I can use my laptop anywhere in the building to get on the Internet. _____

7A Expressions for connecting ideas formally

Choose the correct words to complete the text.

Does technology keep you up at night?

Technology has had a positive impact on our lives, for the most part. (1) *Similarly / As a matter of fact* / *Additionally*, it's hard to imagine how we could live without our computers, smartphones, and apps. These things have made our lives so easy! (2) *Therefore / Nevertheless / As a result*, some technology issues keep me up at night. (3) *Likewise / On the other hand / For example*, what can we do about spyware? As soon as we download software to get rid of it, someone creates a new way to spy on our computers. (4) *For instance / In fact / Furthermore*, there's spyware's nasty cousin, the virus, which can ruin anyone's day. It's a constant battle to overcome these issues, but we can take some common sense steps. Always remember to back up your documents. (5) *In fact / Additionally / As a result*, update your software whenever you get alerts from the manufacturers. Doing these things can help keep technology a positive part of daily life.

7B Words for forms of communication

Cross out the words that do not fit the meaning of the sentences.

- A: We're planning an ad campaign to launch a new athletic shoe. In addition to some television ads that look like cool music videos, we'll use (1) *billboards / voice-mail / bumper stickers*.
- B: Are you also considering (2) *banner ads / pop-up ads / spam* to reach wider audiences?
- A: Yes, they're on our list of possibilities. We're also wondering if we should hire a professional basketball player to appear on (3) *a crawl / a bus wrap / an infomercial*.
- B: That's a great idea. Now, you may want to know that our research showed that younger audiences think print ads are old-fashioned. They want everything to be digital, so don't use (4) *fliers / billboards / pop-up ads* anymore.

8A Qualities of creative people

Match the correct words to complete the sentences.

- Nora has the f to practice daily to achieve her dream of becoming an opera singer.
 - The director was _____ when he chose the actors for the cast. He chose quickly, and didn't ask anyone back for a second audition.
 - Ellie has been on several archeological digs in Asia and is _____ about ancient Chinese and Korean cultures.
 - Pablo is _____ to complete five paintings to enter in the art competition this spring.
 - Gino is _____ in his business; for example, he uses recycled materials to build homes.
 - Chad's science fiction stories are set 500 years in the future and show great _____.
- decisive
 - resourceful
 - determined
 - knowledgeable
 - originality
 - discipline

8B Collocations for problem solving

Choose the correct words to complete the text.

Groupware



If you ever worked for a multinational company in the past, you know that sometimes it could take hours just to set up a meeting with your colleagues. To help improve productivity, technology companies explored various ways to (1) *find a mistake / find a solution* to the problem. They studied the way people worked and (2) *made a mistake / analyzed this information* to figure out how companies might work together more effectively and efficiently. Technological innovators (3) *explored the possibilities of / found problems for* using networked computers and digital office tools. Eventually, they were able to (4) *solve this problem / analyze the problem* by designing groupware, which is software that helps groups of people work together and share information on the Internet. With groupware, colleagues can set up a meeting quickly and have meetings via video, across several continents. And electronic file-sharing systems allow workers to (5) *find alternatives / organize information* and share documents instantly. Problem solved!

9A

Expressions related to accepting or changing things

Choose the correct words to complete the conversation.

Amber: I just met your sister. She's so passionate about changing society! She really wants to (1) *follow the crowd* / *make waves* / *fit in*.

Becca: Oh yes, Olivia and I are pretty different. I tend to follow the rules and am much more (2) *conventional* / *rebellious* / *unconventional* than she is.

Amber: What was it like growing up in your family? Did your parents teach you to behave yourself and (3) *accept* / *stand up to* / *confront* society's rules?

Becca: Actually, our parents were pretty (4) *unconventional* / *amenable* / *conservative* in their attitudes. At a time when most of their friends were becoming bankers and lawyers, my parents helped set up food pantries to feed poor people in our town.

Amber: Well, that helps explain why Olivia is so active in organizing that free tutoring program at the community center. But why do you think you're so different from her?

Becca: I guess it's just my personality. I want to help people, but I'm kind of shy and don't like to (5) *fit in* / *follow the crowd* / *confront* people.

Amber: I think that's good! You're (6) *being your own person* / *being rebellious* / *making waves* after all.

9B

Expressions with *keep* and *stay*

Replace the underlined words in each sentence with an expression from the box above that means the same thing.

keep in touch keep out of trouble keep things in perspective stay awake

1. Sofia is moving to a new neighborhood, but her friends hope she will stay connected.

Sofia is moving to a new neighborhood, but her friends hope she will keep in touch.

2. When Pedro gets stressed out about his challenging new job, he tries to remember what's truly important in life.

When Pedro gets stressed out about his challenging new job, he tries to _____.

keep connected keep up with stay awake stay out of trouble

3. Our economics class is difficult, and the professor assigns so many reports and research projects. How do you get it all done?

How do you _____ it all?

4. Ever since Jack changed schools, he's been hanging out with the wrong crowd. I hope he can avoid getting into a bad situation.

I hope he can _____.

10A Expressions with *drive, get, and make*

Cross out the words that do not fit the meaning of the sentences.

Hey, friends, I just returned from a wonderful trip to Bangkok! What amazing street life there! And the food was so spicy and delicious. But traveling there drove (1) *me crazy / me down / me mad*. My flight from Los Angeles was cancelled because of some bad storms. There were long lines to rebook flights, but what made (2) *my blood boil / me mad / on my nerves* was the airline's terrible customer service. It took an hour to get my ticket for a new flight, and then I had to wait two more hours to get through security. Standing in line always gets (3) *me sick / on my nerves / under my skin*. I got stuck behind a family with six noisy, spoiled kids. I was thinking to myself, "Excuse me, but I just used all of my savings for this ticket, and I have to board my flight in 10 minutes!" Talk about driving (4) *someone upset / someone up a wall / someone mad!*

When I finally got on the plane, I ended up sitting next to a guy who kept talking about his big, important job. He bragged so much that it made (5) *my blood boil / me down / me mad*. To get him to stop talking, I pretended to fall asleep. I was so happy when our flight landed!

10B *-ed* words that describe feelings

Use words from each box to correct the underlined mistakes in the sentences.

baffled infuriated insulted

1. Max read over the instructions in his new computer manual several times, but he was still stunned. The instructions were not written very clearly. baffled
2. My boss is impatient and gets angry when she has to wait for things. She was saddened that she had to wait for six months to get a refund for a defective cell phone.

3. In some cultures, people feel enraged if new acquaintances refuse to shake hands.

frustrated mystified stunned

4. Julia was confused because her rent was due on the first of the month, but she wouldn't get her paycheck until the following week. _____
5. After the doctor disappeared, the detective conducted a thorough investigation. Even after analyzing all the evidence, he was still demoralized about what had actually happened. _____
6. Vicky didn't think her violin audition went very well, so she was humiliated to learn that the conductor had selected her for first chair in the orchestra. _____

11A Forming antonyms with prefixes

Choose the true statement for each sentence.

1. Nick thinks it's unethical to tell a white lie, even if it's to protect someone's feelings.
 a. Nick thinks it's dishonest to tell a white lie.
 b. Nick thinks it's irresponsible to tell a white lie.
2. Mai believes that making wishes is irrational, and that it gives people false hopes.
 a. Mai thinks that making wishes is disagreeable.
 b. Mai thinks that making wishes is illogical.
3. The accountant is scrupulous about tracking all of the company's profits.
 a. The accountant is agreeable.
 b. The accountant is responsible.
4. Most lawyers think the judge has a solid reputation for being trustworthy.
 a. The judge's behavior is ethical.
 b. The judge's behavior is unacceptable.
5. The investigator reported that the bank's lending practices may be unscrupulous.
 a. The bank's lending practices may be illegal.
 b. The bank's lending practices may be irrational.
6. It's unfair to copy test answers from another student.
 a. It's illogical to copy test answers from another student.
 b. It's unethical to copy test answers from another student.

11B Adjectives and nouns referring to personal values

Choose the correct words to complete the conversation.

Yoko: One quality I value in my friends is (1) *indifference* / *selfishness* / *compassion*.

Omar: I agree! I also think it's important for friends to be (2) *honest* / *tender* / *generous* if they think I'm doing something wrong.

Yoko: It's helpful when my friends are truthful, but I also want them to be (3) *selfish* / *sensitive* / *resilient*. I don't want them to hurt my feelings.

Omar: Yeah, I guess that's important. You know, I wish some of my friends were better at keeping secrets! They need to show a little (4) *discretion* / *kindness* / *tolerance* when I share something personal.

Yoko: That's true! I expect my friends to have (5) *generosity* / *resilience* / *respect* for my privacy. I'm pretty open, but it's annoying when people ask too many questions.

Omar: Yeah, some people are too curious. But, I think overall, my friends are (6) *kind and generous* / *sensitive and selfish* / *resilient and indifferent*, and they make me happy!

12A Expressions ending with prepositions

Choose the correct words to complete the email.

Hi Jill,

I heard that you're moving to Tokyo soon to teach English. That's something to (1) *be scared of* / *(be excited about)*!

I remember that when I moved to Buenos Aires last year, it took a while to (2) *get accustomed to* / *look forward to* a new culture. I had to learn about the way people do business, make friends, and have fun. Luckily, I can speak Spanish, so I was able to (3) *be familiar with* / *participate in* meetings and conversations. I wanted to (4) *take advantage of* / *become aware of* cultural events, so I attended concerts, saw plays, and even learned to play guitar from an Argentinean musician!

My advice is to keep an open mind and give yourself time to (5) *adjust to* / *take advantage of* your new home. And don't (6) *be scared of* / *become aware of* trying new things.

I (7) *am familiar with* / *look forward to* hearing about your adventures in Japan!

Henry



12B Compound adjectives

Combine words from the boxes to make compound adjectives to complete the travel tips. Some words will be used more than once. Sometimes more than one answer is possible.

culturally non open self

assured aware judgmental minded reliant sensitive

Travel Tips

1. Be open-minded about trying new kinds of food. You may be captivated by a new cuisine!
2. Be _____ when it comes to exploring places on your own. You want people to think you're a confident, experienced traveler.
3. Be _____ when you experience new cultures. Consider all sides of an issue before forming an opinion.
4. People tolerate different levels of risk. Be _____ and assess your own tolerance for adventure, uncertainty, and possible danger when you plan your trips.
5. If you're traveling on business, learn about local customs and manners and try to be _____ when you meet with clients.
6. If you're going to hike in the mountains, prepare to be _____. Pack essentials such as water, food, rope, maps, a flashlight, and a first-aid kit.

Grammar Plus ANSWER KEY

Unit 1

LESSON A

Exercise 1

- | | |
|-------------|------------|
| 1. speaking | 4. talking |
| 2. to help | 5. getting |
| 3. going | 6. being |

Exercise 2

- | | |
|------------|------------|
| 1. doing | 5. being |
| 2. going | 6. getting |
| 3. seeing | 7. telling |
| 4. to meet | 8. playing |

LESSON B

Exercise 1

- | | |
|----------|----------|
| 1. about | 4. to |
| 2. of | 5. about |
| 3. with | 6. with |

Exercise 2

Possible answers

1. The trouble with having a big family is it's expensive to feed everyone.
2. The trick to living in / being (in) a two-income family is you have to schedule family time together.
3. The hard part about having / living in a big house is there's so much work to do.
4. The upside of having / living in a big house is no one has to share a room.
5. The only bad thing about having little brothers is I always have to babysit them.
6. One good thing about having little sisters is they really look up to you.
7. One problem with being (in) an extended family is we had to get a bigger car.
8. The greatest thing about living in / having a small house is the bills are a lot lower.

Unit 2

LESSON A

Exercise 1

- | | |
|-----------------------|------------------------|
| 1. shouldn't have | 4. didn't need to call |
| 2. was supposed to | 5. had to |
| 3. wasn't supposed to | 6. didn't have to |

Exercise 2

1. had to leave
2. didn't have to stay / didn't need to stay
3. was supposed to meet / should have met
4. should have followed

LESSON B

1. could have
2. must have
3. must not have
4. might not have
5. must have
6. couldn't have
7. shouldn't have
8. couldn't have

Unit 3

LESSON A

Exercise 1

1. who / that, who / that
2. where
3. where
4. when
5. where, that
6. who / that, where
7. who / that, where
8. that, when

Exercise 2

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

Possible answers

1. New Yorkers, who are huge baseball fans, have two pro teams in their city.
2. Saint Petersburg, where the Hermitage is located, was Russia's capital for many years.
3. Athens, where the 2004 Summer Olympics were held, was also the location of the first games.
4. Sydney, which is famous for its Opera House, also has a well-known bridge.
5. Venice, which is built on 118 small islands, is crossed by many canals.
6. Hawaii, which has warm weather all year, is a popular winter destination.

LESSON B

Exercise 1

1. He bought a little red brick house in the center of town.
2. They're renting a traditional square pink cottage beside the river.
3. He hated living in a remote little border town with its run-down wooden houses.
4. The town had many old cement buildings with dirty black steel roofs.

Exercise 2

1. nevertheless / however
2. Although
3. However / On the other hand
4. In spite of

Unit 4

LESSON A

Exercise 1

- | | |
|------|-------|
| 1. N | 6. R |
| 2. N | 7. N |
| 3. N | 8. N |
| 4. N | 9. R |
| 5. N | 10. N |

Exercise 2

1. I usually watch the news while having breakfast.
2. My sister won't drink orange juice after brushing her teeth.
3. She does a lot of housework before leaving for work in the morning.
4. Power nappers work better after sleeping for a short time during the day.
5. You probably shouldn't eat anything heavy before exercising.
6. If I listen to soft music while studying, I can concentrate better.
7. After being in an argument, I need to be by myself for an hour or two.
8. Before chilling out at night, I make sure everything is ready for the morning.

LESSON B

Exercise 1

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

Exercise 2

- | | |
|---------------------|-------------------|
| 1. as long as | 5. whether or not |
| 2. Considering that | 6. Now that |
| 3. provided that | 7. just in case |
| 4. unless | 8. Even if |

Unit 5

LESSON A

Exercise 1

1. Making a good first impression is important.
2. It's inappropriate in most countries to arrive late for an appointment.
3. Getting to a party late is fairly typical for college students.
4. Not being punctual for a dinner party is considered rude.
5. It's easy for Elyse to keep the conversation going.
6. It's offensive in some places to show the bottom of your feet.
7. Bringing a small gift to a dinner party is good form.
8. It's sometimes risky to talk about politics.
9. Bragging about their children is customary for some parents.
10. It's a nice idea to thank the hostess the day after a party.

Exercise 2

1. Tom is always happy to lend money to his friends.
2. It's unusual for Wendy to arrive late to class.
3. It's relaxing for Donald not to have homework over the weekend.
4. Min is always glad to help a friend in need.
5. Many tourists are surprised to learn about some American customs.
6. It's inappropriate for students to interrupt a teacher.
7. New employees are often afraid to ask their bosses for help.
8. It's customary for dinner guests to thank their hosts.
9. It's important for businesspeople to be punctual for appointments.

LESSON B

Possible answers

1. Ryan told Emma he was thinking of applying for a promotion at work.
Emma wanted to know what kind of promotion it was.
Ryan explained that their department needed a new manager.
Emma told Ryan he should definitely apply.
Ryan said he was a little nervous because there was a big interview.
Emma told Ryan he just had to practice. She said she could help him.

2. Karl asked if they had to sign up for their after-school club.
Tanya said he could sign up until noon.
Ava warned Karl not to wait too long. She said the good clubs were filling up fast.
Karl said he would do it after he ate his lunch.
3. Larry told Jason he was going to the Galápagos Islands in April.
Jason said that was wonderful. He said Larry had to send him some photos.
Larry promised to send Jason some photos. He encouraged Jason to go with him.
Jason said he couldn't go. He said he might be starting a new job in April.

Unit 6

LESSON A

Exercise 1

- | | |
|-----------------|---------------------------------------|
| 1. caught, sold | 4. passed, has fallen |
| 2. has won | 5. have not called, have not demanded |
| 3. have raised | 6. have struck, began |

Exercise 2

- | | |
|------------------------------------|------------------------------------|
| 1. have lived / have been living | 5. have jumped |
| 2. has decided | 6. has reached |
| 3. have worked / have been working | 7. has already put up |
| 4. have taken / have been taking | 8. has been |
| | 9. has studied / has been studying |
| | 10. has already begun |

LESSON B

- | | |
|-----------------------|---------------------------|
| 1. had never been | 11. had already taken |
| 2. had told her | 12. had broken |
| 3. arrived | 13. hadn't really noticed |
| 4. got | 14. had never seen |
| 5. realized | 15. picked up |
| 6. decided | 16. took |
| 7. checked in | 17. slammed |
| 8. had already bought | 18. had never been |
| 9. came | 19. was |
| 10. reached | 20. had put |

Unit 7

LESSON A

Exercise 1

1. a 2. b 3. a 4. b

Exercise 2

1. have become
2. is being downloaded / is downloaded
3. will be used
4. have been asking
5. are being created / are created
6. have tried / have been trying
7. will be stored
8. have used
9. will be held
10. have been removed

LESSON B

Exercise 1

1. Wouldn't it have been great if telemarketers had never gotten my number?
2. Wasn't it awful how much paper we wasted on fliers that nobody read?
3. Shouldn't Jill have kept her text messages much shorter?
4. Wasn't it weird how those pop-up ads made my computer freeze?
5. Didn't it seem like we spent all day looking for an Internet café?
6. Wouldn't it have been great if we could have paid less for our computer?
7. Shouldn't we have spent less time playing video games as kids?
8. Wasn't it sad how Mark got really addicted to social networking sites?

Exercise 2

- | | |
|------------------|---------------|
| 1. weren't there | 5. was there |
| 2. have there | 6. did they |
| 3. didn't they | 7. hadn't she |
| 4. didn't you | 8. didn't you |

Unit 8

LESSON A

Exercise 1

1. The photographer living upstairs has won many awards for his creativity.
2. Professional cooking, considered a tough business, requires both patience and skill.
3. Movie stars constantly hounded by the press deserve more privacy.
4. Roger Federer, ranked among the world's best tennis players, is considered very disciplined.
5. The Summer Olympics, held every four years, are broadcast around the world.
6. Children talented at music should take private lessons if possible.

Exercise 2

1. Lady Gaga, generally believed to be very confident and professional, claims she is actually shy.
2. Yohji Yamamoto, famous for his modern fashion designs, often uses the color black.
3. Jessica Alba, interested in acting since the age of five, first appeared in a film at age 13.
4. The movie *Twilight*, adapted from a novel by Stephenie Meyer, stars Robert Pattinson.
5. Mark Zuckerberg, celebrated for creating Facebook, attended Harvard University.
6. Justin Bieber, originally from Canada, began his professional singing career in the U.S.
7. Tim Berners-Lee, credited with inventing the Web, published the first website in 1991.
8. Jamie Oliver, known for his food-focused TV shows, advocates healthier food in schools.

LESSON B

Exercise 1

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

Exercise 2

1. which means
2. which encouraged
3. which depressed / which surprised
4. which resulted in
5. which surprised / which encouraged
6. which suggested / which means

Unit 9

LESSON A

Exercise 1

- | | |
|--------------------------|-----------------------------|
| 1. While | 5. except for the fact that |
| 2. with the exception of | 6. whereas |
| 3. In contrast to | 7. except for |
| 4. Unlike | 8. Unlike |

Exercise 2

1. whereas / while
2. whereas / while
3. Unlike / In contrast to
4. except for / with the exception of
5. whereas / while
6. Unlike / In contrast to
7. whereas / while
8. except / except that / except for the fact that

LESSON B

Exercise 1

Possible answers

1. Did / Didn't you use to live in San Francisco?
2. Did / Didn't you use to drink a lot of coffee?
3. Did / Didn't Pete use to have a cat?
4. Did / Didn't you use to play in the school band?
5. Did / Didn't you use to ride your bike to school?
6. Did / Didn't your hair use to be really long?

Exercise 2

1. used to
2. would / used to
3. used to
4. would / used to
5. Did her parents use to
6. would / used to
7. used to
8. Did you use to

Unit 10

LESSON A

Exercise 1

- 1, 4, 6, 8

Exercise 2

- | | |
|---------------------|---------------------------|
| 1. that, who / that | 4. X |
| 2. who / that, X | 5. who / that, who / that |
| 3. that, who / that | 6. that, who / that |

LESSON B

Exercise 1

1. I don't understand why the city can't add more streetlights.
2. Do you know if / whether the city is going to improve the rush hour bus service?
3. Why prices are going up so fast is something that baffles me.
4. I have no idea how I can finish the work before the deadline.
5. Would you mind telling me if / whether you've saved enough money for school?
6. Why there aren't any bike paths in the city is beyond me.
7. My main problem is how I'm going to find time to enjoy myself.
8. Do you have any idea when they are going to build a new hospital?
9. Don't you wonder who decided to close the swimming pool in the park?
10. I have to find out if / whether tuition is going up again next year.

Exercise 2

1. What are we supposed to do for homework tonight?
2. How can people leave their children home alone?
3. How can I keep up with all this new technology?
4. Why isn't there a pedestrian zone downtown?
5. Who should be responsible for keeping our city clean?
6. What do I have to do to get my driver's license?
7. When will the next meeting be?
8. Should I complain about my neighbor's loud parties?

Unit 11

LESSON A

Exercise 1

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

Exercise 2

- | | |
|-------------------|------------|
| 1. unless | 5. If so |
| 2. If not | 6. even if |
| 3. even if, If so | 7. If so |
| 4. even if | 8. only if |

LESSON B

Exercise 1

- | | |
|-----------|-----------|
| 1. more | 4. harder |
| 2. better | 5. fewer |
| 3. less | 6. so |

Exercise 2

Possible answers

1. I wish I had been more obedient in elementary school.
2. If only I hadn't refused to take piano lessons when I was young.
3. I wish I hadn't fallen asleep at the computer last night. Then my essay wouldn't be late.
4. If only I had exercised less yesterday. Then I wouldn't feel so tired now.
5. Bob wishes he weren't shy and made friends easily.
6. If only I were a better cook.

Unit 12

LESSON A

Exercise 1

1. By the spring
2. When the end of the week arrives
3. Before long
4. At 11:00
5. When she leaves the house
6. on Tuesday
7. After I stop working
8. By the time the plane lands

Exercise 2

1. will have learned
2. will have been working / will have worked
3. will have made
4. will have visited
5. will have read
6. will, have been watching / will, have watched
7. will have been
8. will have been waiting / will have waited
9. will have finished
10. will have been traveling

LESSON B

1. enjoyed, liked
2. had studied, wouldn't have to
3. hadn't spoken / didn't speak, wouldn't have been
4. saw, had / would have
5. went away, called
6. had spent, would have
7. hadn't had, would go
8. had shown, would get
9. hadn't lost, would fly / would be flying
10. hadn't started, wouldn't have been

Vocabulary Plus ANSWER KEY

Unit 1

LESSON A

1. calm and cool
2. friendly and outgoing
3. wild and crazy
4. strong and independent
5. shy and reserved

LESSON B

1. great-grandmother
2. brother-in-law
3. great-aunt / grandaunt
4. great-nieces / grandnieces
5. great-uncle / granduncle
6. great-grandfather

Unit 2

LESSON A

1. deal with
2. identify
3. ignore
4. aggravate
5. solve
6. deal with

LESSON B

1. was positive
2. had a hunch
3. knew for a fact
4. suspected
5. was certain
6. guessed

Unit 3

LESSON A

1. job market
2. green spaces
3. climate
4. cuisine
5. nightlife
6. neighborhood

LESSON B

1. rural town
2. industrial town
3. mountain town
4. industrial town
5. suburban town
6. college town

Unit 4

LESSON A

1. perk up
2. chill out
3. turn in
4. sleeps over
5. race off
6. doze off

LESSON B

1. slept like a log
2. be wide awake
3. fast asleep
4. taking a power nap
5. be wide awake

Unit 5

LESSON A

1. appropriate
2. polite
3. normal
4. typical
5. bad form

LESSON B

1. A: claimed that
B: wanted to know
2. A: encouraged me to
B: wondered
3. A: advised me to
B: warned me not to
4. A: explained that
B: promised to

Unit 6

LESSON A

1. Natural Disasters
2. Hijacking
3. Recession
4. Political Crisis
5. Kidnapping

LESSON B

1. I'll never forget the time
2. The next thing we knew,
3. The thing you have to know is
4. I forgot to mention that
5. So finally,

Unit 7

LESSON A (1)

1. post
2. spyware
3. apps
4. Wi-Fi

LESSON B

1. voice mail
2. spam
3. a crawl
4. pop-up ads

LESSON A (2)

1. As a matter of fact
2. Nevertheless
3. For example
4. Furthermore
5. Additionally

Unit 8

LESSON A

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

LESSON B

1. find a solution
2. analyzed this information
3. explored the possibilities of
4. solve this problem
5. organize information

Unit 9

LESSON A

1. make waves
2. conventional
3. accept
4. unconventional
5. confront
6. being your own person

LESSON B

1. keep in touch
2. keep things in perspective
3. keep up with
4. stay out of trouble

Unit 10

LESSON A

1. me down
2. on my nerves
3. me sick
4. someone upset
5. me down

LESSON B

1. baffled
2. infuriated
3. insulted
4. frustrated
5. mystified
6. stunned

Unit 11

LESSON A

1. a
2. b
3. b
4. a
5. a
6. b

LESSON B

1. compassion
2. honest
3. sensitive
4. discretion
5. respect
6. kind and generous

Unit 12

LESSON A

1. be excited about
2. get accustomed to
3. participate in
4. take advantage of
5. adjust to
6. be scared of
7. look forward to

LESSON B

1. open-minded
2. self-assured / self-reliant
3. open-minded / nonjudgmental
4. self-aware
5. culturally sensitive / open-minded / nonjudgmental
6. self-reliant

Unit 1 LANGUAGE SUMMARY

Vocabulary

Adjectives

Personality traits

calm and cool
friendly and outgoing
honest and sincere
kind and generous
laid-back and relaxed
neat and tidy
shy and reserved
strong and independent
wild and crazy

Nouns

Compound family terms

brother-in-law
daughter-in-law
father-in-law
mother-in-law
sister-in-law
son-in-law
grandaunt
granddaughter
grandfather
grandmother
grandnephew
grandniece
grandson
granduncle
great-aunt
great-granddaughter
great-grandfather
great-grandmother
great-grandson
great-nephew
great-niece
great-uncle

Additional vocabulary

centerpiece
close-knit
cultivate
matchmaker
shelter
support
well-being

Useful expressions

Describing the same traits

I am, too.
I do, too.
I don't either.
I'm the same way.
Neither do I.
So am I.
So do I.

Describing different traits

I'd say I'm more . . .
I'm not like that.
Really? I don't.
That's not true for me.

Describing how you've changed

I think I've become more . . .
I used to . . . , but now I . . .

Describing how you'd like to change

I'd like to be more . . .
I'm interested in . . .

Unit 2 LANGUAGE SUMMARY

Vocabulary

Verbs

Collocations with problem

aggravate a problem
avoid a problem
cause a problem
deal with a problem
identify a problem
ignore a problem
run into a problem
solve a problem

Verbs of belief

assume
be certain
be positive
be sure
bet
doubt
figure
guess
have a hunch
know for a fact
suppose
suspect

Additional vocabulary

amnesia
blind date
coma
courtship
groom
honeymoon

Useful expressions

Disagreeing

I don't know.
I know what you mean, but . . .
I'm not so sure.
Well, maybe, but . . .

Unit 3 LANGUAGE SUMMARY

Vocabulary

Nouns

Features of cities

climate
cost of living
crime rate
cuisine
green spaces
hotels
job market
landmarks
neighborhoods
nightlife
shopping
transportation system

Nouns/Adjectives

Compound terms for towns

border town
coastal town
college town
industrial town
mountain town
port town
resort town
rural town
suburban town
tourist town

Additional vocabulary

cater to
civic pride
quaint
resident
rivalry
slow-paced
stereotype

Useful expressions

Agreeing with an opinion

I think so, too.
I think you're right.
I'm with you.
That's true.

Disagreeing with an opinion

I know what you mean, but . . .
I'm not sure I agree.
Maybe, but don't you think . . . ?
Really?

Unit 4 LANGUAGE SUMMARY

Vocabulary

Verbs

Phrasal verbs related to energy and sleep

burn out
calm down
chill out
doze off
perk up
race off
sleep over
turn in

Expressions

Expressions related to sleep

be fast asleep
be sound asleep
be wide awake
drift off
feel drowsy
have a sleepless night
nod off
sleep like a log
take a power nap
toss and turn

Additional vocabulary

breakthrough
caffeine
experimental
gene
implication
on the one hand
on the other hand
pharmaceutical

Useful expressions

Giving advice

Have you ever thought of (going) ... ?
It might not be a bad idea to ...
The way I see it, you ought to ...
You might want to ...

Interpreting meaning

I think that means ...
It might symbolize ...
It sounds like ...
The (balloon) probably stands for ...

Unit 5 LANGUAGE SUMMARY

Vocabulary

Nouns

Terms to describe behavior

a compliment
an insult
bad form

Adjectives

Terms to describe behavior

appropriate
inappropriate
normal
offensive
polite
rude
strange
typical
unusual

Expressions

Expressions for reported speech

Statements

He claimed that ...
He explained that ...
He promised to ...
He told me that ...

Commands or advice

He advised me to ...
He asked me to ...
He encouraged me to ...
He told me to ...
He warned me not to ...

Questions

He asked me ...
He wanted to know ...
He wondered ...

Additional vocabulary

amplify
distracted
exasperating
infuriating
pompous
trademark
trivial

Useful expressions

Conversation openers

Can you believe this weather? It's (awful)!
Do you know many people here?
How's it going?
That's a great (jacket).

Conversation closers

I should get going. I'll call you later.
It was great to meet you.
See you later.
Sorry, I've got to run. Talk to you soon.

Unit 6 LANGUAGE SUMMARY

Vocabulary

Nouns

News events

epidemic
famine
hijacking
kidnapping
natural disaster
political crisis
rebellion
recession
robbery
scandal

Expressions

Storytelling expressions

Beginning a story

I'll never forget the time ...
I've got to tell you about ...
It all started when ...
That reminds me of when ...

Continuing a story

So later on ...
The next thing we knew ...
What happened was ...

Going back in a story

I forgot to mention that ...
Meanwhile ...
The other thing is ...
The thing you have to know is ...

Ending a story

And in the end ...
So finally ...
To make a long story short ...

Additional vocabulary

burnt to a crisp
defiant
get away with something
slam
smoke detector
sunburn

Unit 7 LANGUAGE SUMMARY

Vocabulary

Nouns

Technology buzzwords

app
blog
the cloud
download
podcast
post
spyware
text
virus
Wi-Fi

Forms of communication

banner ads
billboards
bumper stickers
bus wraps
crawls
fliers
infomercials
pop-up ads
spam
telemarketing
text messages
voice mail

Expressions

Expressions for connecting ideas formally

Adding information
additionally
furthermore

Comparing or contrasting

likewise
nevertheless
on the other hand
similarly

Emphasizing

as a matter of fact
in fact

Giving an example

for example
for instance

Showing a result

as a result
therefore

Additional vocabulary

broke
donor
hate mail
scold
sob story
subscription

Useful expressions

Expressing opinions

If you ask me, . . .
The way I see it, . . .

Disagreeing

I see your point, but . . .
That may be true, but . . .

Giving reasons

That's why . . .
The reason for that is . . .

Unit 8 LANGUAGE SUMMARY

Vocabulary

Nouns

Qualities of creative people

curiosity
decisiveness
determination
discipline
innovation
knowledge
motivation
originality
passion
patience
perceptiveness
resourcefulness

Adjectives

Qualities of creative people

curious
decisive
determined
disciplined
innovative
knowledgeable
motivated
original
passionate
patient
perceptive
resourceful

Verbs

Collocations for problem solving

analyze a decision
analyze a mistake
analyze a problem
analyze a situation
analyze information
explore alternatives
explore possibilities
find a mistake
find a problem
find a solution
find alternatives
find information
make a decision
make a mistake
organize information
solve a problem

Additional vocabulary

get-together
in tune
karaoke
obscurity
patent
take something in stride

Unit 9 LANGUAGE SUMMARY

Vocabulary

Adjectives

Adjectives related to accepting or changing things

amenable
conservative
rebellious
(un)conventional

Verbs

Verbs related to accepting or changing things

accept
conform (to)
confront
stand up (to/for)

Phrases

Phrases related to accepting or changing things

be your own person
fit in
follow the crowd
make waves

Verbs

Expressions with keep and stay

keep connected
keep (expenses) down
keep in touch
keep out of trouble
keep things in perspective
keep up with (current events)
stay awake
stay connected
stay in touch
stay out of trouble

Additional vocabulary

cluttered
collaborate
detract (from)
dynamics
focal point
landscape
line of sight
perspective

Useful expressions

Giving advice

Here's an idea . . .
If I were you, I'd . . .

Receiving advice

I guess I could try that.
I just might try that.

Unit 10 LANGUAGE SUMMARY

Vocabulary

Verbs

Expressions of annoyance with

drive, get, and make

drive someone crazy
drive someone mad
drive someone up the wall
get on someone's nerves
get someone down
get someone mad
get someone upset
get under someone's skin
make someone crazy
make someone mad
make someone sick
make someone upset
make someone's blood boil

Adjectives

-ed words that describe feelings

annoyed
baffled
confused
demoralized
depressed
discouraged
enraged
frustrated
humiliated
infuriated
insulted
irritated
mystified
saddened
stunned

Additional vocabulary

air a complaint / problem
budge
compensation
disgruntled
negotiation
ordeal
sue
voucher

Useful expressions

Complaining to strangers

Excuse me, but . . .

I'm sorry, but . . .

Complaining to friends/neighbors

I hate to mention this, but . . .

I'm sorry to bring this up, but . . .

Agreeing and showing sympathy

I know (exactly) what you mean.

Yeah, I hate that too.

You can say that again.

Sympathizing

Oh, you're kidding.

That's ridiculous.

What a pain.

Unit 11 LANGUAGE SUMMARY

Vocabulary

Adjectives

Adjectives referring to personal values

compassionate
discreet
generous
honest
indifferent
kind
resilient
respectful
selfish
sensitive
tender
tolerant

Adjectives describing ethics and attitudes

acceptable / unacceptable
agreeable / disagreeable
approving / disapproving
ethical / unethical
fair / unfair
honest / dishonest
legal / illegal
logical / illogical
rational / irrational
responsible / irresponsible
scrupulous / unscrupulous
trustworthy / untrustworthy

Nouns

Nouns referring to personal values

compassion
discretion
generosity
honesty
indifference
kindness
resilience
respect
selfishness
sensitivity
tenderness
tolerance

Additional vocabulary

collapse
convulsion
heroic
onlooker
overnight sensation
spectacular
stumble

Unit 12 LANGUAGE SUMMARY

Vocabulary

Verbs

Expressions ending with prepositions

adjust to
be excited about
be familiar with
be scared of / about
become aware of
get accustomed to
look forward to
participate in
take advantage of

Adjectives

Compound adjectives

culturally aware
culturally sensitive
nonconforming
nonjudgmental
openhearted
open-minded
self-assured
self-aware
self-motivated
self-reliant

Additional vocabulary

authentic
captivate
contemporary
dynamic
enhance
plunge
sanitized
savvy
wander
witness

Student's Book AUDIO SCRIPTS

1 FRIENDS AND FAMILY

LESSON A, Ex. 5 [p. 4, CD 1 Tracks 2 and 3]

1. Marcos

Well, I guess the biggest change in my life over the last five years is that I got married. You know, I used to be into going out with friends every weekend – and staying out late. We were pretty wild and crazy back then. Now, I'm more of a family man. I don't mind staying at home, watching TV – that kind of thing. I'm even learning to cook! It's not so bad. I guess you could say that I started to grow up. I wasn't so interested in going out all the time. I was ready to settle down and have a family.

I have to be honest. My heart wasn't really in the right place before. I mean, before, I didn't mind being, well, a little irresponsible at times, even selfish. I was always out having fun with my friends, but I never wanted to hear about their problems. I just didn't care. But now that I have a wife and a little boy, it's different. I'm trying to become more, you know, more generous and kind. I want to be there to help them out, no matter how small the problem.

2. Heather

I have to say, five years ago I was a completely different person. I never said much in a crowd, and I always tried to avoid making small talk with people I didn't know very well. But, really, I was just incredibly shy and reserved. Anyway, then I went away to college, and I had this roommate, Nora. She had a great sense of humor and laughed at all my jokes. That really gave me a lot of confidence.

Nora and I joined a small study group at school. When we finish studying, a bunch of us go out for coffee. Conversation is easy because we all have a lot of the same interests. Now my new friends think of *me* as the funny one in the group. Can you believe it? So, I'd say I'm much more friendly and outgoing now. I don't worry about speaking up and giving my opinion anymore. In fact, I'm thinking about joining a few more clubs so I can meet even more new people and do more things.

LESSON B, Ex. 2 [p. 6, CD 1 Tracks 4 and 5]

Paul: So, Andrea, I heard you're staying with your in-laws for the holidays.

Andrea: Well, yeah. We leave tomorrow afternoon. How about you, Paul?

Paul: Actually, I still live with my parents, so I don't have to go anywhere. You know, you don't sound very excited about your trip.

Andrea: I guess I'm just a little nervous. The whole time I was growing up, it was just me and my mom and dad. It was quiet around the house – *very* quiet. But my husband's family is *huge*. I mean, there are so many people!

Paul: Wow! How many?

Andrea: Well, he grew up in an extended family. So there were his parents and his grandparents, and his younger sister,

and his two younger brothers – no, wait, *three* younger brothers. All under one roof! So that's what, nine total?

Paul: Wow. What do they all do?

Andrea: Oh, let me think. My sister-in-law, she's the youngest, maybe 20 or 21. She's a law student here in Chicago. And the oldest brother-in-law is a musician in New York. The other brothers are a lawyer and . . . a teacher, I think. We haven't been married long, so I don't know them that well, you know. But they all seem very nice and friendly. So, how about you? How big is your family?

Paul: Well, when I was a kid, our family was a lot like your in-laws'. It was me, my parents, my older sister and brother – and my grandparents, too. But both my grandparents passed away a while ago, unfortunately, so it's just the five of us now.

Andrea: Are your sister and brother coming in for the holidays?

Paul: Yeah, they're coming with their families. My sister and her husband live near Boston. They have two little girls. Then my brother and his wife and their three kids will come over as well. My brother's a doctor here in Chicago. It'll be great! We love getting together.

Andrea: So that's . . . How many people is that?

Paul: Uh, 12, I think.

Andrea: Wow! That's even more than my in-laws.

Paul: Yeah. The hard part about it is my mom has to cook so much food. Of course, the great thing about having a big family is that there are a lot of people to help her.

LESSON B, Ex. 6 [p. 8, CD 1 Tracks 6 and 7]

Sue: Hey, Victor, you're back in town! So, how did it go?

Victor: Oh, it was great! I wasn't sure I was going to enjoy it, but it turned out to be a lot of fun.

Sue: Was your grandmother surprised?

Victor: Completely! She knew we'd do something special for her eightieth birthday, but she never expected that the whole family would turn up for a reunion.

Sue: How many people were there?

Victor: Lots – I'd say about 60 or so. Folks showed up from all over the place. We had people from Texas, Illinois, Florida, California, and even Mexico. I got to see people I hadn't seen for years, like Lu Ann, my uncle's cousin. Actually, I don't think I've seen her since I was a little kid! Oh, and my brother Rudy was there with his wife and their new baby – Grandma's first great-granddaughter.

Sue: That sounds like fun. So was there anyone there you didn't recognize?

Victor: Yeah, but that was OK because as soon as we got there, we each got a name tag showing how we were related to Grandma. Like mine said: "Victor – Anita's grandson, Hector's son."

Sue: That's a cool idea. So you could immediately see how you were related to someone.

Victor: Yeah, most people have changed a lot over the years, plus my mother-in-law came along because she hadn't seen any of these people since our wedding, so the name tags worked out really well.

Sue: So, were there other people at the reunion who weren't directly related to your grandmother?

Victor: Oh, sure. There were quite a few people who weren't directly related to her, like some in-laws, neighbors, friends of the family . . . But their name tags said who they were and what the connection was.

Sue: Sounds like it must have been a lot of fun. I bet your grandmother was happy.

Victor: Yeah. Really happy.

LESSON A, Ex. 6 [p. 12, CD 1 Tracks 10 and 11]

1. Ray

The problem that I had . . . well, it was a real learning experience. You see, I went to the doctor for my yearly checkup. I think it was last spring. And, anyway, the doctor said I'd gained some weight and – and this was a surprise to me – but he said my health wasn't really too good. He told me I needed to start exercising and eating better. So, I got one of those low-fat cookbooks. And I started jogging around my neighborhood. And you know, at first I felt great! But then, one day I was jogging, and I guess I was pushing myself too hard, and I fell and twisted my ankle. So, after that, I didn't do any exercise for a few days. And I started to feel really lazy and unhealthy, so – and here's where I made my mistake – I started jogging again, even though my ankle was still a little sore. I really shouldn't have done that. I should have gone to the doctor about it and followed his advice. Well, surprise, surprise, after a few days of that, I was running and I felt this awful pain. It was just terrible – it hurt so much. I could barely walk home. So I went to the doctor after that – finally. He told me that I shouldn't have started running again so soon. That just aggravated the problem. Now I can't go jogging for a couple of months.

2. Felipe

The problem was our next-door neighbor, Eddie. It got so bad that I just wanted to move out and sell my house, but then I figured no one would buy it. You see, my neighbor's hobby is fixing up old cars that he can sell later. That's fine, I guess, but he always runs into some problem while he's fixing them up, and then he just quits. So the cars just sit there in the front yard. Right now, he's got three out there, and they're horrible to look at. For a long time, I didn't say anything, but I kept getting madder and madder. Then last Saturday morning, at about seven o'clock, Eddie was out there working on a car and making so much noise it woke us up! Well, I had to do something. So I stomped out there in my pajamas and started yelling. Of course, Eddie started yelling back. It got pretty bad. I guess I shouldn't have done that. So later that day, when I was a little calmer, I went out and suggested he build a fence so I wouldn't have to look at that mess. He thought it was a good idea, surprisingly, but he also thought I should pay half the cost. We haven't solved the problem yet, but at least we're dealing with it. We're talking about it like adults.

3. Jennifer

One time, my best friend Keiko and I were supposed to work on a big school project together. It started off OK. We figured out what needed to be done, and then we divided the work between us. The problem was . . . I didn't do the work I was supposed to do. Keiko kept calling me, and I kept making excuses – you know, just ignoring the whole problem. The day before we had to hand it in, I had to tell her that I hadn't done my share. She worked all day and all night and finished the project by herself. The teacher loved it and told the class what a great team Keiko and I were. I didn't say anything, and neither did Keiko. I avoided her in class that week, and when she called me, I didn't answer or call her back. See, I really hated confrontation. I couldn't deal with problems like that. I thought it was better to just pretend there was nothing wrong. I thought Keiko might be mad for a couple of days and then forget about it. That was five years ago. Now, when I see Keiko, she just says hello and keeps walking. I guess I should

2 MISTAKES AND MYSTERIES

LESSON A, Ex. 2 [p. 10, CD 1 Tracks 8 and 9]

Have I ever made any bad decisions? Me? Oh yeah, all the time. I made a terrible decision just the other day. My next-door neighbor knocked on my door and said she was going to visit her sister in Canada for a week. Then she asked me if I could feed her cat while she was away. I didn't know her very well, but she said the person who usually takes care of her cat couldn't do it this time. And without even thinking about it, I said I'd help her.

This was just a terrible decision. I mean, for one thing, I'm allergic to cats. I mean *really* allergic. And also, I knew I was going to be really busy at work – I mean *really* busy – and there was no way I'd have time to take care of her cat properly. And on top of that, I'm a really absent-minded person in general. I forget stuff all the time. That's why I don't have pets. I don't even have a plant!

But my neighbor made me feel like I had to help, I guess. So, I agreed to do it. And the problems started right away. I was supposed to start feeding the cat on Thursday morning, but I just forgot to do it. I should have marked my calendar so I wouldn't forget. But I didn't. I mean, I told myself to mark the calendar, but I never did. The next thing I knew it was Thursday afternoon, and I was in the middle of a meeting at work, and suddenly I remembered. So I had to leave work early to go home and feed the cat.

Then, the next day, I knew I needed to leave work on time to catch the train home and feed the cat. But my boss said I had to stay late to finish this report. So I missed that train, and the next one didn't come for an hour. When I finally got home, the cat was OK, luckily. But he was pretty hungry, and he was mad at me, I guess, because he scratched me.

Then it was the weekend. I brought the cat over to my own apartment. I thought it would be easier to remember it that way. But, I really shouldn't have done that because of my allergies. I remembered to feed the cat, but I was sneezing all weekend.

have apologized right away. Then I might have avoided the whole problem. Or better yet, I should have just done my share of the work.

LESSON B, Ex. 5 [p. 16, CD 1 Tracks 12 and 13]

Sheila: Hey, Adam. Where did you call me from earlier?
It was so noisy.

Adam: A gas station. I called while I was filling up my tank.

Sheila: Oh, no! You shouldn't have called me from there!
I heard it's dangerous to use a cell phone at a gas station.

Adam: Really?

Sheila: Yes! Cell phones produce microwave radiation, you know, the beam of energy that sends the message. I believe it can ignite gasoline.

Adam: Oh, so that's what you're worried about. Well, you don't have to worry anymore. It's not really true, Sheila. They investigated that question on an episode of *Solving Mysteries*, that TV show that exposes the truth about everyday myths and mysteries.

Sheila: *Solving Mysteries*? I love that show.

Adam: Yeah, it's great. Well, as I was saying, on this one episode, they experimented with cell phones and gasoline, and they found that it's not actually possible to cause a gasoline explosion with a cell phone. The *real* danger is an electrical spark caused by static electricity – you know, the kind of spark you get when you touch a doorknob after walking across a carpet. But that has nothing to do with cell phones.

Sheila: Oh, I guess I must have missed that episode. But I loved the one around the question of whether talking to plants really helps them grow. Did you see it?

Adam: No, I don't think so. But I wouldn't think that talking to plants helps with their growth. I mean, plants can't understand what we say to them, right?

Sheila: Well, that's true, but a scientific study showed that plant growth actually speeds up if you expose the plants to certain sounds for a long time. So talking to plants for a long time might actually help them. But, of course, the amount of time any normal person would have to talk to plants doesn't help them.

Adam: Interesting. But I still don't think I'll start talking to my plants.

Sheila: That's OK. I don't do it, and my plants are all doing fine.

Adam: Do you remember when *Solving Mysteries* investigated whether a singer can break a glass using just his or her voice?

Sheila: I didn't see that one. But it sounds too incredible to believe. Our voices just don't have that kind of power.

Adam: Well, it's true that most of us can't do it, but a few people really can break crystal glasses using just their voices. They have to sing just the right note. I saw a rock singer do it. First, he tapped the side of the glass. He listened to the ringing sound the glass made and then sang that same note very, very loudly. It only took a few seconds before the glass shattered.

Sheila: Wow! I wish I'd seen that one. The last episode of *Solving Mysteries* I saw was kind of boring. It was exploring whether yawning is contagious.

Adam: You mean, if other people around me yawn, will I start yawning?

Sheila: Exactly.

Adam: Well, when I yawn I express my own tiredness or boredom. If other people aren't tired or bored, they won't yawn just because I do.

Sheila: Well, actually, scientists believe that people yawn when someone else does as a way of expressing their connection with that person.

Adam: Hmm . . . I don't know about that.

Sheila: No, really. Researchers have even found contagious yawning among chimpanzees, but mostly among chimpanzees that are part of the same group, and therefore have a bond or connection with each other.

Adam: I suppose that could be true. Maybe I should have yawned when you yawned a few minutes ago. I guess that would have made us better friends?

Sheila: That's OK, Adam. You can communicate with me using language. We're not chimpanzees, after all!

3 EXPLORING NEW CITIES

LESSON A, Ex. 2 [p. 18, CD 1 Tracks 14 and 15]

Andy: Well, this is Andy Wong, and we're just about at the end of another episode of *Where in the World . . . ?* But before we sign off, I'd like to tell you a little about tomorrow's program. Tomorrow we'll have a very interesting report on two very exciting cities that I'm sure you won't want to miss. Our reporters in the field, Diana and Matt, are standing by to fill us in on the details. Diana! Can you hear me?

Diana: Yes, Andy, loud and clear!

Andy: Well, where are you?

Diana: You know I can't tell you that, Andy! You'll have to watch tomorrow's program to get the answer.

Andy: Oh, right, that's right. Well, tell us about the place anyway.

Diana: OK. As you said, this city is a very exciting place to visit. First of all, it is one of the 10 largest metropolitan areas in the world. It's a very cosmopolitan city with a strong identity of its own. And the local food is delicious! I'm really enjoying the restaurants that serve barbecued beef, which is grilled right at your table. But I must warn you, a lot of the food is spicy, so come prepared. Do you like spicy food, Andy?

Andy: I sure do.

Diana: Well, you should come on over, then! Andy, this city is very old. And it's divided by the beautiful Han River. The city has a striking combination of modern and ancient architecture. With its efficient subway system, it's very easy to get around and see the sights. But be sure and use public transportation because the traffic can be heavy!

Andy: Great, Diana. Thanks so much for . . .

Diana: Oh, wait, Andy! One more thing I forgot to mention. The shopping. The street vendors here sell everything from shoes to electronics to furniture – all at discounted prices. Oops! Have I said too much?

Andy: No, no, not at all. Sounds like you're having a fantastic time. We're looking forward to hearing your full report tomorrow and finding out just where in the world you are right now! Before we run out of time, though, let me turn it over to Matt. Matt? Are you there?

Matt: I sure am. Hello, everyone. Well, my city is *very* old. It was founded over 3,000 years ago by the Greeks. It is now the largest city in the country, with over three and a half million inhabitants – that's about a third of the population of the country. It's quite fascinating. It's surrounded by mountains, and it overlooks the sea. And if you enjoy swimming, there are beautiful beaches in the suburbs.

Andy: Well, Matt, I guess we know where you've been the last few days . . . On the beach!

Matt: Well, not exactly, Andy. There's so much to see and do here. By the way, this city has some of the world's best museums and one of its best-known monuments. This world famous ancient Greek temple that sits on the top of a rocky hill in the center of the city has to be seen with your own eyes to be believed.

Andy: Mm-hmm. I'll take your word for it. So, what do people who live there like to do at night?

Matt: Well, there are a lot of theaters, including outdoor theaters. And there's a local restaurant district just down the hill from the temple where people eat, talk, sing, and dance all night.

Andy: That sounds great, Matt! Thanks a lot. Well, Diana and Matt certainly have given our listeners plenty to think about, but I'm sorry to say we're out of time. That's it, folks. This is Andy Wong reminding you to tune in tomorrow for the next installment of our travel show, *Where in the World . . . ?* So long, everybody!

LESSON A, Ex. 6 [p. 20, CD 1 Tracks 16 and 17]

Interviewer: Hi, guys.

Carlos: Hi.

Vicki: Hey!

Interviewer: Thanks for agreeing to meet me here on such short notice.

Carlos: No problem.

Interviewer: Well, listen, as I said to you on the phone, I'm doing a story for a magazine. I'm interviewing foreign students to get their impressions of different cities in the United States. Um, . . . this should only take about 10 minutes or so. Let's see . . . uh, do you mind if I record our interview?

Vicki: Oh no, not at all.

Interviewer: OK. Then, Carlos, why don't we start with you? What do you think of San Francisco? How do you like it here so far?

Carlos: It's OK, I guess.

Interviewer: Hmm, you don't sound very enthusiastic.

Carlos: No, no, I like it. It's just that I've been so busy studying. I haven't had much time to explore the city.

Interviewer: Oh, that's too bad.

Carlos: I know. And when I have the time, well, it's so cloudy and foggy here – especially in the summer. I never thought I'd be wearing a sweater in July!

Interviewer: Well, this is Northern California. Maybe you should move south. I hear Los Angeles is warmer. Vicki?

Vicki: Oh, I love it here. I think San Francisco is a beautiful city. The rolling hills, the views of the bay – it's very romantic.

Interviewer: Oh, yes. Many people agree. So, how do you guys spend your free time?

Carlos: Well, I'm studying architecture, and I'm somewhat of a photographer.

Interviewer: Really?

Carlos: Oh, I'm just an amateur. Anyway, I . . . I'm always taking pictures of the buildings in this city. You know, the Victorians, the modern skyscrapers downtown . . . There's such a variety of buildings here. The architecture is really great. I've also taken pictures of other landmarks, like the Golden Gate Bridge. It looks totally different when the weather changes.

Interviewer: That's interesting. So, Vicki, now it's your turn. What do you like to do?

Vicki: Well, I'm a bit of a night person. There's always a new club, or a film, or a great outdoor café to check out with my friends. And we also like to explore the different neighborhoods. It's pretty easy thanks to BART. You know, Bay Area Rapid Transit.

Interviewer: Yeah, that's a great subway system.

Vicki: Anyway, yesterday we went to the Italian neighborhood, North Beach, to buy some pastries and have a cup of espresso. Today, I'm going down to the Mission district to get a burrito for lunch.

Interviewer: So, you like Mexican food, do you?

Vicki: Yes. And actually, I like the Mission a lot. It's a Latino neighborhood. We don't have anything like that where I come from.

Interviewer: OK, well, I think that's about it. Any final comments?

Carlos: No, not really.

Vicki: I'd just like to say that this is a great place to live. I'm glad that I got a chance to study here.

LESSON B, Ex. 5 [p. 24, CD 1 Tracks 18 and 19]

Interviewer: How do you enjoy living in Sydney, Maria?

Maria: I love it. I lived in a little mountain town in the U.S. before I moved here, so I'm really enjoying Sydney life. And the climate is great most of the year.

Interviewer: What do you like most about it?

Maria: Well, for one thing, it's a very easy city to get around. The public transportation is pretty good, which is important for me because I don't have a car. So, you see, I use buses and trains most of the time. I can usually get wherever I want to pretty easily.

Interviewer: How about you, Ian?

Ian: Well, it's a very beautiful city. I love the harbor and the opera house. And the beaches are great, of course.

Maria: Oh, yeah, the beaches *are* great! There are great beaches close to town, like Bondi Beach.

Ian: I know, it's true. But I don't have a lot of time to go to the beach because I have to work two jobs to make enough money to pay the rent. Actually, I'd really prefer to live somewhere smaller. I find Sydney too fast, too noisy, and definitely too expensive.

Maria: Oh, I don't know. Maybe I'm just lucky, but my rent's not bad at all. Actually, since I'm splitting the rent with two roommates now, it's about the same as I was paying in the U.S. And . . . um . . . yeah, I love the nightlife here, too. On weekends, my friends and I usually go to a club or a place with live music. There's always something interesting going on downtown. I've made lots of friends since I moved here.

Interviewer: That's great. Ian, what do you do for fun in Sydney?

Ian: Well, not much, I'm afraid. It's so expensive to do anything here. Also, you know, because of the high rents I can only afford to live out in the suburbs. And there isn't much happening out there, believe me. Hmm . . . I guess once in a while I like to go to Chinatown, though. There are plenty of restaurants there where you can eat fairly cheaply. Good ones, too.

Maria: Is that right? I can't seem to find cheap food anywhere. In fact, the restaurants near me are so pricey that I hardly ever eat out.

Interviewer: All right, here's a question. If you could change one thing about the city, what would it be?

Ian: The traffic, without a doubt. I used to drive back in my hometown, but I hardly ever drive here. There are far too many cars, and drivers are very aggressive. You have to know where you're going, and you have to drive fast, otherwise other drivers can be really rude.

Maria: See, I don't have a car so that doesn't really bother me. Actually, you know, I wouldn't change anything. It's so much better here than in the tiny little town where I used to live!

Ian: I don't know. Sometimes I think life is better back home. Sure, it's smaller, but it's easier to live a good life. And you get to know the people better, too.

1-3 COMMUNICATION REVIEW

Ex. 3 [p. 27, CD 1 Tracks 20 and 21]

Chris: Hello and welcome to *Who's Sorry Now?* Today, we're going to be taking your calls about what you *could* have done, what you *wish* you'd done, and what you really *should* have done, because you're sorry now! Here's our first caller. Hello, Mark.

Mark: Hi, Chris.

Chris: So, Mark, what did you do? What do you think you should, or maybe shouldn't, have done?

Mark: OK. When I was in college I shared a house with a couple of other guys. We used to play practical jokes on each other. You know, hide each other's shoes, put salt in the sugar bowl – that kind of thing.

Chris: OK. Right.

Mark: Well, I'm pretty good at faking voices. So this one time, my roommate Luke applied for a job at a store in town. The store manager called to ask him to come in for an interview. I pretended I was Luke.

Chris: OK . . .

Mark: I told him that I – I mean, me pretending to be Luke – that I didn't really want the job.

Chris: And . . . ?

Mark: So I didn't tell Luke about the call.

Chris: Uh-huh . . .

Mark: So Luke thought they weren't interested in him and that was that.

Chris: Not very nice.

Mark: No, I felt terrible. I still do. I should have told him about the call.

Chris: So, who's sorry now, Mark?

Mark: I am. I'm really, really sorry, Luke.

Chris: OK. Thanks, Mark. Next caller: Anna.

Anna: Well, I was on vacation with my family. We were driving around national parks. It should have been a great trip, but my brother had just gotten a harmonica for his birthday. He loved it, and he played it *all* the time. And I had to listen to it *all* the time. And he was terrible. So, we stopped at this place in the desert, and when he wasn't looking, I threw it as far away from the car as I could. When he discovered it was missing, he looked everywhere for it.

Chris: You didn't really need to throw it away, did you? You could have just hidden it.

Anna: Yeah, you're right. I should have just put it in my suitcase or something. I didn't have to throw it out. But I did.

Chris: And you're sorry now?

Anna: Yeah, very. He saved up and bought a drum set when we got home, and then I had to listen to *that* every night.

Chris: Aw, too bad for you. Next caller: Luke.

Luke: Hi, Chris. Your first caller was my old roommate Mark. He told you about my job interview.

Chris: Right. He never should have pretended to be you. That was kind of mean. I bet you're feeling pretty angry after what you just heard.

Luke: No, not really. Even before Mark spoke to the manager, I'd already decided I didn't have time for a job – I really needed to study, you know – and so I called the manager to tell him. That's when he told me he already knew I didn't want the job. I knew right away what Mark had done.

Chris: So, you weren't angry when you found out?

Luke: A little. He *was* supposed to be one of my best friends. I probably should have told him I knew what he'd done. But I kind of enjoyed his call tonight. He's had to live with his "secret" all these years. So, all I can say is, "I got you, Mark!"

Chris: OK, OK. That's all we have time for tonight on *Who's Sorry Now?* Tune in next week to hear more people talk . . .

to be alert because someone's always trying to cut in front of you. Anyway, now I leave home before the traffic gets too heavy. I know I'll be early, but as soon as I get on campus, I go to a little café I know and have a coffee and read the news or review for my classes. I've made friends with the other regulars, so now I'm always full of energy and ready to start the day.

LESSON B, Ex. 4 [p. 34, CD 1 Tracks 24 and 25]

Kate: Hey, Sérgio, do you ever have recurring dreams?

Sérgio: Yeah, sure. Why, Kate?

Kate: Well, I had one last night. I'm back in high school, and in my dream, the school looks mostly the same as it did, but much bigger. The weird thing is, although I'm 23 years old, I'm back in high school with all these 15-year-olds. It's very embarrassing. No one seems to notice that I'm much older and shouldn't be there in the first place. But still, it's very uncomfortable. I keep thinking, "What am I doing here?" Well, I know it must be the end of the school year because everyone is talking about final exams. And that's when it hits me that I've forgotten to go to math class all year, and there's a big math test today.

Sérgio: Oh, that's terrible.

Kate: Yeah, I'm *totally* unprepared. So I start to go to class, but then I realize I can't find it. No matter how far, how many hallways, I just can't find it. I know I'm late for class, and this really worries me. Finally, I wind up in my math class, but it's almost over. So I've missed most of the test, and I think I'm going to fail or something. Basically, that's the dream.

Sérgio: That's a bad one. Do you have that dream a lot?

Kate: Sometimes. I guess it means that I'm worried or overwhelmed about something that is happening in my life.

Sérgio: Yeah. I sometimes have this bad dream – I guess it's really a nightmare. I'm in danger, but I'm not sure from what, and I can't move or scream or anything. I can feel something coming closer and closer to me. You know, it's really strange because usually in the dream I am exactly where I am in real life – like in my own bed, in my bedroom – and everything is very realistic. The only part that is dreamlike is that I can't move. Sometimes I can't even open my eyes, or I can only open one eye. Usually I have to alert someone, or possibly save someone, although the person often changes. Anyway, I can't do anything because I can't move. It's really terrifying.

Kate: Yeah, it sounds terrifying. So, what do you think it means?

Sérgio: I'm not sure, but you know, I think the dream means that I'm feeling there's something in my life that I can't control, although I feel like I should be able to. Once I had the dream when one of my friends was very sick, and I just felt completely helpless. I hate feeling that way.

Kate: Yeah, I know what you mean.

4 EARLY BIRDS AND NIGHT OWLS

LESSON A, Ex. 5 [p. 30, CD 1 Tracks 22 and 23]

1. Sean

You know, I never appreciated all the things my mother did until I moved here to go to school. Since getting my own place, I've had to grocery shop, cook, clean, and do laundry. And I have to go to classes, research stuff, write essays, and study! Having all this stuff to do really makes me feel pressured. And when I feel pressured, I get stressed out, and then I have no energy to do anything. So, when I start feeling that way, I call home. I talk to my parents and have a few laughs with my kid brother. As soon as I start talking to my family, I feel better. It's like magic.

2. Lisa

I just don't think there are enough hours in the day. My husband and I both work, and we have two small children, so we're on the go from the moment we get up until the time we go to bed. We love our jobs, and we adore our kids, but sometimes, enough is enough. Every so often, my husband and I just need a little downtime. If we don't get any, we start to feel the stress and fatigue building up. After the last time it happened, I found the perfect solution. Now, before things get out of hand, I arrange for my children to sleep over at my neighbor's place. It's fine because Betty – that's my neighbor's name – Betty and I are good friends. And her kids and our kids are friends, too. Actually, the kids really like going over there. So anyway, after the kids leave, my husband and I have a quiet dinner and maybe watch a video or just listen to some music and talk. I can almost feel the stress melt away. Of course, Betty's kids sleep over here sometimes, too.

3. Victor

Traffic stresses me out. My family lives in a quiet little suburb north of the city. That means I have to drive in for school and my part-time job. I used to start getting tense even before I got on the highway. Some rush-hour drivers can be very rude, and the traffic is usually bumper to bumper. You have

5 COMMUNICATION

LESSON A, Ex. 5 [p. 38, CD 2 Tracks 2 and 3]

1.

Liz: Hi, are you Pete?

Pete: Yes. Hello.

Liz: I'm Liz Morton. Tom Morton's mother?

Pete: Oh, right. Nice to meet you, Mrs. Morton.

Liz: You, too. So, are you enjoying the party?

Pete: Yeah, it's great. This might be the last time I see some of these people for a long time, so I've been pretty busy trying to make sure I get a chance to talk to everyone.

Liz: You know, it's strange to think that all you kids are graduating. Do you have any plans after graduation?

Pete: Well, I've applied for a teaching job overseas. I guess I'll probably find out if I got the job or not next week.

Liz: You're more adventurous than Tom. I can't believe he's going to take a job right here in town. But it's a good job, I guess. And, of course, I would miss him if he went far away.

Pete: Yeah, I know. My mom doesn't want me to go far away, either. Oh, . . . wait a minute. I'm sorry. I think another friend of mine is leaving. Excuse me, Mrs. Morton, I need to say good-bye to him before he goes.

Liz: Oh, sure. It was great to meet you, Pete.

2.

Harry: Hey, Jim, great music. What group is it?

Jim: I don't know. It's the radio. Maybe they'll say after it's over.

Harry: Well, it's a good thing Sheryl isn't here, or she'd make me dance to it. You know she loves that old-fashioned dancing.

Jim: Yeah, I know, Meg is the same way.

Harry: Myself, I haven't danced since my wedding day. And I intend to keep it that way.

Jim: Yeah, I'm with you.

Harry: Although I do like this old-fashioned dance music. The bands back in those days could really play. Not like today. It's all image now, you know?

Jim: Oh, I don't know about that. It's just the styles change, that's all. I mean, a lot of those pop stars are actually pretty talented.

Harry: You really think so?

Jim: Sure. Actually, I've been listening to this music my grandson left on my computer last Thanksgiving. It's some of that, uh - what do you call it? That hip-hop music.

Harry: You what? You've gotta be kidding me.

Jim: No, no. A lot of it isn't bad! I mean, at least the lyrics are about something, you know?

Harry: Hmm. I don't know.

Jim: No, try it! You'll see! Wait, wait, I'll play it now.

Harry: I'd rather go out dancing. Anyway, I should get going. I'll call you later.

3.

Samantha: Mmm, Jenny . . . this is delicious. I love stuffed grape leaves.

Jenny: Yeah. Me, too. It all tastes delicious. Do you think they made all this themselves? Or did they have it catered?

Samantha: Oh, no. George is a great cook. Why would they cater it?

Jenny: Really?

Samantha: Oh, yeah.

Jenny: George cooks?

Samantha: You didn't know that? Lynn's always saying that's half the reason she married him!

Jenny: Well, that is a good reason. Is she ever lucky! I wish my husband liked to cook. He completely avoids anything that has to do with the kitchen.

Samantha: You know, my husband's talking about signing up for an Italian cooking class on Saturdays. I hope he does it.

Jenny: Oh. I wonder if I could convince my husband to do that. I'd sure love being the taste tester for his recipes.

Samantha: Exactly what I was thinking. Well, I'll let you know when the class starts.

Jenny: Great! Please do. In the meantime, I think I'll go mention it to him. Talk to you soon.

LESSON B, Ex. 5 [p. 42, CD 2 Tracks 4 and 5]

1. Nicole

Nicole: I got some incredible news over the weekend!

Man: Yeah? What happened, Nicole?

Nicole: Well, my sister is finally getting married.

Man: Really? Well, that is exciting! How long have they been seeing each other?

Nicole: Oh, I mean, it's been over four years since they met. My mother has always said that they would get married someday, but no one expected it to happen now. And you know what? The funny part is how it happened.

Man: Yeah?

Nicole: Yeah. OK, listen. My sister told me that they were eating at this fancy restaurant, and while they were reading over the menu, listening to some classical music . . .

Man: Ah . . . let me guess. He pulled out a ring and asked her to marry him.

Nicole: Actually, it was the other way around. She asked him! She said she got right down on one knee and proposed!

Man: Yeah?

Nicole: Yeah! And he was pretty surprised, I think. But of course, he immediately said, "Yes." They're planning a wedding for the fall.

Man: Well, that is great news. Yeah . . . and I'm sure they'll be very happy together.

Nicole: Yeah. Now I have to start thinking about the wedding. She asked me if I would be a bridesmaid. So, you know, I have to buy a dress, and then . . .

2. Tony

Woman: Why the long face, Tony?

Tony: Oh, I got some bad news today.

Woman: What happened?

Tony: Well, you know my job at the design studio?

Woman: Yes.

Tony: Well, . . .

Woman: Oh, no!

Tony: Oh, yes. Today, the boss called me into his office and told me they had to lay me off. That means as of April 30, I'm out of work.

Woman: Oh!

Tony: No more job.

Woman: Oh, Tony, I'm so sorry. You said you really liked working there, too.

Tony: Yeah, well, it's not all bad news. The boss told me there's still a small chance that the company would call me back in the summer if the work picked up. You never know what'll happen. They may need me then.

Woman: Oh. But this is so sudden, isn't it?

Tony: Well, not really. Two other employees had already been laid off, and I had a feeling I might be the next one in line. You know, I've only been working there 10 months, so I don't have any seniority. If they're going to lay people off, it's always going to be the newer employees first.

Woman: What are you going to do?

Tony: Like I said, I've still got a job until the end of the month. In the meantime, I plan to send out résumés and, if possible, go on some interviews . . .

years of debate, two experts from the Van Gogh Museum in Amsterdam finally authenticated the painting, stating that it is, indeed, a genuine van Gogh.

3.

Next we go to Mexico, where a hurricane pounded Cancún and nearby areas last night, leaving many people homeless. The strong winds and heavy rains made for horrible conditions. Floods and landslides destroyed homes and cars, especially in the beachfront areas. Rescue operations are particularly difficult because streets are blocked, in most cases, by mud. It's believed that some people are trapped inside their homes and cannot get out. Most people have left their homes and are now safely in temporary shelters. Mexican authorities predict that the disaster is going to have a huge impact on the tourist business in the area this year.

4.

And finally, a story for all you parents out there: How often do your kids push you to your limit, and what do you do about it? One tired and harassed mother from Illinois decided she'd had enough yesterday. Instead of yelling at her children, as she normally would, she decided to leave. She walked out the door and climbed a tree – the tree with her children's tree house in it, that is. She told her children she had decided to stay in their tree house until they started appreciating her more. She put a sign in front of the tree house that said, "On Strike – No cooking, cleaning, doctoring, banking, or driving until demands met!" The children tried to persuade her to come down, but were unsuccessful. Finally, one of them had the smart idea of baking their mother's favorite treat – brownies. Well, they must have smelled good because that did the trick. Mom agreed to come down and read the contract her children wrote promising not to fight, along with other promises of good behavior. That's it for now. We'll be back in an hour with more news.

6 WHAT'S THE REAL STORY?

LESSON A, Ex. 5 [p. 46, CD 2 Tracks 6 and 7]

1.

It's seven o'clock and time for the news. First, this just in from the World Health Organization, or WHO. WHO has reported that the global epidemic of tuberculosis, also known as TB, is not as widespread as it was in the past. However, although the number of cases of TB has been decreasing worldwide, this disease is still a problem. According to a recent study, about one-fourth of all known TB cases are untreatable because of new drug-resistant strains of the disease. The drugs previously used to treat TB are simply not working on those strains. WHO has been developing new drugs to combat the problem, and they have an international program to educate people about the dangers of TB.

2.

And now we have a report on a scandal involving famous nineteenth-century painter Vincent van Gogh and one of his most famous paintings, *Sunflowers*, completed in 1888. The painting was bought by a large multinational corporation for several million dollars in 1987. At that time, a scandal erupted in London over the authenticity of this painting, with many critics claiming that the painting was a forgery. After

LESSON B, Ex. 2 [p. 48, CD 2 Tracks 8 and 9]

1.

You see, my mother had this ring. It was kind of old. It had been given to her by her mother, my grandmother. It had been in our family for years. Anyway, my mother asked me to take it to the jeweler to get it repaired. She told me to be very careful with it.

Later that day, I dropped the ring off at the jeweler and ran off to do the rest of my errands. It was a busy day, and I was feeling really stressed. I went back to the jeweler just before they closed, paid for the ring, and raced home. Everything seemed fine.

But when I got home . . . I mean, I was sure I'd picked up my mother's ring at the jeweler, but then I couldn't find it when I got home. I checked all my pockets, but all I found was the receipt. The ring wasn't there. I looked *everywhere*! You can imagine how panicked I felt. Up until then, I had never lost anything important, so I didn't know what to do.

Just then, the phone rang. It was the jeweler. He was calling to say I had run out of the store in such a hurry that I'd forgotten to take the ring! The ring was still at the store. So the ring wasn't lost after all. What a relief!

2.

I had this big meeting at work that day. Really important. I had left for work a little earlier than usual. I always take the subway to work. So, I got to the subway station, and the train was right there. What luck, right? And I got on *just* as the doors closed.

Well, after a couple of minutes, I realized that my skirt had been caught in the subway doors. I couldn't pull it out! A woman standing next to me tried to help me, but we still couldn't get it out. By this time, I was *so* embarrassed. Other people were staring at me. And my skirt was really stuck.

Well, wouldn't you know it, the doors to the subway opened on the *other* side for the next six or seven stations. I had to miss my stop. I just stood there, with my skirt stuck in the door, unable to move. Finally, the doors opened on my side. I was able to leave the train. But now, I was really late.

When I got to work, my boss asked to speak to me. I knew he would never believe why I was late. I felt so stupid! Of course, later, we all laughed about it.

LESSON B, Ex. 4 [p. 50, CD 2 Tracks 10 and 11]

Host: Welcome back, everyone. We're talking to Hollywood star Dan Carville. Before the break, we were talking about your life, Dan, *before* you became a big star. I mean, you didn't just become a big star overnight. You struggled for *many* years.

Dan: You can say that again.

Host: Tell us a little about it.

Dan: Yeah, uh, OK. Well, I think I must have worked 20 or 30 different jobs.

Host: Really? That's a lot.

Dan: Well, in the beginning, I couldn't find steady work as an actor, so I had to do something to put food on the table. You have to eat, right?

Host: That's true. So, what kinds of jobs did you have?

Dan: A little bit of everything, I guess. I worked in a department store, as a taxi driver, and as a house painter, to name a few. I wasn't good at any of them. I think I ended up getting fired from most of those jobs.

Host: Oh, yeah? Come on, tell us a few stories.

Dan: Well, uh, this is so embarrassing, but OK . . . So, one time I was working as a salesperson for a big department store in Chicago – in the luggage department. It was *so* boring. I mean, we didn't have many customers during the day, and that's when I worked. Sometimes, when I got sleepy, I used to lie down behind the luggage racks and take a nap.

Host: Really? So, what happened?

Dan: Well, one day I got caught – by my boss. And he fired me on the spot. It was terrible. Then there was the time I decided to get a job painting houses. You know, you have to climb these high ladders to do the job, right? Well, it turned out that I was afraid of heights. The first time I climbed up a ladder, I got dizzy and fell and broke my wrist.

Host: No!

Dan: Yes! But the worst thing was that when I fell, I knocked a can of paint over and paint poured down all over my co-workers. So, naturally, I got fired again.

Host: Again? Really? So, do you have any other stories?

Dan: Well, you're not going to believe this, but I got hired as a cab driver. I drove a taxi, but that only lasted a few days.

Host: Did you get fired?

Dan: How did you guess? On my third day, I had an accident. Luckily, no one was hurt – my passenger was fine, and so was I. But my boss didn't think *he* was so lucky, and that was the end of my days as a driver.

Host: It seems you're a little accident-prone. It's a good thing you made it as an actor!

Dan: Yes, I guess you could say that.

Host: Thanks for sharing your stories with us, Dan. Coming up after the break, we'll talk with Dan about his latest movie, scheduled for release in September.

4-6 COMMUNICATION REVIEW

Ex. 3 [p. 53, CD 2 Tracks 12 and 13]

Good morning, everybody. Thank you for coming. I know that you're all busy studying for finals and finishing your projects. I hope coming here so early this morning hasn't been too stressful for you.

Today, I'll be talking about the causes of stress for college students. Then I have some suggestions for dealing with stress. We'll end with a short relaxation activity.

One cause of stress that I probably don't need to tell you about is not having enough money. Money issues affect so much of your life as a student. Do you buy a book that you need, or do you reward yourself for all your hard work by going out for a good meal? Now, this is a pretty obvious one. Some of you may, in fact, be dealing with this already by working part-time.

This leads me to another major cause of stress for students – trying to juggle going to classes, keeping up with coursework, studying for exams, *and* working. Some of us also try to fit in a social life.

There are, of course, other causes of stress for students. You may be studying too much. If you're a new student who is living away from home, you may be learning to live on your own and do things for yourself for the first time in your life. You may also be missing family and friends you left behind.

So, how do you handle stress? I've got a few suggestions. First, find a physical activity that you enjoy and make time for it. For example, playing tennis, going for a walk, swimming – anything that gets you moving. Secondly, organize your time and set reasonable goals that can be accomplished. Third, don't make unnecessary appointments or agree to impossible deadlines. Learn to say "No." Number four, make time to relax. Create opportunities when you can relax your entire mind and body. Time to just chill out. Five, eat breakfast. And try to space your meals evenly throughout the day. And don't drink too much coffee. Finally, learn to develop a sense of humor about yourself and your problems.

Now, we're going to try that relaxation activity . . .

7 THE INFORMATION AGE

LESSON A, Ex. 4 [p. 55, CD 2 Tracks 14 and 15]

Host: Welcome to “Share Your Opinion,” the part of our show where members of the studio audience can speak their minds. Today’s topic is social networking. How about you, sir? Would you like to start us off?

Michael: Sure!

Host: Great! You can start by telling us your name . . .

Michael: It’s Michael.

Host: OK, Michael. What’s your opinion about social networking?

Michael: Well, I’ve found social networking to be incredibly useful when it comes to getting advice. When I’m not sure of myself about, say, changing jobs or maybe moving to a different place, I get lots of great advice on social networking sites – from friends and even experts.

Host: It’s useful, no doubt. But does social networking have a downside, in your opinion?

Michael: Yeah, I wish people wouldn’t log in to social networking sites so much at work. I think too many people are doing that at my office, and they’re ignoring their work. Not enough work is getting done, if you ask me.

Host: Yes, I see what you mean. I guess you’d say they’re taking company time. Thanks, Michael. And what’s your name, miss?

Lisa: Lisa. It’s Lisa.

Host: You’ll need to speak up a little, Lisa.

Lisa: I’m sorry. Is this better?

Host: Yes, that’s just fine. Now, what are *your* views on social networking?

Lisa: I think that, for some people, it’s easier to make friends on social networking sites than it is in person. I mean, shy people or people who don’t have the best social skills, like me. I’ve never had more than a couple of friends at a time in my life – away from the Internet, that is.

Host: I see. And how about on social networking sites?

Lisa: Right now I have over 50 friends there! It’s an awesome way to make friends. But, of course, I mean that mainly for adults. It’s not really great for children.

Host: What do you mean?

Lisa: As I understand it, psychologists think young children who spend too much time on social networking websites and, umm, neglect their “real world” relationships can develop social problems. I mean, well, they might have problems interacting with people *offline*.

Host: That is certainly something to keep in mind. We have time for one more person. How about you, young man? What’s your name?

Daniel: It’s Daniel.

Host: What’s *your* point of view on online social networking?

Daniel: For me, it’s all about the creativity. Social networking sites give me a chance to express myself. I love to share links to podcasts and blogs. I’m also into photography, and I’m always sharing great shots with my friends. I make and share cool videos, too. I really like hearing people’s opinions about the things I create.

Host: So, you’re very positive about it.

Daniel: Yes, but at the same time, I’m careful with it. For example, I never post anything that’s rude or might give people a negative impression of me. You see, if I’m lucky, I’m going to be interviewed by a big advertising firm next month, and I don’t want to hurt my chances of getting the job. And companies are checking social networking sites more often these days. You know, when hiring decisions are being made.

Host: That’s very true. Thank you, Daniel, for sharing your views with us.

LESSON B, Ex. 5 [p. 60, CD 2 Tracks 16 and 17]

Host: Sports and weather are coming up. But first, here’s *Health Watch*, with our medical specialist, Dr. Linda Byrne. Dr. Byrne, there’s no question that technological advances in recent decades have made our lives easier, but all this technology has its downside as well, doesn’t it?

Dr. Byrne: That’s right, Peter – especially for those suffering with syndromes caused by the stress of our high-tech lifestyles.

Host: And these syndromes, as you call them – they’re a relatively recent development, aren’t they?

Dr. Byrne: Definitely. Such syndromes were nearly unheard of in the early 1990s, before the explosive growth of the Internet and the high-tech industry, and the widespread use of computers, cell phones, and other mobile devices. Since then, however, various technology-related stress syndromes have been identified. They’re really quite common now, and people of all ages are suffering from them. It’s really important to get the word out so that people can avoid these problems in the first place.

Host: Could you give us some examples?

Dr. Byrne: Well, one of these syndromes is *texter’s thumb*. We’re talking about an injury of the thumb caused by too much texting over a long period of time. The base of the thumb becomes painful. It hurts to use the thumb for texting, and it may also ache when you’re not doing anything with it. My advice is to use other fingers, not the thumb, to type in text messages. I also recommend sending fewer and shorter text messages.

Host: That’s great advice. I’d never heard of *texter’s thumb* before.

Dr. Byrne: Yes, that's one of the most recent of these syndromes. Another is the well-known carpal tunnel syndrome – a very painful condition of the hands and arms caused by the overuse of keyboards and mice. My advice would be to follow a regimen of stretching and strengthening exercises – under the direction and care of a trained physical therapist, of course. That has brought good results in many cases.

Host: So, the syndromes are usually physical?

Dr. Byrne: There can also be psychological problems. Take, for instance, a third syndrome we informally call “gadget addiction.” It applies to people who use electronics all day long, nonstop. These people have a deep sense of loneliness whenever they put down their cell phones or log off the Internet. In such cases, I recommend seeing a professional therapist, ideally one who has experience treating gadget addiction. I also advise learning to disconnect from the wired world. Leave technology behind for a few hours. Take up a new hobby or go for a bike ride with friends – just be sure to leave all the gadgets alone.

Host: Thanks, Dr. Byrne. And for more information, go to our website and click on our *Health Watch* link. And then turn off the computer!

8 PUTTING THE MIND TO WORK

LESSON A, Ex. 5 [p. 64, CD 2 Tracks 18 and 19]

1. Samira

Well, um, I guess I'd have to say that creativity is essential to my work. I'm an architect, and the creative part is looking at old things and trying to make them look new. What I mean is we recycle a lot of ideas and then adapt them to fit our needs. And, of course, we have to stay on top of new trends. We have to know all about new building styles and efficient ways to use energy – you know, uh, the kinds of things that homeowners worry about. No one wants a house that isn't heated or cooled efficiently, or one that looks outdated. And we work long hours. But I have to say, the job's pretty interesting. You never know what to expect next!

2. Alex

Well, I run my own small business. I think all business owners, especially small business owners, have to be pretty creative. I mean, we have to do everything. I do the work, answer the phones, take care of the accounts, whatever. And you know, there are so many potential problems, and there's no one else to turn to. I mean, I can't just ask my boss for help. I *am* the boss! The hardest part is figuring out how to identify your customers. Who are they? Where are they? How can you get to them? You also need to think creatively about the competition. How can you make your business services more attractive than what the competition has to offer? Well, it's certainly challenging, and I think it requires a lot of creativity.

3. Naomi

I'm an interior designer, so what I do is go into people's homes and create a suitable environment for them. You know – my clients – they don't know what they want, so I have to look at their homes and help them decide what would look best.

Not every idea works in every home. You have to match the appropriate idea with the right place. So, after I come up with an idea, I present it to my client. Sometimes they don't like my first idea, and boy, that can be frustrating. You have to start all over again. So I need creativity to both come up with the ideas *and* to communicate them. Creativity also comes in handy when I want to convince a client that my idea is the best one. I don't always succeed, but I do manage to get my way a lot of the time.

LESSON B, Ex. 5 [p. 68, CD 2 Track 20]

1. Bill Bowerman

Great ideas often begin with a passion. Bill Bowerman was a college track-and-field coach, and his passion was running. One of his ideas was this: The lighter the shoe, the faster a runner could go. He was so convinced that lighter shoes were key to speed that he decided to make shoes that were lighter than what was available. In the late 1950s, he approached established footwear companies with his ideas, but they weren't interested. Nonetheless, Bowerman wouldn't give up and continued making and refining shoes for his runners. One of those runners was Phil Knight. After graduating, Knight found a company that would produce Bowerman's shoe designs. In 1964, Bowerman and Knight formed their own company, and in 1972, the two started the Nike brand of running shoes.

2. Fred Smith

Sometimes good ideas grow out of frustration. When Fred Smith was a student at Yale University, he had some paperwork that he needed to have delivered across the country the next day. Smith was amazed to find out that overnight delivery was impossible. Why couldn't there be a reliable overnight mail delivery service? He decided to design one, and then he turned his design into a class project. His business professor gave him only a C for his efforts. However, Smith was not through. He refined the ideas in that class project and eventually turned them into one of the first and most successful overnight mail services in the world – FedEx.

9 GENERALLY SPEAKING

LESSON A, Ex. 6 [p. 72, CD 3 Tracks 2 and 3]

1. Yoshiko

In some ways, small ways, I'm just a typical Japanese teenager. I go to high school five days a week, just like everyone else. I have interests similar to most of my friends. A bunch of us joined the sports club at school. Right now, it's our volleyball season. When the weather gets nicer, we'll start track. And, oh, I love hip-hop music. It drives my parents crazy!

There's one big way I'm different, though. I spent almost six years living outside Japan. My father's company transferred him overseas – to Mexico – and of course we went with him. Fitting in to a foreign culture was really tough at first, but I guess I'm lucky in a way. I learned to speak Spanish fluently, and I made a lot of good friends there. We still email each other almost every day. So you can see that I'm really quite a bit different from my classmates!

2. Diego

I don't know. My life is pretty typical, I think. I head off to school at seven in the morning, and school finishes early afternoon. After school, I usually study or play sports. On weekends, I like to get together with my friends. We usually hang out in one of the shopping malls. Everyone just shows up there on Saturdays and Sundays. It's a lot of fun . . . most of the time.

I think one way I'm kind of different is that I like to do my own thing sometimes. I don't always want to hang out with the group, you know? My friends *always* want me to hang out with them, but I don't always listen to what they say. I guess you could say that I think for myself. Sometimes it makes my friends upset, but too bad – that's just the way I am. But really, overall, I think I'm pretty typical for my age.

3. Suzanne

I guess I worry about the same things other kids my age do . . . you know, grades, and getting along with my parents, and stuff like that. I guess I'm doing OK in school, but I have to study really hard. I just want to make sure that my grades are good enough so I can get into a decent university. I'm pretty much like everyone else. I go to classes, attend club meetings after school, and then do my homework at night. Weekends are great because I get to sleep late. And, uh, oh yeah, I'm also a member of the orchestra at school. I play the violin.

My school is a little different from most schools in the U.S., though. We study all the core subjects, like most other students. In the morning, science, math, English, history – the usual stuff. But *unlike* most schools, we study things like music, dance, and art in the afternoon. See, I go to a special school for the arts. A lot of us have dreams of becoming dancers or singers someday. That's why we spend so much time learning the arts. So, yeah, I guess my life is pretty different from most kids my age.

LESSON B, Ex. 5 [p. 76, CD 3 Tracks 4 and 5]

1. Dominique

I used to see something I liked and I would just buy it. But now, I'm saving for my future. I mean, someday I want to own my own home. Anyway, I find making expensive purchases quite difficult. Probably because now I don't want to make a mistake and get stuck, especially for something that costs a lot of money, like a car. So, when I bought my car, I knew I just couldn't go to a used car lot and choose one! No impulse buys for me! I needed a lot of time to think it over and consider the options. So, first, I read consumer magazines and did research online to see how the cars were rated. I wanted to know the average prices and safety records of different cars. I mean, you never know. And once I decided which one I liked, I read the classified ads until I found someone who was selling one used. I suppose you could say that my approach takes a lot of time, but once I make up my mind, I feel secure in my decisions. It's so different from the way I used to be.

2. Carla

I'm in charge of hiring new staff for my department at work. Recently, I had to hire someone for a pretty important position in the company. Now, I had it narrowed down pretty quickly to two people, Tony and Max. It was a little harder after that because they had very similar résumés. And they were both really impressive during the interview.

Now, I have to admit that I hate to waste time making decisions. So here's what I did. First, I wrote down a few important questions and called each person right away to talk to them one last time. Then I hung up the phone, looked at the clock, and gave myself five minutes to decide. It didn't even take me that long. Tony had said he would work for less money than we were offering, so I hired Max. I didn't want to hire someone who was willing to settle for less.

The way I see it, you just have to go with your instincts – that is, you do what you think is best and then just hope that it works out. I mean, we all get strong feelings about things, and usually, those feelings are right. The important thing is to act quickly! I've been pretty lucky so far. The people I've hired have all worked out – no major problems yet.

3. Wayne

Now I know why I never used to get anything done. I used to try and make important decisions all by myself, but I would just get really confused. It was like the more I thought about something and considered all the options, the more frustrated I got. I could sit and analyze something forever. My friends say that I can always see both sides of everything, which makes it hard to decide on anything! You can imagine how irritated my friends must have been with me. I finally got tired of never accomplishing anything. Now, when I have to make an important decision, I talk to a lot of people and get their input.

When I was deciding where to spend my winter vacation last year, I asked everyone for their opinion. Basically what I did was pose this question: "Where would you go in December if you had three weeks?" I listened to all the answers and then made my decision. And then, after that, I searched on the Internet for the best price. You might think I'm strange, but it worked. Based on everyone's advice, I went to Miami. I had an amazing vacation and I got a great deal, too!

7-9 COMMUNICATION REVIEW

Ex. 3 [p. 79, CD 3 Tracks 6 and 7]

Tony: Hello?

Annie: Hi, Tony.

Tony: Hi, Annie!

Annie: So, how was the first day of work at the advertising agency?

Tony: Actually, it was really interesting.

Annie: Really? What happened?

Tony: Well, our agency was just hired by a new client. It's a cell phone company, and they want to change their whole image. It's a huge project, so my boss is putting together a team of people to work on the project. The first thing we did was a test to see what sort of team role we're best at.

Annie: I guess your boss needs a lot of creative people for the project, people who are really innovative.

Tony: Well, not only creative people. Apparently, the most effective teams are a mixture of five different personality types. They call them STEAM teams.

Annie: Really? *Steam* like S-T-E-A-M? What are the five types? What does STEAM stand for?

Tony: Well, as you said, he needs creative people. You know, somebody who's able to solve problems creatively. That person is called the Solver, which is the S in STEAM.

Annie: Right.

Tony: Then you need a Team Manager. Somebody good at organizing everybody, and very patient. It's not the most exciting role, but it's very important. The Team Manager is the T.

Annie: I see.

Tony: Then you need somebody really resourceful and willing to explore all the possible alternatives. That's the E – the Explorer.

Annie: OK, what does the A stand for?

Tony: The Analyst. That's someone really good at analyzing situations and who is also very disciplined.

Annie: And the M?

Tony: The Motivator. That's someone really enthusiastic and passionate, someone who motivates the rest of the team; someone really energetic.

Annie: So, which one are you?

Tony: Guess. You know me.

Annie: No, I don't want to guess.

Tony: Come on. Guess.

Annie: OK. Well, I think you're very responsible and sensible. You're very calm. I think you're probably a Team Manager. Am I right?

Tony: No. I'm a Motivator. Anyway, I'll tell you more later. I've got to go right now and . . .

Man: So what did you do?

Jane: Well, after about 15 minutes, I got dressed and went up there and asked them to be quiet. I was so mad. But they said they were sorry and that they hadn't realized I'd been able to hear them. I told them it was OK, but then of course, after that, I couldn't go back to sleep.

Man: Oh, don't you hate it when that happens? You can't fall asleep, and then before you know it, it's morning and the alarm clock is going off.

2. Kyle

Woman: Hey, Kyle! So, how was the movie?

Kyle: Well, I didn't really enjoy it very much.

Woman: Why? That film got great reviews. It's really popular.

Kyle: Oh, the movie was fine. I just got irritated by the people sitting in front of me.

Woman: What happened?

Kyle: Well, first, they came in late. It took them a while to get into their seats. All this was happening right during an exciting part of the movie. And then they started talking.

Woman: Oh, I hate when that happens!

Kyle: There were two of them: a man and a woman. The man had seen the movie before. And get this – he was telling the woman the entire story. Like they were the only two people in the theater!

Woman: Did you do anything about it?

Kyle: Well, no. But another person asked them to be quiet.

Woman: Did that work?

Kyle: No. They just started arguing! Their voices were getting louder and louder. One guy was saying, "You shouldn't talk during the movie," and the other guy was saying, "I paid my money, and you can't tell me what to do!"

Woman: So, what finally happened?

Kyle: Well, I went and found the usher because it was getting out of hand. Everyone quieted down eventually, but it was too late. They had already ruined the movie for me.

10 THE ART OF COMPLAINING

LESSON A, Ex. 2 [p. 80, CD 3 Tracks 8 and 9]

1. Jane

Man: Hi, Jane. . . . Say, are you OK? You're looking a bit tired.

Jane: Oh, I am. It's my neighbors.

Man: Oh, so they're acting up again, huh?

Jane: Yep. Unfortunately, they are.

Man: What is it this time? Loud music again?

Jane: Well, not exactly. You've been to my apartment, right?

Man: Yeah. I've been there once. It's a nice place.

Jane: Well, thank you. So you remember I live on the top floor, right? Well, last night, around midnight, my neighbors decided to go up on the roof!

Man: The roof? What for?

Jane: Apparently, they had this guy in from out of town, and they wanted to show him the view! Can you believe it? I'm fast asleep, and all of a sudden I hear "stomp, stomp, stomp!" They're walking around on the roof. It sounded like my ceiling was going to fall in.

LESSON B, Ex. 2 [p. 84, CD 3 Tracks 10 and 11]

Phone: Hello. Thank you for calling the Dial Rite Pharmacy's automated phone message system. Please listen carefully to our menu options: If you are calling from a physicians' office, say, "Physician." If you need to speak to someone at the pharmacy, say, "Pharmacist." If you are calling to refill a prescription and know your prescription number, say, "Refill." If you wish to hear these options repeated, say, "Repeat."

Gabriel: Refill.

Phone: Using our automated voice-recognition system, please say your prescription number, which is located in the upper right-hand corner in the pink shaded area.

Gabriel: 0422708837.

Phone: I heard 0-4-2-2-7-0-8-8-3-7. If this is correct, please say, "Yes."

Gabriel: Yes.

Phone: Now say the phone number where you can be reached in case the pharmacist has a question.

Gabriel: 333-555-5123.

Phone: I heard 3-3-3-5-5-5-1-2-3. If this is correct, please say, "Yes."

Gabriel: Yes.

Phone: Your refillable prescription will be ready by 8:15 A.M. If you would like to pick it up then, say, "Yes." If you would like to pick it up later, please say, "Later."

Gabriel: Later.

Phone: What time would you like to pick up your prescription?

Gabriel: Uh, nine?

Phone: I'm sorry. I can't understand you.

Gabriel: I said, "Nine."

Phone: I'm sorry. I can't understand you.

Gabriel: Nine, nine, nine!

Phone: I'm sorry. I can't understand you. Please call again later. Thank you for calling the Dial Rite Pharmacy. Good-bye.

Gabriel: Argh!

LESSON B, Ex. 4 [p. 94, CD 3 Tracks 13 and 14]

Andy: We're back on the street for the "Ask the People" portion of our show. Today our question is: "What values do you think are the most important, and why?" Now, I just have to find some people who are willing to talk to me. . . . Excuse me, sir?

Man: Yes?

Andy: My name is Andy Simmons. I'm a reporter for WQZ, and we're on the air. Do you have a moment to talk with us?

Man: Well, uh, I'm on my way to work.

Andy: This should just take a moment.

Man: Well, OK. But make it fast.

Andy: OK. We're asking people what they think are the most important values in today's society and why.

Man: Hmm . . . that's a tough one. I guess I think it's important to listen to your parents. Kids these days . . . my kids *never* listen to anything I say.

Andy: Ah-ha. So you think it's important to respect your parents.

Man: That's right. Sorry, I've got to go. Bye.

Andy: Good-bye. Boy, was he in a hurry! Miss. Excuse me, miss? Hello?

Woman 1: Hmm? Yes?

Andy: Do you have a second? I'm Andy Simmons from WQZ. I'm doing a radio show . . .

Woman 1: Uh-huh?

Andy: Well, um, . . . we're asking people on the street what values they think are important and why.

Woman 1: I'm sorry, I don't really have much time . . .

Andy: It'll just take a second.

Woman 1: OK, then. I don't know. I guess that honesty is important. You know what they say: Honesty is the best policy.

Andy: OK. That's interesting.

Woman 1: Well, I mean, you're just going to get in trouble if you're not honest. At least that's been *my* experience.

Andy: I see.

Woman 1: Listen. I have to go.

Andy: Thanks. Let's see if I can find one more person . . . Oops!

Woman 2: Ouch!

Andy: I'm sorry. I didn't see you standing there behind me. Are you OK?

Woman 2: No! You stepped on my toes! What are you doing standing here, anyway?

Andy: Well, actually, I'm interviewing people. I'm Andy Simmons from WQZ.

Woman 2: What's that?

11 VALUES

LESSON A, Ex. 2 [p. 88, CD 3 Track 12]

1. Aaron

I was with my son at the supermarket – he was about eight years old at the time – and he found a wallet on the floor. Inside it was a hundred-dollar bill! A hundred dollars! He picked it up and got all excited. In fact, neither of us could really believe it. He started talking about all the things he would buy. Right away, I told him that we couldn't keep it. He seemed disappointed at first. We started asking people if they had lost anything. After asking around for a while, we hadn't found anyone, and I was beginning to think we'd asked everyone.

But then, as we were walking to the front of the store, I noticed a man – actually, my son noticed him – pacing back and forth, shaking his head, and muttering something. I thought it was probably *his* wallet, so we asked him, and it was. My son felt better when he saw how relieved the man was about getting his money back. That was our good deed for the day, and the man gave my son 10 dollars as a reward for returning the wallet.

2. Leanne

I was on a train from Washington, D.C., to New York last month when I found a book lying under my seat. It was just a little book, not an expensive one. It was probably only worth a few dollars. Well, I really wanted to read it. It was pretty interesting, and by the end of the trip, I was still reading it, so I decided to keep it. I took it home and finished it.

Now, every time I see it on my bookshelf, I wonder if I should have taken it or not. I mean, do you think I should have given it to the train conductor? Who knows? Like I said, it wasn't a very expensive book, so I didn't really feel guilty about taking it.

Andy: I'm Andy Simmons. From the radio station WQZ. I'm doing on-the-street interviews.

Woman 2: Oh. OK.

Andy: We're asking people about values. What values do you think are most important in today's society?

Woman 2: Privacy. I'd have to say privacy. I think people need to respect each other's privacy. Like right now. You really need to leave me alone. Ha!

Andy: Uh, . . . oh, . . . well, . . . um, sorry. Uh, folks, that's all the time we have today for our show. Today's question was: "What values do you think are important in today's society, and why?" After this experience, I'd have to say one thing we all need to work on is being kinder. Especially to news reporters. This sure is a tough job. This is Andy Simmons of WQZ radio signing off until next time.

12 MOVING AROUND

LESSON A, Ex. 5 [p. 98, CD 3 Tracks 15 and 16]

1. Andrew

When I was in college, I spent a semester studying in London. And even though we speak the same language, English people and people from the U.S. are very different. I guess I felt that people from the U.S. have a . . . a bad reputation. Some people think we're loud, and that we speak our minds too much. So I tried to listen a bit more and not be so assertive, if that makes sense. I wanted to make a good impression. I suppose I shouldn't have worried about it, but I did. And, you know, I think it worked somehow.

I loved the lifestyle in London. During my free time, I had a lot of fun playing soccer with my British friends – of course they call it football over there. And I really loved the old buildings. I mean, they're really old. We don't have anything that old in the U.S., so that part was pretty amazing! Another thing was TV. The British have a different sense of humor . . . very dry. I really like it. Their comedy shows are really funny!

I'd have to say my experience was a positive one overall, except for the rainy weather, of course. I had trouble getting used to that.

2. Rachel

I lived in Madrid for a whole year. And I have to be honest and say that at first, well, I wasn't very happy. You see, I was homesick. I missed my family, and I just wanted to go home. Part of the problem was my Spanish. I couldn't communicate very well.

But I love to eat! And that's what really saved me. I tried tapas, those small plates of food with bite-sized portions that they serve in places all over the city. There were so many kinds! Fried squid, sausages, olives, all kinds of meat and seafood in sauces . . . Oh! It makes me hungry just thinking about it! And of course, tapas are meant to be shared with other people, so it's really fun. I made some Spanish friends, and we'd go out for tapas all the time. So, I got to eat a lot of delicious food, and, of course, my Spanish improved dramatically as well. But there was one thing that was difficult to adjust to, and that was that dinner was always served at a late hour. I wasn't used to eating at eleven o'clock at night!

3. Layla

I came to the U.S. from the Middle East. My family opened up a restaurant here. At first, I found it difficult. Everything seemed so different. Just using public transportation, for example, or going to a doctor, was so different. I was pretty overwhelmed. And I guess because I wasn't feeling comfortable, I tended to make friends only with people from my country. I felt like I was living in a bubble, separated from the rest of the people all around me. But once I started feeling more confident about my English, I started meeting local people. I found them very friendly and open, and it turned out to be very easy to make friends.

But there was one thing about people from the U.S. that bothered me at first. I found it hard to get used to the way they talked so much about themselves. It took me a long time to understand that *you* were supposed to talk about *yourself*, too, because that is how people get to know one another. It's still hard for me to talk a lot about myself, but I'm getting better at it.

LESSON B, Ex. 2 [p. 100, CD 3 Tracks 17 and 18]

1. Cindy

You'll probably be surprised to hear what *I* did! I was on a business trip. The flight was a long one, and when I arrived at my destination, I was eager to get my bags and get to my hotel to relax. Well, you know, they always tell you to be careful to get the right bag, but I was in a hurry. You can guess what happened: My black suitcase looked just like every other one, so I picked up someone else's. I didn't realize my mistake until I got to the hotel. Well, I immediately called the airport, and fortunately, it all worked out. I had to go back to the airport, though, to pick up my suitcase and return the other one. And of course, I also had to apologize. If only I'd checked the name tag more carefully! It's funny, this sort of thing almost never happens to me when I travel.

2. Scott

This is kind of a funny story. I was in Panama City and had a layover between flights. I'd arrived at about 6:00 P.M., and my flight out wasn't until about 8:30. Well, my flight was delayed . . . and delayed. It got really crowded at the departure gate. I was getting tired, and there were so many people around – I hate crowds – so I went to sit away from the departure gate to escape the crowds. I was reading and feeling drowsy. I wish I'd slept on the flight to Panama. Anyway, the next thing I know, I wake up and there's no one around! The crowd is *gone*! I'd fallen asleep and *missed my flight*! They must have made lots of announcements, and I missed them all! Boy, did I feel stupid. I had to stay in Panama City overnight and catch a flight out the next morning.

10-12 COMMUNICATION REVIEW

Ex. 3 [p. 105, CD 3 Tracks 19 and 20]

Trainer: It's great to see all of you. Welcome to the training workshop. This time next week, you'll be dealing with real customers. Working at the airport information desk is a great job, but it can be a tough job. You need to know all about the airport, the airlines, and the facilities. You also need to be sensitive, *and* you need to be resilient because people who are traveling are often very tired and can be difficult. So, let's go through a few "what-if" situations and find out what you'd do.

OK, customer number 1 walks up to the desk and says that he missed his flight and there isn't another flight until tomorrow night. What would you do? Sammy?

Sammy: I'd offer to call the airport hotel and make a reservation for him. I'd also check whether he had a frequent flyer number or was entitled to any special deals or discounts.

Trainer: Fine. Luckily, customer number 1 is reasonable. I'm afraid we can't say that about customer number 2. Customer number 2 has missed his connecting flight. He gets agitated and blames the airport. He says he never would have missed the flight if the airport weren't so big and confusing. What would you do in that case? Andrea?

Andrea: Well, I'd explain that there is an interactive map on the website so people can plan everything before they arrive at the airport. I'd say that we advise people to allow plenty of time between connecting flights. I'd tell him that if he'd left a little more time, he wouldn't have missed his flight. And I'd probably say that the information desk attendants are ready and willing to help passengers find their way and tell him he should have asked them for directions.

Trainer: Hmm. That might not work. You might need to show a little more compassion. We'll try this one again in a role play. Before we do that, though, we've got customer number 3. Customer number 3 comes up to the desk. She is angry because her flight has been delayed by bad weather. She's sure that by the time she gets to the meeting she is on her way to, they'll have been discussing the issues for an hour and all the key decisions will have been made. What are you going to do about it? Ricardo?

Ricardo: I'd explain to her that it's a shame that her flight is delayed, but that, really, the weather is nobody's fault.

Trainer: That is true, but it usually isn't a very popular response. In fact, it usually infuriates people. Does anyone else have an idea? Hannah?

Hannah: Well, I'd probably say I know what she means. It's so frustrating. Depending on which airline she's flying with, I'd try to get her into one of the business lounges. That's if she hadn't already been directed there by the airline. She could get a bite to eat and something to drink, use the Wi-Fi, or just relax for a while in peace and quiet. That should improve her mood.

Trainer: Nice one. OK, let's try some of these role plays . . .

Workbook ANSWER KEY

1 FRIENDS AND FAMILY

LESSON A • What kind of person are you?

1 Grammar

- a. 1 c. 1 e. 1 g. 1 i. 1 k. 1, 2
b. 1 d. 1, 2 f. 1 h. 1, 2 j. 1, 2 l. 1

2 Grammar

1. Sam can't stand having / to have nothing to do.
2. Vic and Joon avoid going to school parties.
3. Leo prefers visiting / to visit his parents on Sundays / the weekends.
4. Ivy is into learning new languages.
5. Sue is worried about going rock climbing.
6. Celia enjoys reading to kids / volunteering as a storyteller.

3 Grammar

Answers will vary.

4 Vocabulary

- A** 1. b 4. f 7. h
2. a 5. c 8. i
3. e 6. d 9. g

B Answers will vary.

5 Writing

- A** 1. My mother is very adventurous.
2. My friend John always says what is on his mind.
- B** Answers will vary.

LESSON B • Every family is different.

1 Grammar

I love my family so much, and I really get along with everyone – my parents and my four brothers and sisters. However, sometimes they drive me crazy. There are both good and bad things about coming from a large family. One of the best things about coming from a large family is that I always have someone to talk to. Unfortunately, one of the disadvantages is that I never have any privacy. And of course, the trouble with not having any privacy is that I never have any space I can call my own. Our house is big, but sometimes not big enough!

2 Grammar

1. The best thing about being the youngest is that I'm the center of attention.
2. The disadvantage of having a lot of kids is that I can't give each of them the individual attention they want.
3. The problem with living with my father-in-law is that we disagree about everything.
4. The worst thing about having two younger sisters is that they always want to know all about my personal life.
5. The trouble with having an identical twin is that no one can ever tell us apart.

3 Grammar

Answers will vary.

4 Vocabulary

1. False 3. True 5. False 7. True 9. False
2. True 4. False 6. True 8. True 10. True

5 Reading

- A** 1. c 2. b 3. a

- B** 1. True
2. False; When only children grow up, they are just as sociable as children with siblings.
3. False; Only children score better on tests, but so do first-born children and those with one sibling.
4. True

2 MISTAKES AND MYSTERIES

LESSON A • Life lessons

1 Vocabulary

- | | |
|---------------|------------------------|
| 1. caused | 5. ignored |
| 2. aggravated | 6. deal with / solve |
| 3. solve | 7. identify |
| 4. ran into | 8. avoids / deals with |

2 Grammar

- | | |
|-------------------|--------------------------|
| 1. had to | 4. shouldn't have bought |
| 2. needed to | 5. was supposed to |
| 3. didn't have to | 6. was supposed to |

3 Grammar

- | | |
|--------------------|-------------------|
| 1. was supposed to | 4. had to |
| 2. didn't have to | 5. shouldn't have |
| 3. should have | 6. needed to |

4 Grammar

Possible answers

1. I should have made a left turn instead of a right turn.
2. I was supposed to hand in a research paper today.
3. I needed to pick up a friend from the airport.
4. I shouldn't have eaten a big lunch.

5 Writing

Answers will vary.

LESSON B • I can't explain it!

1 Grammar

1. C; Some people are certain the boats and airplanes that have disappeared in the Bermuda Triangle must have vanished due to human error.
2. C; Others believe the boats and airplanes that disappeared in the Bermuda Triangle could have been affected by supernatural forces.
3. O; The people who vanished should have planned their route more carefully to avoid entering the Bermuda Triangle.
4. C; Experts say the people who got lost in the Bermuda Triangle must not have been prepared for strong water currents and changing weather patterns.
5. O; While many people have successfully navigated through the Bermuda Triangle, there are others who shouldn't have tried, as they are now missing.

2 Grammar

1. should watch
2. shouldn't have gone
3. might have been tampered
4. could have caused
5. could have been kidnapped
6. must have been

3 Grammar

Answers will vary.

4 Vocabulary

Answers will vary.

5 Reading

- A**
1. They went on vacation in 1979.
 2. Two police officers gave the couple directions.
- B** 5, 6

3 EXPLORING NEW CITIES

LESSON A • Popular destinations

1 Grammar

Greetings from Maine, where the water is too cold for us to go swimming, but the scenery is beautiful. We're having a great time, and we've enjoyed every place that we've visited. This week we're in Bar Harbor, which is a lovely island town. The place is absolutely full of tourists! Tonight we're going for a ride on a boat that will take us to one of the nearby islands. Our friend James, who lives here, has already taken us hiking and to the Bar Harbor Music Festival. It's been fun! That's it for now. We miss you.

2 Grammar

- Many tourists enjoy seeing the Kuala Lumpur skyline in Malaysia, which includes some of the tallest skyscrapers in the world.
- People visit Washington, D.C., in the spring, when they can see the cherry trees in bloom.
- The cherry trees in Washington, D.C., which were a gift from the Japanese government to the U.S., are admired by everyone.
- Thousands of years ago, people in Mexico began to grow corn, which continues to be a very important food in Mexico today.
- The tortilla, which is a thin, flat bread, is typically eaten in Mexico.

3 Vocabulary

- | | |
|--------------------------|-----------------|
| 1. transportation system | 5. climate |
| 2. cuisines | 6. landmarks |
| 3. cost of living | 7. green spaces |
| 4. nightlife | |

4 Grammar

Answers will vary.

5 Writing

A Main idea: a wonderful night market

Supporting ideas: reasonable prices, fruits and spices, clothing, handicrafts, jewelry

- The night market in Chiang Mai, Thailand.
- Chiang Mai is a city in northern Thailand that has a wonderful night market.
- I love spicy Thai food.

C Answers will vary.

LESSON B • My kind of town

1 Grammar

- Salvador is a charming coastal city with fascinating buildings.
- Prague is a quaint old European city with a lovely castle.
- Taipei is a lively modern city with huge skyscrapers.
- Singapore is a dynamic port city with trendy shopping malls.
- Chicago is a large modern industrial city with a beautiful lakeshore.
- Orlando is an exciting tourist destination with world-famous theme parks.

2 Vocabulary

- | | | | |
|------------|-----------|------------|-------------|
| 1. rural | 3. Port | 5. coastal | 7. mountain |
| 2. college | 4. border | 6. tourist | |

3 Grammar

- In spite of the well-lit streets, it's best to be careful at night. / It's best to be careful at night in spite of the well-lit streets.
- Despite the crime problem, it's still a wonderful place to visit. / It's still a wonderful place to visit despite the crime problem.
- Although the shopping malls are crowded, people aren't buying much. / People aren't buying much, although the shopping malls are crowded.
- Even though it snows a lot, I still like living here. / I still like living here, even though it snows a lot.
- My city is on the ocean. However, the water here is too polluted for people to go swimming.
- The city center is very picturesque. Nevertheless, there's not much to do.
- There's a lot to do here at night. On the other hand, it's a very noisy neighborhood.

4 Grammar

Answers will vary.

5 Reading

- | | | | |
|---|-------------------|--------------------------|------|
| A | 1. carpooling | 3. public transportation | |
| | 2. auto emissions | 4. a landfill | |
| B | 1. 1 & 2 | 3. 1 | 5. 1 |
| | 2. 2 | 4. 1 & 2 | 6. 2 |

4 EARLY BIRDS AND NIGHT OWLS

LESSON A • It's about time!

1 Grammar

1. After classes are over for the day, I often go out with my friends. / I often go out with my friends after classes are over for the day.
2. Ever since I lost my watch, I've been late for all my appointments. / I've been late for all my appointments ever since I lost my watch.
3. As soon as you start to feel stressed, you should relax and count to 10. / You should relax and count to 10 as soon as you start to feel stressed.
4. Right before going for a run, I stretch for at least 15 minutes. / Right before I go for a run, I stretch for at least 15 minutes. / I stretch for at least 15 minutes right before going for a run. / I stretch for at least 15 minutes right before I go for a run.
5. She shouldn't listen to music while studying for a big test. / She shouldn't listen to music while she's studying for a big test. / While studying for a big test, she shouldn't listen to music. / While she's studying for a big test, she shouldn't listen to music.
6. I watch TV until I fall asleep.
7. From the moment I get to the office, I start planning what I need to do that day. / I start planning what I need to do that day from the moment I get to the office.

2 Grammar

Answers will vary.

3 Vocabulary

- | | | |
|--------------|-------------|--------------|
| 1. calm down | 3. burn out | 5. chill out |
| 2. perk up | 4. turn in | 6. doze off |

4 Grammar

Answers will vary.

5 Writing

- A**
- | | | |
|-------------------|-----------------|-----------------|
| 1. a. Too general | b. Just right | c. Too specific |
| 2. a. Just right | b. Too specific | c. Too general |
| 3. a. Too general | b. Too specific | c. Just right |

B Answer will vary.

LESSON B • Tossing and turning

1 Vocabulary

1. If Elisa is worried when she goes to bed, she tosses and turns. / If Elisa is worried when she goes to bed, she has a sleepless night.
2. My father always drifts off after eating a heavy meal. / My father always nods off after eating a heavy meal.
3. Simon often takes a power nap to boost his creativity at work.
4. She must be fast asleep. / She must be sound asleep.
5. Liz is lucky she sleeps like a log because her roommate snores so loudly!
6. Marina isn't tired at all. In fact, she is wide awake.
7. Kenji often feels drowsy when he reads on the train or in a car.

2 Grammar

- | | | |
|------------|---------------------|-----------------|
| 1. Unless | 3. As long as | 5. just in case |
| 2. Even if | 4. Considering that | |

3 Grammar

1. I always feel great in the morning as long as I've slept well the night before.
2. Sometimes I have trouble drifting off, even if I'm completely exhausted.
3. Considering that my neighbors listen to loud music every night, I sleep deeply.
4. I never oversleep in the morning unless I forget to set my alarm clock.
5. I keep a glass of water by my bed just in case I get thirsty in the middle of the night.
6. I only have trouble falling asleep if I drink too much caffeine during the day.

4 Grammar

Answers will vary.

5 Reading

- A** the energy conservation theory, the restorative theory, and the brain plasticity theory
- B**
1. False; Humans need sleep more than they need food.
 2. True
 3. False; Scientists previously believed sleep was a period of total inactivity.
 4. False; Scientists are only beginning to understand what happens in the brain during sleep.
 5. True

5 COMMUNICATION

LESSON A • Making conversation

1 Grammar

Answers will vary.

2 Vocabulary

Answers will vary.

3 Grammar

1. It's acceptable to use hand gestures while speaking.
2. It's not unusual to ask people how they feel.
3. It's customary to ask what someone does for a living.
4. It's inappropriate to talk about religion or politics.
5. It's not a good idea to ask about someone's salary.
6. It's rude to tell someone he or she has gained weight.

4 Grammar

1. Using hand gestures while speaking is acceptable.
2. Asking people how they feel is not unusual.
3. Asking what someone does for a living is customary.
4. Talking about religion or politics is inappropriate.
5. Asking about someone's salary is not a good idea.
6. Telling someone he or she has gained weight is rude.

5 Grammar

Answers will vary.

6 Writing

- A**
1. Topic sentence: b
 2. Supporting sentences: General example: a
 3. Supporting sentences: Personal example: d
 4. Concluding sentence: c

B Answers will vary.

C Answers will vary.

LESSON B • It's personal.

1 Grammar

1. Victoria told Alicia that Jenny Roberts had bought a new house.
2. Alicia asked Victoria when she had bought it.
3. Victoria told Alicia that she had moved in last week.
4. Alicia asked Victoria if Jenny was happy.
5. Victoria told Alicia that Jenny wasn't happy.
6. Victoria told Alicia that Jenny had found out the closets were too small.

2 Grammar

1. Mark told Sandra to sit down.
2. He asked her if she had heard about Paul Alvaro.
3. She said that she hadn't (heard).
4. She asked Mark what had happened.
5. Mark said that Paul had gotten a promotion.
6. Sandra asked Mark when it had happened.
7. Mark said that it had happened yesterday / the day before.
8. He said that the official announcement would be made soon.

3 Vocabulary

1. She told us that
2. She wondered
3. She explained that / She claimed that
4. She warned me not to
5. she encouraged me to
6. She claimed that / She explained that

4 Reading

- A**
- | | |
|-------------|-------------------|
| 1. pitfalls | 4. thoughtfulness |
| 2. boost | 5. boasting |
| 3. vague | 6. humble |
- B**
- | | | | |
|------|------|------|------|
| 1. b | 2. c | 3. b | 4. a |
|------|------|------|------|

6 WHAT'S THE REAL STORY?

LESSON A • That's some story!

1 Grammar

1. A government spokesperson announced new economic policies yesterday.
3. Police have arrested several identity thieves so far this year.
4. Burglars stole two paintings on Monday night.
5. Several observers have seen a rare butterfly in Central Park over the past week.
7. The stock market fell sharply the other day.

2 Grammar

1. has delayed
2. has occurred
3. have been trying
4. have been searching
5. haven't located
6. has come up
7. have removed
8. have left
9. have been sitting

3 Vocabulary

1. scandal
2. robbery
3. hijacking
4. natural disaster
5. political crisis
6. epidemic
7. rebellion
8. kidnapping
9. recession

4 Grammar

Answers will vary.

5 Writing

- A** a. 4 b. 3 c. 2 d. 1

B After spending 14 days trapped inside the walls of a 157-year-old building in New York City last April, Molly briefly became a world-famous cat. Attempting to save the black cat, rescuers set traps and used special cameras and a raw fish to try to lure Molly out from between the walls. They even tried using kittens to appeal to the cat's motherly side so she would come out, but Molly would not budge. Finally, after they removed bricks and drilled holes into the walls, someone was able to pull the curious cat out of the tiny space.

The bricks have now been replaced, but Molly has been getting visits from tourists daily since she was rescued. Even so, Molly's adventures may not be over. Her owners say that at least once they have caught her looking inside a similar hole in the building.

C Answers will vary.

LESSON B • Storytelling

1 Grammar

1. Until that time
2. Afterwards
3. Up until then
4. As soon as
5. The next day
6. Before that
7. Later

2 Grammar

1. realized
2. opened, gave
3. had not been
4. had been
5. waited
6. saw, felt
7. received, began
8. had never seen

3 Vocabulary

1. It all started when
2. the next thing we knew
3. The thing you have to know is
4. Meanwhile
5. the other thing was
6. I forgot to mention that
7. I forgot to mention that
8. to make a long story short

4 Reading

A Possible answers

Susan's strange weather event was that it was raining on one side of her house, and the sun was shining on the other side.

Elena's strange weather event was that a ball of lightning passed through her house while she was inside.

- B**
1. False; It was raining lightly, not pouring.
 2. True
 3. False; It stayed at the front of the house.
 4. True
 5. False; She understood later when someone explained what had happened.

7 THE INFORMATION AGE

LESSON A • A weird, wired world

1 Vocabulary

- | | | |
|--------------|-------------|------------|
| 1. app | 4. virus | 7. text |
| 2. download | 5. blog | 8. spyware |
| 3. the cloud | 6. podcasts | |

2 Grammar

- | | | |
|----------------|-----------------|-------------|
| 1. been; be | 4. be; been | 7. do; done |
| 2. using; used | 5. have; are | 8. been; be |
| 3. has; is | 6. having; have | |

3 Vocabulary

- | | |
|-----------------|----------------------|
| 1. As a result | 4. In fact |
| 2. Additionally | 5. On the other hand |
| 3. for instance | 6. For example |

4 Grammar

Answers will vary.

5 Writing

A (1) Creating Mobile Apps is an online course that gives students the chance to explore a variety of app-building programs, to learn about the various uses of apps, and to develop their own app. (2) Offered by Kelly Community College. (5) it's an excellent source of information and hands-on experience for beginners while providing exposure to the latest programs for those who already have some experience.

As someone already familiar with building apps, I was not very impressed with some of the material. However, (3) I found the section on the possible uses of apps for everything – from shopping to home security – really eye-opening. Additionally, being able to create an app under the guidance of an expert made the whole process seem much simpler than expected. Overall, it provided a flexible learning experience, and I found that the biggest advantage of an online class is that you can move at your own pace. On the other hand, there's the obvious lack of real time spent with the instructor and fellow students.

(5) I would definitely recommend this course to anyone looking to build an app. (4) My only suggestion is that the college should offer better networking tools so that the discussions and brainstorming sessions are more efficient.

B Answers will vary.

LESSON B • Information overload

1 Vocabulary

- | | |
|------------------|--------------------|
| 1. billboard | 6. pop-up ads |
| 2. infomercial | 7. banner ads |
| 3. telemarketing | 8. spam |
| 4. crawl | 9. text messages |
| 5. voice mail | 10. bumper sticker |

2 Grammar

- | | | | |
|-------------|--------------|------------|----------|
| 1. Don't | 3. isn't | 5. Doesn't | 7. Isn't |
| 2. Wouldn't | 4. Shouldn't | 6. don't | 8. don't |

3 Grammar

- Isn't it amazing how much time someone can waste online? / It's amazing how much time someone can waste online, isn't it?
- Wouldn't it be great to get a bus wrap to advertise our business? / It would be great to get a bus wrap to advertise our business, wouldn't it?
- Shouldn't students try to avoid sending text messages during class? / Students should try to avoid sending text messages during class, shouldn't they?
- Doesn't it seem like new technologies are being invented every day? / It seems like new technologies are being invented every day, doesn't it?
- Isn't it annoying that some ads move all over the computer screen? / It's annoying that some ads move all over the computer screen, isn't it?
- Don't you think it's amazing how some people can watch infomercials for hours? / It's amazing how some people can watch infomercials for hours, don't you think?

4 Grammar

Answers will vary.

5 Reading

- | | | |
|---------------------------|------------------|-------------------|
| A 1. willing | 3. friended | 5. appreciate |
| 2. acquaintance | 4. mishaps | 6. simultaneously |
| B 1. Not obsessive | 4. Not obsessive | |
| 2. Obsessive | 5. Obsessive | |
| 3. Obsessive | 6. Not obsessive | |

8 PUTTING THE MIND TO WORK

LESSON A • Exploring creativity

1 Grammar

1. A person who / that has great cooking and business skills would make a good restaurant owner.
2. Those who / that are able to think creatively are the best team leaders.
3. A person who / that is opening a new business should try unusual marketing methods.
4. People who / that have musical skills should share their talent with others.
5. People who / that are hoping to succeed in the arts should be prepared for financial challenges. / People who / that hope to succeed in the arts should be prepared for financial challenges.

2 Grammar

Answers to the second part of the sentences will vary.

1. A person living on a tight budget . . .
2. Anyone interested in becoming a doctor . . .
3. Someone considering an artistic career . . .
4. People able to work at home . . .
5. A supervisor with too much work to do . . .
6. A person required to take a foreign language in school . . .
7. People becoming bored with their jobs . . .

3 Vocabulary

- | | | |
|----------|------------------|---------------------|
| A | 1. curiosity | 7. motivation |
| | 2. decisiveness | 8. originality |
| | 3. determination | 9. passion |
| | 4. discipline | 10. patience |
| | 5. innovation | 11. perceptiveness |
| | 6. knowledge | 12. resourcefulness |

B Answers will vary.

4 Grammar

Answers will vary.

5 Writing

A determined, original, resourceful

B Possible answers

Second paragraph starts at: *My fiancé and I were . . .*

Third paragraph starts at: *First, I designed and sent . . .*

Fourth paragraph starts at: *The clothes were . . .*

Fifth paragraph starts at: *In the end, the wedding was . . .*

C Answers will vary.

LESSON B • Ideas that work

1 Vocabulary

- | | | |
|-------------|-------------|------------|
| 1. found | 3. explored | 5. solving |
| 2. organize | 4. analyzed | 6. made |

2 Grammar

1. It moves at only about 20 miles an hour, which means (that) we need to leave now.
2. The buses are even slower, which is why people avoid using them.
3. The office is a short distance from here, which means that it shouldn't take long.
4. And we can get some exercise, too, which is great!

3 Grammar

Answers will vary.

4 Grammar

Possible answers

1. People feel the need to keep in touch, which is why social networking sites are popular.
2. New diseases are being discovered all the time, which means (that) researchers have to work even harder. / New diseases are being discovered all the time, which is why researchers have to work even harder.
3. Some people like listening to music on vinyl records, which is strange to me.
4. Traffic congestion is becoming a major problem in cities, which means (that) new types of public transportation will have to be developed. / Traffic congestion is becoming a major problem in cities, which is why new types of public transportation will have to be developed.
5. Reality TV shows are cheap and easy to produce, which is why there are so many of them now.

5 Reading

A What Everyday Creativity Means

B 1. b 2. a 3. c 4. a

9 GENERALLY SPEAKING

LESSON A • How typical are you?

1 Grammar

- | | |
|-----------------------------|----------------|
| 1. Unlike | 5. except that |
| 2. While | 6. Unlike |
| 3. except for the fact that | 7. except that |
| 4. Unlike | 8. except for |

2 Vocabulary

- | | |
|---------------|----------------------|
| 1. fits in | 5. conservative |
| 2. amenable | 6. make waves |
| 3. conform to | 7. unconventional |
| 4. rebellious | 8. follows the crowd |

3 Grammar

Answers will vary.

4 Writing

- A**
1. More and more Americans are living alone nowadays.
 2. An increasing number of people end up living alone because of varying life circumstances. More people are choosing to live alone today.
 3. Twenty-eight percent of all households in the U.S. are made up of just one person.
 4. The typical American living alone is neither old nor lonely.
 5. About 5 million people between the ages of 18 and 34 live alone.
 6. The majority of these people have chosen to live alone. They are acting on a desire to be more independent, and they often have a more varied social life.

B Answers will vary.

LESSON B • Problems and solutions

1 Grammar

- | | |
|---------------------------|-------------------------------------|
| 1. didn't use to be | 5. didn't use to / wouldn't turn on |
| 2. used to / would listen | 6. used to like |
| 3. would / used to play | 7. used to / would save |
| 4. used to / would watch | |

2 Vocabulary

- | | | |
|---------|---------|----------------|
| 1. stay | 3. keep | 5. keep / stay |
| 2. keep | 4. keep | 6. keep / stay |

3 Grammar

1. James used to be a very good chess player when he was younger.
2. In college, my friends and I would study for our tests together at the library. / In college, my friends and I used to study for our tests together at the library.
3. I always used to ask my older sister for help with my science homework. / I would always ask my older sister for help with my science homework.
4. My English teacher didn't use to assign work over holidays or long weekends. / My English teacher wouldn't assign work over holidays or long weekends.
5. Rowan used to live in an apartment near the university.
6. Carrie used to email her mom every day when she went away to school. / Carrie would email her mom every day when she went away to school.

4 Grammar

Answers will vary.

5 Reading

A Dreaming is like thinking, but we are in a slightly different state than when we are awake.

- B**
1. True
 2. False; She began studying dreams more than 10 years ago.
 3. False; About a quarter of the students solved their problem while asleep.
 4. False; She found almost every type of problem can be solved while dreaming.
 5. True

10 THE ART OF COMPLAINING

LESSON A • That really bugs me!

1 Grammar

1. The thing that really bothers me at the dinner table is people who make noise when they eat.
2. When I'm trying to sleep at night, something that irks me is water dripping in the sink.
3. One thing I can't understand in the supermarket is why people push in front of me in line.
4. The thing that really irritates me when I go to a restaurant is waiting a long time to be seated.
5. Something I can't stand is drivers who honk their horns all the time.
6. Something that bothers me about my new cell phone is how quickly the battery runs down.
7. When I'm watching TV, one thing that bugs me is when my favorite show is interrupted by a news bulletin.

2 Grammar

Answers will vary.

3 Grammar

Possible answers

1. The thing that annoys me on the road is when other drivers follow too closely.
2. The thing that bothers me in the park is when people don't put litter into the trash can.
3. Something that irks me in the library is when people talk too loudly.
4. When I'm riding on the subway, one thing that bothers me is when people take up more than one seat with their bags.

4 Vocabulary

- | | |
|-----------------|-------------------|
| 1. gets | 5. gets |
| 2. drives | 6. gets |
| 3. makes | 7. drives / makes |
| 4. gets / makes | 8. makes |

5 Writing

A 2, 3, 4, 1

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

C Answers will vary.

LESSON B • Let's do something about it!

1 Grammar

- | | | | |
|------|------|------|------|
| 1. S | 3. S | 5. C | 7. C |
| 2. C | 4. C | 6. S | 8. S |

2 Grammar

1. Why the trains are running so slowly is a mystery to me.
2. One of my concerns is whether / if there will be cheaper health care for employees.
3. Why I get so much junk mail is something I can't understand.
4. What I don't get is how you can eat so much and not feel sick.
5. I wonder who I should call if I don't get my passport on time.
6. I'd like to know if / whether politicians will do more to help the environment.
7. Why people don't turn off their cell phones when they're at the movies is beyond me.
8. Why James can't get to work on time is the thing that concerns me.
9. Why I get a cold every summer is a mystery to me.
10. I want to find out if / whether someone used my tablet while I was out of the room.

3 Vocabulary

- | | |
|---------------|------------|
| 1. infuriated | 5. stunned |
| 2. saddened | 6. baffled |
| 3. depressed | 7. enraged |
| 4. humiliated | 8. annoyed |

4 Grammar

Answers will vary.

5 Reading

A a. 2 b. 3 c. 1

- B**
- | | |
|----------------------|---------------|
| 1. gloom | 4. backfire |
| 2. misfortunes | 5. chipped |
| 3. sense of identity | 6. validation |

11 VALUES

LESSON A • How honest are you?

1 Grammar

- | | |
|------------|---------------------|
| 1. unless | 4. only if |
| 2. only if | 5. unless / even if |
| 3. Even if | 6. Even if |

2 Vocabulary

- | | |
|--------------|-----------------|
| 1. agreeable | 4. unscrupulous |
| 2. unfair | 5. responsible |
| 3. honest | 6. illegal |

3 Grammar

Answers will vary.

4 Grammar

Answers will vary.

5 Writing

A I am glad that I learned the importance of being responsible when I was young.

B Answers will vary.

LESSON B • Taking stock

1 Grammar

- | | |
|----------------|--------------------------|
| 1. had | 4. wouldn't have spilled |
| 2. had studied | 5. could take |
| 3. would play | 6. hadn't warned |

2 Grammar

Possible answers

1. I wish I hadn't forgotten my umbrella.
2. If only I had checked the weather forecast.
3. I wish I had remembered to wear my raincoat.
4. If only I could find a taxi!

3 Vocabulary

- | | |
|--------------|------------------|
| 1. generous | 5. compassionate |
| 2. discreet | 6. resilient |
| 3. tolerance | 7. Indifference |
| 4. respect | 8. selfish |

4 Grammar

Possible answers

1. Tim wishes he could find his wallet.
If Tim hadn't set his wallet down, he wouldn't have lost his credit cards.
2. Laura wishes she were on her flight.
If she had left earlier, she wouldn't have missed her flight.
3. Charles wishes he had his driver's license.
If he hadn't gone to the movies, he would have passed the driver's test.
4. Maxine wishes she were more determined to get her degree.
If she hadn't quit college, she would have received a degree by now.

5 Reading

A It was assumed that the Internet's anonymity would make people behave in dishonest ways.

B 1. a 2. c 3. b 4. c

12 MOVING AROUND

LESSON A • Culture shock

1 Grammar

1. False; By September 2026, Max and Ava will have been going to school for 11 years.
2. True
3. False; By September 2033, they will have been traveling for over a year / they will already have left on a trip around the world.
4. False; By August 2035, they will have returned home from their trip.
5. True
6. False; By October 2037, they will have been working for two years.

2 Grammar

1. will have arrived
2. will have learned
3. will have gotten
4. will have met
5. will have had
6. will have been working
7. will have found

3 Vocabulary

1. to
2. in
3. of / about
4. to
5. about
6. of
7. with
8. of

4 Writing

- A** 1. b, c, d 2. a, b, c 3. b, c, d

- B** 1. b: In conclusion

b/c: . . . those who decide to live abroad gain experience . . . , understanding . . . , and a deeper empathy . . .

d: Definitely do it if you can.

2. c: To sum up

b/c: . . . people who decide to work abroad will have the opportunity to change their lives in several ways.

c: First, . . . Second, . . . Last, . . .

a: . . . in ways that will stay with them for the rest of their lives.

3. c: In brief

c: . . . it is an experience that is educational, pleasurable, and practical.

b: The experience allows you to flourish in all aspects of your life long after the experience is over . . .

d: . . . is highly recommended for anyone . . .

- C** Answers will vary.

LESSON B • Traveler or tourist?

1 Grammar

1. had prepared
2. would be enjoying
3. had taken
4. would be having
5. had brought
6. would be feeling
7. had bought
8. wouldn't be sneezing
9. had followed
10. wouldn't be having

2 Grammar

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

3 Vocabulary

Answers will vary.

4 Grammar

Answers will vary.

5 Reading

A take a course in anthropology, take a class for people going abroad, prepare for culture shock

- B**
1. Stage 2
 2. Stage 1
 3. Stage 4
 4. Stage 1
 5. Stage 3
 6. Stage 2

1 DEALING WITH DIFFICULT PEOPLE

Before you watch

A Choose three personality types that are difficult for you to deal with.

- | | | |
|---|--------------------------------------|-----------------------------------|
| <input type="checkbox"/> calm | <input type="checkbox"/> friendly | <input type="checkbox"/> nervous |
| <input type="checkbox"/> cool | <input type="checkbox"/> generous | <input type="checkbox"/> reserved |
| <input type="checkbox"/> easily angered | <input type="checkbox"/> independent | <input type="checkbox"/> wild |

B Pair work Compare your answers. Do you agree on which personality types are difficult? Why or why not? Discuss your opinions.

While you watch

A Which personality type would say each sentence? Choose the correct answers.



The Bully



The Exploder



The Know-It-All



Mr. Negative

	The Bully	The Exploder	The Know-It-All	Mr. Negative
1. I enjoy making other people feel bad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I love to complain about how bad things are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can't stand not getting what I want.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I scream and yell a lot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I insist on telling everyone else how to do things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I feel better by making others feel upset.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I enjoy getting into arguments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I love getting attention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Choose the correct answers according to the information in the video.

- The worst thing about difficult people is that _____.
 - you run into them so often
 - they can make life miserable
 - you may find them at work
- You can learn to _____ to change the behavior of difficult people.
 - give rewards
 - stop rewards
 - get rewards
- People are difficult because they want to _____.
 - get rewards
 - stop your reward
 - make you get emotional
- The main point of the two-step process is to change _____.
 - the reward
 - how you interact with the person
 - difficult behavior into rewards

5. An example of a reward for a Bully is _____.
- a. getting you to leave the room b. stopping an argument c. winning an argument
6. Some people throw tantrums as a way to get _____.
- a. everyone to focus on them b. someone to stop talking c. others in trouble
7. _____ difficult people is the best way to deal with them.
- a. Talking to b. Avoiding interaction with c. Using a two-step approach with
8. The two-step process will work with _____.
- a. only Bullies and Exploders b. only Mr. or Ms. Negatives c. all difficult people

C Write the steps in the two-step process for dealing with difficult people. Then check your answers with a partner.

1. _____
2. _____

After you watch

A Pair work Discuss how you would use the two-step process to deal with these personality types. Then tell the class about your ideas.

The Know-It-All

Step 1: _____

Step 2: _____

Mr. or Ms. Negative

Step 1: _____

Step 2: _____

B Pair work Read the descriptions and choose a role. Take a few minutes to prepare some ideas. Then take turns role-playing the employee and the employer.

Role 1 – Employee

You have worked for a long time at a car rental company and are aware of many problems with the cars and the customers. Today you have a meeting to fill in your new boss about how things are running at the company. Act the part as Mr. or Ms. Negative, the Bully, the Exploder, or the Know-It-All.

Role 2 – Employer

You are the manager of a car rental company. You have not worked there for long, so you are having interviews with your employees. You want to get a report about how things in the company are, but the person has a difficult personality. How do you deal with him or her?



C Group work Discuss how the role play would be different if the employer were the difficult person. What would change? Would you use the two-step process differently? If so, how?

2 ACCIDENTS THAT CHANGED THE WORLD

Before you watch

A Pair work Think about times when you had these experiences. Tell your partner what happened.

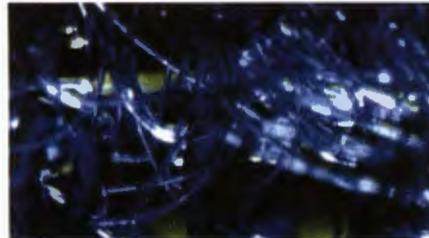
1. You did something by accident that turned out to be lucky.
2. You suspected something that turned out to be correct.
3. You experimented with something new.
4. You noticed something unusual that could be useful.

A: I was late for work last week because I forgot to set my alarm.

B: How did that turn out to be lucky?

A: Well, I missed a big traffic accident because I was late!

B Group work Which actions do you think accidentally resulted in these inventions? Write the letter of the invention next to the correct action. Discuss and explain your answers.



a. a powerful medical treatment

b. a common household appliance

c. a special material for attaching things

1. taking a dog for a walk ____
2. forgetting to wash the dishes ____
3. bringing a snack to work ____

While you watch

A Write the letter of the correct word or phrase to complete each sentence. Were your answers in *Before you watch* part B correct?

- | | | |
|--------------------|----------------|---------------|
| a. the microwave | c. a magnetron | e. penicillin |
| b. hooks and loops | d. mold | f. Velcro |

1. ____ was discovered in 1928. It started as ____ on some unwashed dishes.
2. In 1945, Percy Spencer was working with something called ____ . It melted his chocolate and led to the creation of ____ .
3. George de Mestral identified that burrs work by using ____ . He had to try lots of prototypes to finally invent ____ .

B Choose the correct answers according to the information in the video.

- Alexander Fleming was _____ to help humans.
 - studying bacteria
 - culturing molds
 - mixing powerful drugs
- Because Fleming _____, he noticed something interesting.
 - was away on vacation
 - paid attention to an unusual change
 - was positive he could find a wonder drug
- Percy Spencer was standing next to the machine that melted the chocolate because he _____.
 - wanted to make a snack
 - figured he could blow up eggs
 - was working with military radar technology
- Spencer's idea of containing his invention in a box was _____.
 - suggested by his co-workers
 - the result of making a mess
 - done to make its effects stronger
- While removing burrs, George de Mestral was _____.
 - thinking about making new hunting clothes
 - curious about what made them stick
 - looking for a solution to his dog's problem
- George de Mestral was confident his invention would be _____.
 - very useful for astronauts
 - used as a prototype
 - very popular

C Take notes to answer the questions in your own words. Then compare answers with a partner.

- What are two events that caused penicillin to be discovered?

- What are two events that caused the microwave to be developed?

- What are two events that caused Velcro to be invented?

After you watch

A Pair work Discuss these questions. Then share your ideas with the class.

- What chain of decisions or steps led to each accidental discovery in the video?
- What things could each inventor have done differently that might have changed the outcome?

B Think of an achievement in your life that may have been influenced by an accident. Trace the chain of events that led to it and draw conclusions about what happened.

Example: I learned to swim last year. I took the swimming class because a friend asked me to do it with her. I met her when I joined the gym. I joined the gym to get in shape again after I broke my leg. So if I had never broken my leg, I might not have learned to swim!



C Pair work Share your stories. Then ask and answer questions to get more information. Do you agree with your partner's conclusions? Can you think of any other possible scenarios?

3 WHAT IS THE WORLD'S GREATEST CITY?

Before you watch

A What do you know about these cities? Choose one box for each question. Then compare your responses with a partner.

Which city . . .	Dubai	Amsterdam	Pittsburgh	Tokyo
1. is a bicycling town?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. is in the United States?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. is on the Persian Gulf?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. has some very small sleeping spaces?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. is a Dutch tourist town?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. has the world's tallest building?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. used to be an industrial city?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. has the world's largest population?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. is famous for its canals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. has man-made islands?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. is in Asia?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. has more bridges than Venice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Pair work What is your area known for? Make a list of interesting things in your area. Share your list with the class.

While you watch

A Which cities are they? Write *D* for Dubai, *A* for Amsterdam, *P* for Pittsburgh, or *T* for Tokyo.



1. ____



2. ____



3. ____



4. ____



5. ____



6. ____



7. ____



8. ____

B Watch the video and check your answers to *Before you watch* part A. Were you correct? Did any answers surprise you? Why?

C Choose the correct answers according to the information in the video.

- The world's tallest building is _____ .
 - 828 stories high
 - 828 meters high
 - 160 meters high
- The world-famous Burj al-Arab in Dubai calls itself the world's only _____ .
 - seven-star hotel
 - indoor ski slope
 - man-made island
- In Amsterdam, nearly _____ of all travel is done by bicycle.
 - one quarter
 - half
 - all
- Traveling _____ can take twice as long as by bicycle in Amsterdam.
 - by car or bus
 - by train
 - on foot
- The sparkling city of Pittsburgh is on _____ .
 - a beachfront
 - a river
 - three rivers
- The Tokyo metropolitan area has _____ .
 - around 10 million people
 - about 25 million people
 - over 35 million people

After you watch

A Think about what you learned from the video. Then answer the questions.



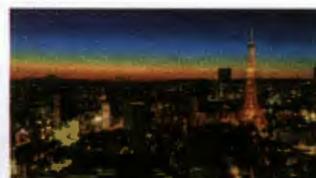
Dubai



Amsterdam



Pittsburgh



Tokyo

1. Which city do you think is the greatest? Why?

2. Which city would you most like to visit? Why?

3. Which city would you most like to live in? Why?

B Pair work Compare your opinions from part A. Remember to use words like *despite* and *however* and phrases to agree and disagree.

C Class activity Tell the class about your partner's city preferences.

4 HOW ELECTRONICS AFFECT OUR SLEEP

Before you watch

A Do you do any of these activities 30 to 60 minutes before bedtime? Choose all that apply.

- | | | |
|---|--|---|
| <input type="checkbox"/> watch TV | <input type="checkbox"/> text friends | <input type="checkbox"/> read electronic books |
| <input type="checkbox"/> check email | <input type="checkbox"/> surf the Internet | <input type="checkbox"/> catch up on social media |
| <input type="checkbox"/> play video games | <input type="checkbox"/> study or work on a computer | <input type="checkbox"/> videochat with friends or family |

B Pair work Compare your answers. Then think about how much time you spend looking at electronic screens before bed. How might this affect your sleep? Discuss your ideas.

While you watch

A According to the video, what does lack of sleep affect negatively? Choose the correct answers.

- | | | |
|---|--|---|
| <input type="checkbox"/> 1. performance on the Internet | <input type="checkbox"/> 4. weight control | <input type="checkbox"/> 7. our "fight-or-flight" response |
| <input type="checkbox"/> 2. social media relationships | <input type="checkbox"/> 5. blood pressure | <input type="checkbox"/> 8. levels of melatonin |
| <input type="checkbox"/> 3. regular sleep schedules | <input type="checkbox"/> 6. productivity | <input type="checkbox"/> 9. connections with friends and family |

B Choose the statement that best summarizes the main idea presented at these points in the video.

1.



- A health consequence of using screens is heart attack.
- Looking at electronic screens before bed causes weight problems.
- The lack of sleep associated with electronic screens can increase the risk of stroke.

2.



- Video games can cause a stress response at night, but texting won't.
- A fight-or-flight response makes you dream of video games.
- Scientific studies prove that playing video games can cause tossing and turning at night.

3.



- The brightness of screens can reduce levels of melatonin.
- Reducing the light from an electronic screen can increase melatonin production.
- Using electronic screens in a dark room won't affect melatonin.

4.



- The backlit screen of a phone can be used before bedtime because it is small.
- Checking texts or email before bed may make you feel productive.
- Checking texts or email before bed can prevent you from relaxing.

C Take notes to answer the questions in your own words. Then compare answers with a partner.

1. What are three types of screen-related activities mentioned in the video?

2. What are two ways electronic screens affect sleep?

3. What are three suggestions to keep screens from affecting our sleep?

After you watch

A Pair work Discuss these questions with a partner.

1. What effects mentioned in the video concern you most?
2. Have you experienced any of those effects? For example, health issues or a fight-or-flight response?
3. Do you think you need to reduce your screen time at night? Why or why not?

B Group work Brainstorm three or more additional suggestions for how to reduce screen time or improve sleep.

C Writing Think of how personal and work screen-use habits negatively affect your sleep or the sleep of someone you know. Write a plan to change those bad habits and improve sleep.



5

REACTIONS TO RUDE BEHAVIOR

Before you watch

A Select the behaviors that you think are impolite.

- asking someone for help with homework or a task
- interrupting someone
- leaning in closely to talk to someone
- making small talk with a stranger
- sitting next to someone when empty seats are available
- talking loudly on a cell phone in public
- telling people exactly what's on your mind
- telling someone if they are bothering you
- telling someone they are being rude
- videotaping someone and not telling them

B Pair work Compare your responses. Do you agree on which behaviors you think are impolite? Why or why not? Discuss your answers.

While you watch

A Who says each sentence? Choose the correct answers.



John



Jill



Ethan



Andrea

	John	Jill	Ethan	Andrea
1. "I mean, it's unusual to sit so close to someone in an empty room, right?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. "... but I never like to be offensive, you know?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. "Then he got a phone call and explained to his mom that he had been to the doctor ..."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. "He warned me that it might be contagious."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. "... you know, it's customary to take calls outside the library, right?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. "I think it's a good idea to say exactly what's on your mind."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. "Is something wrong with you?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. "Why should a rude person get to ruin my day?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Write the letter of the correct phrase to complete each response.

- | | |
|--------------------------------------|---|
| a. it is bad form | d. it is better to leave than say something |
| b. it was kind of strange | e. he is planning on sitting there |
| c. he is invading her personal space | f. he is trying to study |

1. What does Jill say about where John sat down? She claims ____.
2. How does Jill say she usually handles an uncomfortable situation? She explains that ____.
3. What does Ethan say about sitting right next to somebody? He says ____.
4. What does Ethan say when John is on the phone? He tells John ____.
5. What does Andrea say to John when he sits down? She asks if ____.
6. What does Andrea say when John is too close? She warns him that ____.

C Write *T* (true) or *F* (false). Then correct the false statements with a partner.

- ___ 1. The narrator is interviewing people to find out who was rude to John.
- ___ 2. Jill likes to confront people who are rude.
- ___ 3. Jill usually leaves uncomfortable situations.
- ___ 4. Ethan disapproves of John's loud personal phone call in the library.
- ___ 5. John apologizes to Ethan when he asks him to be quiet.
- ___ 6. Andrea can't believe it when John asks for help with his history homework.
- ___ 7. In the end, Andrea decides John isn't rude.

After you watch

A Pair work Which person in the video are you most like: Jill, Ethan, or Andrea? How would you react in each situation? Discuss your ideas.



Jill



Ethan



Andrea

1. Someone sits next to you when empty chairs are available.
2. Someone talks loudly on a cell phone in a quiet place.
3. Someone invades your personal space.

B Group work What other rude behaviors really bother you? Make a list of the top three annoying behaviors for your group. Then compare your list with the class. What rude behaviors are listed most often?

1. _____
2. _____
3. _____

C Pair work What would you do in each situation you listed in part B? Discuss possible reactions. Then share your ideas with the class.

6 THREE STORIES ABOUT WHY WE LOVE STORIES

Before you watch

A What types of stories do you like: science fiction, mysteries, love stories, suspense stories, dramas, comedies, or horror? List your three favorite types of stories. Then give examples of books, movies, or other stories you like.

	Type	Example
1.		
2.		
3.		

B Pair work Compare your answers to part A. Give reasons for your choices.

A: I love dramas, so I really liked the movie *The Great Gatsby*. I also liked it because I like movies based on books and stories set in the past.

B: Really? Not me. I like science fiction and movies set in the future. It's more fun to imagine what things will be like! *The Terminator* is the best movie ever, in my opinion.

While you watch

A Write *T* (true) or *F* (false). Then correct the false statements with a partner.

- ___ 1. The video begins by talking about when people started writing stories down.
- ___ 2. Larry told his friends a story about the hole so they wouldn't fall into it.
- ___ 3. Professor Evans's classes were dull because he only engaged emotions, not the mind.
- ___ 4. In the sentences "But lately, people have been telling you stories. And after a time, you have started to make sense of the world," the phrase *but lately* refers to the time when you are older.
- ___ 5. The main point of all three stories is to show that humans tell stories to teach their children.

B Choose the correct answers according to the information in the video.

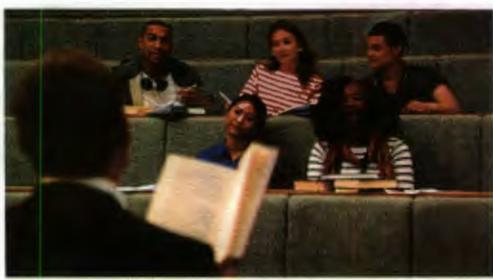
- 1. Early humans began to write stories down _____.
 - a. when they were older and smarter
 - b. to tell them over and over
 - c. to tell people about their caves
- 2. The first stories may have been told to _____.
 - a. record personal information
 - b. entertain others
 - c. help people live better
- 3. Professor Evans started telling stories _____.
 - a. then switched to teaching formulas
 - b. instead of just teaching formulas
 - c. about the theories that scientists must learn
- 4. Professor Evans succeeded because he _____.
 - a. could explain theories well
 - b. engaged his students emotionally and intellectually
 - c. explained the dangers of blast-offs

5. When humans get older, they _____.
- a. continue to make sense of the world using stories b. often read childhood stories again to understand more c. tell children stories to learn more about them
6. Humans will always tell stories because _____.
- a. it makes us who we are b. we will always need them to survive c. we want to find new ways to tell them

C Take notes to answer the questions in your own words. Then compare answers with a partner.



1. What do stories help humans do?



2. Why are stories the natural way for humans to learn things?



3. How does telling stories to children help them?

After you watch

A Pair work Think about the way stories help humans survive, learn, and organize their world. Then think of a story that does each of these things. Explain how you think each story helps people.

1. _____
2. _____
3. _____

B Group work Write or retell a story that helps people survive, learn, or organize their world. Be sure to state the main learning point of the story at the end.

C Class activity Read or retell your group's story to the class but don't read the main point. Can the class say what the main point of the story is?

7 UNAPPRECIATED TECHNOLOGIES

Before you watch

A Match the inventions with the pictures. Then check answers with a partner.

- a. refrigerator c. plumbing e. barcode g. credit card
 b. zipper d. shipping container f. pocket calculator h. ATM / cash machine



1. ____

2. ____

3. ____

4. ____



5. ____

6. ____

7. ____

8. ____

B Pair work When do you think people started using the inventions in part A? Complete the chart with the names of the inventions. Then compare answers with your partner.

Thousands of years ago	Early 1900s	1950s	1960s and 1970s	1990s

While you watch

A Select the summary that best describes this episode of *Tech Talk*. Then check your answers to *Before you watch* part B.

- 1. This episode of *Tech Talk* discusses household inventions that will make our lives easier in the future.
- 2. This episode of *Tech Talk* covers inventions that are so common that they aren't always listed as great inventions.
- 3. This episode of *Tech Talk* talks about the importance of inventions that people don't know that much about.
- 4. This episode of *Tech Talk* explains why email and the Internet were not thought to be important at first.

B Write *T* (true) or *F* (false). Then correct the false statements with a partner.

- ___ 1. The inventions covered in this episode of *Tech Talk* are new.
 ___ 2. Plumbing was not brought inside the home as soon as it was invented.
 ___ 3. Because of shipping containers, products from abroad can be as affordable as local products.
 ___ 4. Barcodes make things cheaper for stores because tracking, pricing, and selling are all done faster.
 ___ 5. Both hosts of *Tech Talk* agree that the ATM is the most important invention in finance.
 ___ 6. According to *Tech Talk*, the Internet is the best invention because it speeded up communication.

C Choose the item or action the video mentions as being improved or replaced by these inventions.

- | | | |
|------------------------|--------------------------------|-------------------------------|
| 1. refrigerators | 4. shipping containers | 7. credit cards |
| a. shopping for food | a. loading and unloading boats | a. writing personal checks |
| b. eating ice cream | b. cardboard boxes | b. using cash |
| c. going to the store | c. shipping by truck | c. carrying a handbag |
| 2. zippers | 5. barcodes | 8. ATMs |
| a. hooks and clasps | a. finding products | a. bank clerks |
| b. buttons | b. tracking products | b. waiting in lines |
| c. ties and laces | c. using money | c. making deposits |
| 3. plumbing | 6. pocket calculators | 9. email |
| a. using bottled water | a. doing homework | a. writing by hand |
| b. going to a well | b. doing taxes | b. time needed to communicate |
| c. carrying buckets | c. counting on your fingers | c. making phone calls |

After you watch

A Think about what you learned from the video. Then answer the questions.

1. Which invention from *Tech Talk* do you think is the greatest? Why?

2. Which invention from *Tech Talk* do you think is the least important? Why?

3. Which invention from *Tech Talk* do you think is the most unappreciated by a majority of people? Why?

B Pair work Compare your answers from part A. Give reasons and examples to support your opinions.

C Group work Create a list of the top five most important inventions or technologies *not* mentioned in *Tech Talk*. Talk about how life has been changed or improved by each invention to support your choices.

8 PROFILE OF AN ACTOR

Before you watch

A In your opinion, which are the most important traits an actor needs?
Choose the top 10 traits from the list.

- | | | |
|---|---------------------------------------|---|
| <input type="checkbox"/> adventurous | <input type="checkbox"/> expressive | <input type="checkbox"/> organized |
| <input type="checkbox"/> creative | <input type="checkbox"/> good-looking | <input type="checkbox"/> passionate |
| <input type="checkbox"/> curious | <input type="checkbox"/> innovative | <input type="checkbox"/> patient |
| <input type="checkbox"/> determined | <input type="checkbox"/> lucky | <input type="checkbox"/> physically fit |
| <input type="checkbox"/> enjoys attention | <input type="checkbox"/> motivated | <input type="checkbox"/> a strong voice |

B Pair work Compare your answers. For each trait, discuss why or why not an actor would need that trait.

While you watch

A Choose the topics the actor mentions in the video.

- 1. when he first knew he wanted to be an actor
- 2. what working as a child actor is like
- 3. what the schedule of an actor is like
- 4. how to deal with the audition process
- 5. how to handle tough competition
- 6. the top school for acting training
- 7. which kinds of acting work pay better
- 8. his least favorite acting job
- 9. the best costume he ever wore
- 10. his favorite acting job
- 11. what is best about being an actor
- 12. traits that an actor should have
- 13. how long an actor's career usually is
- 14. how many fans he has



B Complete the sentences with the correct words from the video.

1. "I needed an outlet . . . to have . . . to put out my _____ side."
2. "To become an actor, you have to have _____ for the work."
3. "You have to be really _____ to get yourself up . . . every day, to get out there every day, and . . . give it your all."
4. "To be an actor . . . you have to have a strong sense of _____ and a lot of _____."
5. "Someone who has a lot of _____ would be a good actor."
6. "Someone who has a really _____ would be a great actor."
7. "Someone who enjoys _____ would be a great actor."

C Choose the correct answers according to the information in the video.

- The actor decided what he wanted to do for the rest of his life while performing _____ .
 a. at an amusement park b. for the Cub Scouts c. at the Boston Common
- The real work of acting is _____ .
 a. dealing with auditions b. performing in theaters c. staying motivated
- Because it pays more, _____ is a better way to support an acting career.
 a. theater work b. film work c. amusement park work
- The actor really enjoyed a job where he _____ .
 a. was a comedian in Boston b. did a Shakespeare play c. worked on a big film
- Patience is required to be an actor because _____ .
 a. it's a hard lifestyle b. it takes a long time to develop job security c. it takes a while before it is fun
- The actor thinks he will always be an actor because he _____ .
 a. feels he is determined and passionate b. wants to show his family he can be successful c. can't see himself doing anything else

After you watch

A Pair work Discuss the questions.

- Which of the traits from *Before you watch* part A does the actor in the video seem to have? Support and explain your answers.
- Could you or someone you know be an actor? Think about the traits mentioned in the video and discuss why you feel this way.



B Other types of jobs might require different skills and traits. List five traits and the kinds of jobs in which they would be an advantage.

	Trait	Possible jobs
1.		
2.		
3.		
4.		
5.		

C Writing Choose a job you listed in part B. Write a paragraph about the job and include at least three additional traits that would make someone good at it. Explain why each trait would be necessary for the job.

9 THE INTERVIEW: PROBLEM-SOLVING TASKS

Before you watch

A Select the qualities you think most employers are looking for when interviewing people for jobs.

- | | | |
|--|---|---|
| <input type="checkbox"/> adaptable | <input type="checkbox"/> has a sense of humor | <input type="checkbox"/> thinks outside the box |
| <input type="checkbox"/> emotional | <input type="checkbox"/> persistent | <input type="checkbox"/> ultracompetitive |
| <input type="checkbox"/> fits in with others | <input type="checkbox"/> playful | <input type="checkbox"/> unconventional |

B Pair work Compare your answers. Do you agree on what qualities most employers are looking for? Why or why not? Discuss your opinions.

While you watch

A Write *M* for Monica, *D* for David, or *A* for Ashley.



Monica



David



Ashley

1. Who saw the box as a platform? ____
2. Who worked on the same idea for nearly the entire five minutes? ____
3. Who tried to melt wax to stick the candle to the wall? ____
4. Who was unable to think of additional approaches due to stress? ____
5. Who playfully tried a bunch of solutions? ____
6. Who tried several approaches but still didn't find a solution? ____

B Write the letter of the correct phrase to complete each sentence according to information in the video.

- | | |
|--|-----------------------------------|
| a. being able to preserve a sense of humor | d. looking for other perspectives |
| b. fitting in with the company | e. thinking outside the box |
| c. thinking about the problem in new ways | f. being persistent |

1. Before implementing hiring tests, companies used to hire people based on ____.
2. Except when trying the wrong idea, ____ is a good thing.
3. If people get overly frustrated, they will have difficulty ____.
4. A good problem-solving strategy is ____.
5. Studies show an important part of problem solving is ____.
6. The person who solved the problem did it by ____.

C Take notes to answer the questions in your own words. Then compare answers with a partner.

1. How did Mark Hernandez's company change how they measure candidates?

2. What does the problem of the matchbook, candle, thumbtacks, and corkboard reveal about each candidate?

Monica: _____

David: _____

Ashley: _____

3. What are the three main points that Mark mentions about problem solving?

After you watch

A Pair work Given what you know about the candidates from how they tried to solve the problem, what kinds of jobs do you think each person would be good at? Why?

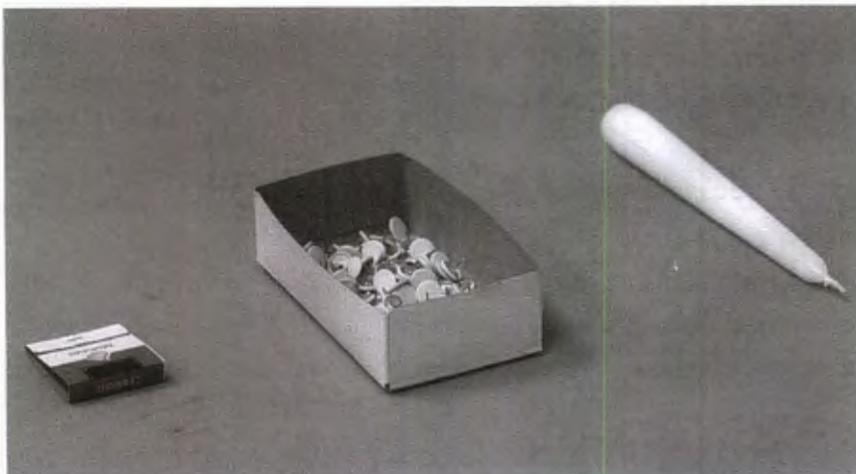
Monica: _____

David: _____

Ashley: _____

B Group work Compare your answers from part A. Then work together to decide upon the best job for each candidate. Share your group's answers with the class. Be specific about the job and why it is the best fit for that person.

C Writing How can Monica and David improve their interviewing skills? Write some advice for them about how to better interview for the jobs you chose for part A. Support your ideas with facts, reasons, and examples.



10 ANNOYING SOUNDS

Before you watch

A Label the pictures with the words in the box. Then check your answers with a partner.

ambulance chalkboard cicada wind chimes
angle grinder chainsaw crows vuvuzela horn



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

B Pair work Think about the sounds the items in part A make. Which do you think are loud or annoying? Which don't bother you at all? Discuss your opinions.

While you watch

A Cross out the items that you do *not* see or hear for each sound category in the video. More than one item may be crossed out for each.

1. Loud:
an ambulance siren / drums / a train / a chainsaw
2. Annoying:
wind chimes / crows / chalk on a board / glass breaking
3. Loud and annoying:
rock music / cheering / vuvuzela horns / race cars
4. The most annoying:
nails on a chalkboard / fire trucks / a knife on glass / angle grinders
5. Sounds people say annoy them:
loud TVs / loud phone conversations / a family member's laugh /
loud motorcycles / loud music / elevator music /
cicadas / helicopters / a fork on glass

B Choose the statement that best summarizes the main idea presented at these points in the video.



- News reporters often have problems with noise.
- People in cities often complain about noise.
- There are many loud and annoying sounds in the city.



- The World Cup in 2010 was louder than usual.
- South African soccer players complained that the fans were too loud.
- The horns used by fans at the World Cup were particularly loud and annoying.



- Some sounds are annoying but not that loud.
- Some types of sounds can actually hurt our hearing.
- Certain types of sounds bother the most people.



- A baby's cry is one of the most stressful sounds to humans.
- Babies cry when they are annoyed by noise.
- People begin crying and screaming when stressed at an early age.

C Write the letter of the correct phrase to complete each sentence.

- | | | |
|---------------------------|---|-----------------------------|
| a. elevator music | c. people talking loudly on their cell phones | e. a certain person's laugh |
| b. the sound of an insect | d. the sound of loud motorcycles | |

- Margaret Allen says she gets irritated by ____.
- Something that bugs James Williams is ____.
- Henry Snider and his son, Kyle, hate ____.
- Graciela Martinez feels sick from ____.
- Lisa Manap says what really gets under her skin is ____.

After you watch

- A** Think about the sounds in the video. Make a list of the top five most annoying sounds for you. Give reasons for your choices. Then share your list with the class.
- B Pair work** Make a list of 10 other sounds, actions, or things that may be considered annoying. Rank them in order from *worst* (1) to *not so bad* (10).
- C Group work** Compare your lists from part B and make a final top 10 list of annoying sounds, actions, or things. Then share the list with the class.

11 THREE INTERNATIONAL STUDENTS DISCUSS AMERICAN VALUES

Before you watch

A Which of the following behaviors do you think are typical of people from the United States? Choose all that apply based on your opinion.

- | | |
|---|---|
| <input type="checkbox"/> tend to be on time | <input type="checkbox"/> embrace rebelliousness |
| <input type="checkbox"/> tend to be late | <input type="checkbox"/> respect the elderly |
| <input type="checkbox"/> don't express emotion | <input type="checkbox"/> are obedient to family |
| <input type="checkbox"/> express emotion openly | <input type="checkbox"/> believe people are equal |
| <input type="checkbox"/> value freedom for the individual | <input type="checkbox"/> think fate is predetermined |
| <input type="checkbox"/> prefer to fit in with the group | <input type="checkbox"/> believe people make their own fate |

B Pair work Compare and discuss your answers for part A. Then select six behaviors you both agree are typical of Americans. Share your opinions with the class and give reasons to support your choices.

While you watch

A Choose the six topics discussed in the video.

- | | |
|---|---|
| <input type="checkbox"/> 1. friendships | <input type="checkbox"/> 6. families/groups |
| <input type="checkbox"/> 2. time | <input type="checkbox"/> 7. customs |
| <input type="checkbox"/> 3. food | <input type="checkbox"/> 8. equality |
| <input type="checkbox"/> 4. emotions | <input type="checkbox"/> 9. jobs |
| <input type="checkbox"/> 5. individuality | <input type="checkbox"/> 10. rewards from hard work |

B Who says each sentence? Write *O* for Olivia, *H* for Hikaru, *R* for Ranbir, or *E* for Enku.



Olivia, the U.S.



Hikaru, Japan



Ranbir, India



Enku, Ethiopia

- ___ 1. "Americans would think it disrespectful to be late unless they have a very good reason."
- ___ 2. "I often wish I could express my emotions with more freedom."
- ___ 3. "I wish I had a dollar for every time Americans talked about freedom!"
- ___ 4. "But then I realized: It's not about the freedom to do illegal things, but the freedom to be an individual."
- ___ 5. "It's more about the family than the individual."
- ___ 6. "But it's more about the group – fitting in with people at work, for example."
- ___ 7. "If we had been better about it from the beginning, I think we could have avoided a lot of war and violence."
- ___ 8. "I can't imagine not choosing the life I want to lead."

C Choose the correct answers according to the information in the video.

- If you were in _____, you might not worry about being late.
 - Japan
 - the U.S.
 - Ethiopia
- As an American, you might think of someone who is late as _____.
 - insensitive
 - respectful
 - important
- In _____, you would never yell at someone in public, even if you were very angry.
 - Japan
 - India
 - Ethiopia
- A young woman in _____ would do what her family wants.
 - the U.S.
 - India
 - Ethiopia
- Not everyone believes they can change their fate in _____.
 - Olivia's family
 - the U.S.
 - Ethiopia
- A very uniquely American idea is that if you _____.
 - work hard, you can achieve whatever you want
 - are born into a certain lot in life, you can't change it
 - follow the path your parents choose, you will succeed

After you watch

A Make a list of the behaviors in *Before you watch* part A that are true about people in your culture.

B Pair work Compare your choices for part A and review the behaviors again. Which behaviors from part A do you agree are OK or normal in most cultures? Which are disrespectful in most cultures? Which depend on the culture a person is from? Complete the chart.



Acceptable	Disrespectful	Culturally dependent

C Group work Make lists of behaviors you think are generally acceptable or not acceptable in most cultures. Include at least three or four behaviors for each category. Present your lists to the class.

Generally acceptable	Generally not acceptable

12 AN L.A. GIRL IN BERLIN

Before you watch

A Imagine you are going to study in Germany for a year. Which five things would you have the most difficulty with? Number your choices from 1 (most difficult) to 5 (least difficult).

- | | | |
|---|-----------------------------|------------------------------|
| ___ learning about a new city | ___ learning a new language | ___ different weather |
| ___ getting around in a foreign country | ___ homesickness | ___ different food |
| ___ taking classes in another language | ___ making friends | ___ different cultural ideas |

B Pair work Compare your answers. How similar are your views? Discuss your choices and give reasons for your answers.

A: I think I'd have a difficult time eating different foods. I'm a picky eater.

B: Not me! I love to try new foods. I'll eat anything. But I can't stand being cold. I might have a hard time if the weather is cold.

While you watch

A Choose the statement that best summarizes the main idea presented at these points in the video.

1.



- a. Monica's classes are held in these old buildings.
- b. Monica has just arrived and she is excited.
- c. Monica feels Germany is very different from L.A.

2.



- a. Monica is excited to practice speaking with Germans.
- b. She enjoys relaxing with friends in her room every night.
- c. She has made new friends.

3.



- a. Monica cannot wait to go home for the winter holidays.
- b. She is enjoying her first cold weather and snow.
- c. Due to the weather, she finally had to figure out the trains.

4.



- a. Monica is sad to leave Berlin because she has met someone.
- b. She wants to stay another eight months.
- c. She likes the food and now feels more at home in Germany.

B Number the sentences from 1 to 7 in the order the topics are mentioned in the video.

- ___ Monica hopes that before she goes home, she'll have figured out the trains.
- ___ She is going to a holiday feast.
- ___ She thinks that before the year ends she will have become fluent.
- ___ She is surprised by how much she likes the food.
- ___ She is afraid that by the end of the year she will have only gotten to know her room.
- ___ She is beginning to feel connected to others, such as Julia and Annika.
- ___ She wouldn't have discovered her favorite spot in the city if she hadn't gotten lost.

C Take notes to answer the questions in your own words. Then compare answers with a partner.

1. Why is Monica scared in October?

2. What is the most difficult thing about December for her?

3. Why is April 16 an important day for Monica?

After you watch

A Pair work Discuss how Monica's attitude and experiences changed over the eight months she was abroad. What conclusions might one draw from this?

B Group work Compare your conclusions from part A with another pair. Discuss how they are the same or different.

C Writing Write a paragraph explaining how you feel about new and challenging experiences, such as studying abroad. Are these types of experiences fun, exciting, challenging, or frustrating for you? How do you handle these types of situations?



1 DEALING WITH DIFFICULT PEOPLE

Story summary

"Dealing with Difficult People" is about the difficult people we run into at school, work, and home. Four difficult personalities are explained: The Bully, who enjoys making others feel bad; the Exploder, who yells when she can't get what she wants; the Know-It-All, who tells everyone else how things should be done; and Mr. Negative, who

loves to complain. The video explains a two-step approach for dealing with difficult people: Step 1: Ask what reward the person wants to get from their behavior. Step 2: Think of a way to avoid giving the person this reward. Specific examples of how to use the two-step process with Bullies and Exploders are given.

Language summary

Grammar Verbs followed by gerunds
Noun clauses after *be*

Vocabulary Personality collocations

Before you watch page T-192

A

In this activity, Ss choose personality adjectives to preview the topic of the video.

- **Preview the activity** Explain that Ss will watch a video about dealing with difficult personalities. Direct Ss' attention to the list of words and review vocabulary as needed. Go over the instructions and, as an example, choose one personality type that is difficult for you to deal with. Remind Ss they are giving their own opinion.
- **Do the activity** Have Ss choose the words they think describe a difficult personality.

B Pair work

In this activity, Ss discuss the personality types presented in part A.

- **Preview the activity** Have Ss read the instructions.
- **Do the activity** Have pairs compare their answers and discuss their ideas. Help as needed.
- **Follow up** Have pairs briefly summarize their discussions for the class. Note the pairs' choices for the most difficult personality types on the board.

While you watch pages T-192–193

A

In this activity, Ss match sentences to the characters that would likely say them.

- **Preview the activity** Go over the instructions. Have Ss read the statements.
- **Play the video** Have Ss choose the correct answers as they watch. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

- | | | |
|-----------------|--------------------|-----------------|
| 1. The Bully | 4. The Exploder | 7. The Bully |
| 2. Mr. Negative | 5. The Know-It-All | 8. The Exploder |
| 3. The Exploder | 6. The Bully | |

B

In this activity, Ss choose the correct information to complete sentences about the video.

- **Preview the activity** Go over the instructions. Have Ss read the sentences and answer options. Remind Ss to answer according to the information in the video.
- **Play the video** Have Ss choose the correct phrase to complete each sentence. Play the video again, if necessary.
- **Check answers** Go over the answers with the class. Have Ss explain why the other choices are incorrect.

Answers

1. b 2. b 3. a 4. b 5. c 6. a 7. b 8. c

- **Option** Have Ss first complete the activity from memory. Then play the video again to check the answers.

C

In this activity, Ss identify and write the main point of the video in their own words.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have Ss write the steps for the two-step process in their own words. Play the video again, if necessary. Help as needed.
- **Check answers** Go over the answers with the class.

Possible answers

1. Ask yourself what reward the difficult person wants to get for the behavior.
2. Figure out how to stop the reward.

A Pair work

In this activity, Ss discuss how to use the two-step process from the video with other difficult personalities.

- **Preview the activity** Go over the instructions. Model a discussion with a volunteer.
- **Do the activity** Have pairs do the activity.
- **Follow up** Go over possible answers. Then have the class choose the most effective idea for each personality type. Ask if anyone has dealt with these personality types and if so, how they handled the situation.

Possible answers

The Know-It-All: *Step 1 – Identify reward:* Wants to feel smarter than everyone else; wants to control a situation. *Step 2 – Stop reward:* Keep interactions focused and brief. Don't engage the individual personally. Deflect attention to another issue.

Mr. or Ms. Negative: *Step 1 – Identify reward:* Gets attention by complaining. *Step 2 – Stop reward:* Don't engage or respond to complaints. Change the focus of the conversation. Leave the room if needed.

B Pair work

In this activity, Ss take turns role-playing being a difficult personality and dealing with one.

- **Preview the activity** Go over the instructions. Have Ss read the personality type descriptions. Model a role play with a volunteer.
- **Do the activity** Have pairs take turns role-playing the scenario. Help as needed.

C Group work

In this activity, Ss discuss different scenarios with the role play.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have Ss discuss how the role play would differ if the employer were the difficult person.

Project

A Write the script

In this activity, Ss write their own video about how to deal with difficult people.

- **Preview the activity** Tell Ss they will work in pairs to make a video about how to deal with difficult people. Ss will write a script and then act it out on camera.
- **Brainstorm** Have Ss think of their own difficult personality types or use the example below. Then have Ss make notes about ways to describe the personality type, what problems these types of people can cause, and how to deal with them.

Sample idea:

The Same-Same (a friend who refuses to try new things)

- **Description:** may be shy, judgmental, or not interested in new things; very predictable
- **Problems:** always wants to eat at the same restaurant; won't try new sports, games, or other activities
- **Reward:** always feels safe by doing the same things
- **How to deal with the Same-Same friend:** Ask why your friend doesn't want to do the activity. For every fear or negative idea he or she mentions, remind the friend of an opposite, positive outcome. Ask the friend for an example of something new he or she has tried before that was positive.

- **Outline** Have Ss make an outline of their script. They can use their own ideas or the following structure:
 - Introduce and describe the personality type.
 - Talk about the main problems caused.
 - Tell what reward the person may want.
 - Offer suggestions on how to stop or change the reward and deal with these types of people.
- **Write the script** Have Ss write about a difficult personality. Have them read through their work as they go and revise as needed.
- **Check the script** Have pairs rehearse their scripts.

B Make and share the video

In this activity, Ss make and share their own video about how to deal with difficult people.

- **Plan the video** Explain that Ss will take turns speaking and operating the camera. Alternatively, Ss can set up the camera so they appear on-screen together to act out a situation.
- **Make the video** Have Ss make their videos.
- **Share the video** Ss share their videos with the class.
- **Option** Have a group discussion about the videos. Which video is the best? Which video is the most helpful? Which one is the funniest or most interesting?

2 ACCIDENTS THAT CHANGED THE WORLD

Story summary

"Accidents that Changed the World" explains how three accidents resulted in three new discoveries. Penicillin was discovered in 1928 when Alexander Fleming forgot to wash some petri dishes. In 1945, some chocolate in Percy Spencer's pocket melted when he stood close to

a magnetron, which led to the invention of the microwave oven. And in 1941, George de Mestral's dog came home from a walk covered in burrs, which gave de Mestral the idea for the sticky material called Velcro.

Language summary

Grammar Past modals and phrasal modals of obligation
Modals with multiple uses

Vocabulary Collocations with *problem*
Verbs of belief

Before you watch page T-194

A Pair work

In this activity, Ss talk about personal experiences to preview the video topic.

- **Preview the activity** Go over the instructions. Tell Ss they will watch a video about inventions. Explain that these types of experiences sometimes result in an invention. Have a pair of Ss read the example conversation.
- **Do the activity** Have Ss do the activity. Help as needed.

B Group work

In this activity, Ss match inventions to their potential accidental causes to preview the video.

- **Preview the activity** Focus Ss' attention on the images and phrases. Go over the instructions. Remind Ss to explain their answers.
- **Do the activity** Have Ss work individually to match an accidental cause to each invention and then explain their answers to the group. Write the groups' answers on the board, but don't give them the correct answers yet. Ss will confirm answers in *While you watch* part A.

Answers

1. c 2. a 3. b

While you watch pages T-194–195

A

In this activity, Ss choose correct words or phrases to complete sentences about the video.

- **Preview the activity** Go over the instructions. Have Ss read the sentences and answer options.
- **Play the video** Play the video and allow Ss time to complete the activity.
- **Check answers** Go over the answers with the class. Then ask Ss if their answers to *Before you watch* part B were correct. Give the correct answers, if needed.

Answers

1. e, d 2. c, a 3. b, f

B

In this activity, Ss choose the correct information to complete sentences about the video.

- **Preview the activity** Go over the instructions. Have Ss read the sentences and choices.
- **Play the video** Have Ss choose the correct answer to complete each sentence. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. a 2. b 3. c 4. b 5. b 6. c

- **Option** Have Ss complete the sentences from memory. Then play the video for them to check their answers.

C

In this activity, Ss answer questions about the video in their own words.

- **Preview the activity** Go over the instructions. Have Ss read the questions. If necessary, answer the first question as a class.
- **Do the activity** Have Ss write their answers. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Possible answers

1. Alexander Fleming should have washed dishes but didn't. Fleming noticed that a mold caused a problem for bacteria.
2. Percy Spencer's chocolate melted. Spencer tried heating other foods with microwaves. Spencer contained the microwaves in a box.
3. George de Mestral put burrs under a microscope to see what made them stick so well. De Mestral had an idea for a product that would do the same thing. De Mestral tried lots of different prototypes.

A Pair work

In this activity, Ss discuss the steps leading to the discoveries that were made.

- **Preview the activity** Go over the instructions. Read the questions. Model a discussion with a volunteer.
- **Do the activity** Have pairs do the activity.
- **Follow up** Have pairs share their ideas with the class.

B

In this activity, Ss analyze an achievement in their lives that was influenced by an accident.

- **Preview the activity** Go over the instructions. Read the example. If helpful, give another example from your own life.
- **Do the activity** Have Ss take notes on the chain of events leading to their own achievement. Help as needed.

C Pair work

In this activity, Ss share stories about the events leading to big achievements.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have pairs take turns telling their stories. Help as needed.
- **Follow up** Have volunteers tell the class their stories.

Project

A Write the script

In this activity, Ss write their own video about an invention or mistake.

- **Preview the activity** Tell Ss they will work in pairs to make a video about an invention or mistake. Ss will write a script and then act it out on camera. Explain that they will take turns speaking and operating the camera.
- **Brainstorm** Have Ss choose a topic. They can either retell the story of one of the accidental discoveries in the video (Fleming's, Spencer's, or de Mestral's) in their own words, or they can tell their own story of a big mistake or accident.
- **Outline** Have Ss make an outline of their script. They can use their own ideas or the following structures:

Talking about an invention

- Introduce and describe the invention.
- Talk about the main events or actions that caused it.
- Discuss what might have happened if things had happened differently.

Talking about a big mistake

- Introduce the story by setting the scene with the time, place, or background information about what happened.
- Tell the events leading up to the mistake in the order they happened.
- Give a lesson or summary of how the story affected you or others at the end.
- **Write the script** Go over the following sample script with the class. Then have Ss write their scripts. Have them read through their work as they go and revise as needed.

Sample script:

A terrible brunch

S1: I made a big mistake just last weekend. I invited ten friends over for brunch. I bought five cartons of eggs to scramble just to be sure that I had enough. However, my friends started talking to me while I was cooking. They told some really interesting stories, so I was laughing and talking with them as well. But I should have been paying more attention when I cracked the eggs, because when I served them, there were bits of shell in them! My friends had to pick the shells out of them as they ate! I have to be more careful when I cook!

- **Check the script** Have Ss rehearse their scripts. Help as needed.

B Make and share the video

In this activity, Ss make and share their own video about an invention or mistake.

- **Plan the video** Remind Ss that they will take turns speaking and operating the camera. Alternatively, Ss can set up the camera so they appear on-screen together to act out a situation.
- **Make the video** Have Ss make their videos.
- **Share the video** Ss share their videos with the class.
- **Option** Have a group discussion about the videos. Which video is the best? Which video is the most unusual? Which one is the funniest or the most interesting?

3 WHAT IS THE WORLD'S GREATEST CITY?

Story summary

"What Is the World's Greatest City?" presents portraits of four different cities. Dubai has a lot of interesting and ambitious architecture, such as skyscrapers, man-made islands, a "seven-star" hotel, and an indoor ski slope. Tourist town Amsterdam is as famous for its canals as it is for being a bicycling town with bicycle traffic lanes and

bicycle parking lots. The former industrial city of Pittsburgh is the most livable city presented with its low cost of living, great sports teams, and historic neighborhoods. Finally, exciting Tokyo boasts the world's largest population and a quick and efficient public transportation system.

Language summary

Grammar Defining and non-defining relative clauses
Order of modifiers
Connecting contrasting ideas

Vocabulary Features of cities
Compound terms for towns

Before you watch T-196

A

In this activity, Ss answer information questions about the four cities in the video to preview vocabulary.

- **Preview the activity** Explain that Ss will watch a video about four of the world's great cities. Direct Ss' attention to the chart with city names and questions. Go over the instructions.
- **Do the activity** Have Ss choose a city to answer each question.
- **Follow up** Have Ss compare answers with a partner. Do not check the answers yet. Ss will confirm answers in *While you watch* part B.

B Pair work

In this activity, Ss make lists of interesting things in their area.

- **Preview the activity** Have Ss read the instructions.
- **Do the activity** Have pairs work together to make a list of interesting things in their area. Help as needed.
- **Follow up** Have pairs share their lists with the class. Compare lists to find the three most popular points of interest.

While you watch pages T-196–197

A

In this activity, Ss identify pictures of the cities in the video.

- **Preview the activity** Go over the instructions. Have Ss look at the pictures.
- **Play the video** Have Ss do the activity as they watch the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

- | | | | |
|------|------|------|------|
| 1. A | 3. D | 5. P | 7. T |
| 2. T | 4. P | 6. A | 8. D |

B

In this activity, Ss review their answers from *Before you watch* part A.

- **Preview the activity** Go over the instructions. Tell Ss they will review their answers from the chart in *Before you watch* part A as they watch the video.
- **Play the video** Have Ss check their answers as they watch the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class. Ask Ss how many answers they chose correctly.

Answers

- | | | |
|---------------|---------------|----------------|
| 1. Amsterdam | 5. Amsterdam | 9. Amsterdam |
| 2. Pittsburgh | 6. Dubai | 10. Dubai |
| 3. Dubai | 7. Pittsburgh | 11. Tokyo |
| 4. Tokyo | 8. Tokyo | 12. Pittsburgh |

C

In this activity, Ss choose the correct information to complete sentences about the video.

- **Preview the activity** Go over the instructions. Have Ss read the sentences and answer choices. Remind Ss to answer according to information in the video.
- **Play the video** Have Ss choose the correct answer to complete each sentence. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

- | | | | | | |
|------|------|------|------|------|------|
| 1. b | 2. a | 3. b | 4. a | 5. c | 6. c |
|------|------|------|------|------|------|

A

In this activity, Ss write about their opinions of the cities.

- **Preview the activity** Go over the instructions. Read the questions. If helpful, model a brief opinion statement about one of the cities from the video.
- **Do the activity** Have Ss write their answers to the questions.

B Pair work

In this activity, pairs compare and contrast their ideas from part A.

- **Preview the activity** Go over the instructions. Elicit phrases to compare and contrast (*even though, on the*

other hand) and phrases to agree and disagree (*I'm with you. Maybe, but don't you think . . .*) that Ss can use when discussing their opinions.

- **Do the activity** Have pairs compare and contrast their opinions about the cities. Help as needed.

C Class activity

In this activity, Ss tell about their partner's city preferences.

- **Preview the activity** Go over the instructions. Model the activity using a S's information.
- **Do the activity** Have Ss tell their partner's city preferences to the class. Encourage the class to ask questions and agree or disagree.

Project

A Write the script

In this activity, Ss write their own video about great cities.

- **Preview the activity** Tell Ss they will work in pairs to make a video about great cities. Explain that Ss will choose two different cities and make a video of two people discussing why each is the best city to visit or live in. Ss will write a script and act it out.
- **Brainstorm** Have Ss make a list of cities they could discuss. They should then narrow the list down to two and note the good and bad points for each.
- **Outline** Have Ss make an outline of their script. They can use their own ideas or the following structure:
 - Each person says their top choice for a place to visit or live.
 - Each person lists why their city is better. The other person points out the negative aspects of the city.
 - People come to an agreement about which city is best.
- **Write the script** Go over the following sample script. Then have Ss write their scripts. Have them read through their work as they go and revise as needed.

Sample script:

Barcelona vs. Tokyo

S1: Barcelona is my top choice for a great city to visit.

S2: Really? I think Tokyo is the greatest city to visit.

S1: Tokyo is cool, but the nightlife and museums in Barcelona are fantastic!

S2: That's true, but on the other hand, Tokyo is very modern and has exciting nightlife. Barcelona is much smaller than Tokyo. There probably aren't as many things to see there.

S1: I see your point, but don't you think the architecture in Barcelona is interesting? Several buildings were designed by Gaudí.

S2: I know what you mean, but a great city has more than beautiful buildings. Tokyo has the largest population in the world! There are a lot of interesting people there.

S1: Yes, that's true. I guess Tokyo might be a bit more interesting.

- **Check the script** Have Ss rehearse their scripts. Help as needed.

B Make and share the video

In this activity, Ss make and share their own video about great cities.

- **Plan the video** Remind Ss that they will take turns speaking and operating the camera. Alternatively, Ss can set up the camera so they appear on-screen together to act out a situation.
- **Make the video** Have Ss make their videos.
- **Share the video** Ss share their videos with the class.
- **Option** Have a group discussion about the videos. Decide which video gives the most convincing argument for a city. Which city featured would the most people like to visit?

4 HOW ELECTRONICS AFFECT OUR SLEEP

Story summary

"How Electronics Affect Our Sleep" explores how time spent looking at electronic screens prevents us from getting a good night's sleep. Sleep is vital for a healthy and productive life. Not getting enough sleep can cause health issues such as weight gain, diabetes, high blood pressure, even heart attacks and stroke. Screens can overstimulate our eyes and minds and make it difficult to fall asleep even hours after playing a video game

or surfing the Internet. Bright screens can also reduce levels of melatonin, a chemical signal released by darkness that tells us it is time to sleep. Suggestions to keep screens from affecting our sleep include turning off screens 30 to 60 minutes before bedtime, waiting until morning to check email and texts, not reading on a backlit screen right before bed, and keeping a regular sleep schedule.

Language summary

Grammar Reduced time clauses
Clauses stating reasons and conditions

Vocabulary Phrasal verbs related to energy and sleep
Expressions related to sleep

Before you watch page T-198

A

In this activity, Ss review their bedtime routines to preview the topic of the video.

- **Preview the activity** Explain that Ss will watch a video about how electronics can affect our sleep. Direct Ss' attention to the list of activities. Go over the instructions and read the list aloud. Remind Ss they are giving their own information.
- **Do the activity** Have Ss choose the activities that they do before bedtime.

B Pair work

In this activity, Ss discuss how their bedtime routines might affect their sleep.

- **Preview the activity** Have Ss read the instructions.
- **Do the activity** Have pairs compare their answers and discuss their ideas. Help as needed.
- **Follow up** Have pairs briefly summarize their discussions for the class. Note the top responses on the board.

While you watch pages T-198-199

A

In this activity, Ss listen for specific information.

- **Preview the activity** Go over the instructions and read the phrases aloud.
- **Play the video** Have Ss choose the correct answers as they watch. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

3, 4, 5, 6, 8

B

In this activity, Ss choose the best summary of the information in the video at a certain point.

- **Preview the activity** Go over the instructions. Have Ss look at the pictures and read the statements.
- **Do the activity** Have Ss complete the activity from memory. Then play the video again to check the answers.
- **Check answers** If Ss got any answers wrong, discuss why the correct answers are the best answers with the class.

Answers

1. c 2. c 3. a 4. c

C

In this activity, Ss answer questions about the video in their own words.

- **Preview the activity** Go over the instructions. Have Ss read the questions.
- **Do the activity** Have Ss take notes to answer the questions. Play the video again, if necessary. Help as needed.
- **Check answers** Go over the answers with the class.

Possible answers

1. playing video games, watching TV, surfing the Internet, texting, checking email
2. by causing a fight-or-flight response or overstimulation, which may result in a faster heartbeat, higher blood pressure, and tossing and turning at night; by reducing levels of melatonin
3. turn off all screens 30 to 60 minutes before bed; wait to check email or texts until morning; avoid backlit screens

A Pair work

In this activity, Ss relate their bedtime routines to the information in the video.

- **Preview the activity** Go over the instructions. Tell Ss they will analyze their own routines in terms of the information presented in the video. Read the questions. Model a discussion with a volunteer.
- **Do the activity** Have pairs do the activity. Help as needed.
- **Follow up** Have pairs share their opinions with the class.

B Group work

In this activity, Ss think of additional suggestions to reduce screen time or improve sleep.

- **Preview the activity** Go over the instructions.

- **Do the activity** Have groups use their own situations to brainstorm ideas for how to reduce screen time or improve sleep. Help as needed.
- **Follow up** Have groups share their ideas with the class. Did groups have mostly the same ideas or different ones? Discuss whose ideas were the most helpful.

C Writing

In this activity, Ss make a plan for improving their own sleep habits or those of someone they know.

- **Preview the activity** Go over the instructions. Model a sample answer using your own information.
- **Do the activity** Have Ss write their answers. Help as needed.
- **Follow up** Have Ss exchange papers with a partner and read each other's work. Then have volunteers read their plans to the class.

Project

A Write the script

In this activity, Ss write their own video about how to improve sleep.

- **Preview the activity** Tell Ss they will work in small groups to make a video about how to improve sleep. Explain that they will take turns speaking and operating the camera. Explain that Ss will write suggestions and offer advice.
- **Brainstorm** Have Ss think of sleep problems they or people they know have and possible suggestions to improve sleep. (This can build on the suggestions from *After you watch* part B.) Have groups decide on a format for their video. They can role-play a session with a patient and a sleep specialist, shoot a conversation among friends, or tell their plan to the camera.

Sample issues:

- **Problem:** watching TV to fall asleep
Solutions: limit TV watching to only one hour earlier in the evening; meditate before bed for 20 minutes instead
- **Problem:** room is too noisy to sleep
Solutions: wear ear plugs; tell roommates quiet time begins at 10 P.M.
- **Problem:** have to work after school, so studying begins late
Solutions: plan study sessions for early morning instead and go to bed earlier; see if work schedule can be adjusted

- **Outline** Have Ss make an outline of their script. They can use their own ideas or the following structure:
 - Introduce and describe the problems that will be discussed.
 - Talk about the negative effects the problems cause.
 - Provide advice and steps to solve each problem.
 - Give a summary of the problems, solutions, and reasons why sleep is important.
- **Write the script** Have Ss write their scripts about the sleep problems and solutions. Have them read through their work as they go and revise as needed.
- **Check the script** Have Ss rehearse their scripts. Help as needed.

B Make and share the video

In this activity, Ss work in groups to make their own video about how to improve sleep.

- **Plan the video** Remind Ss that they will take turns speaking and operating the camera. Alternatively, Ss can set up the camera so they appear on-screen together to act out a situation.
- **Make the video** Have Ss make their videos.
- **Share the video** Ss share their videos with the class.
- **Option** Have a group discussion about the videos. Which video has the best suggestions? Does the class have any additional suggestions for the problems mentioned?

5 REACTIONS TO RUDE BEHAVIOR

Story summary

"Reactions to Rude Behavior" is a student video in which the narrator (Garrett) asks his roommate, John, to behave rudely to unsuspecting people in the library while their interactions are videotaped. Afterwards, Garrett interviews the students to find out why they acted the way they did. In the first situation, John sits too close to Jill instead of in one of the empty seats available and greets her. Jill finds him strange and explains that rather than be offensive, she just left the situation. In the second situation, John again ignores the empty seats and sits too close to Ethan. But

this time, he doesn't talk to Ethan and holds a personal phone call. Ethan tells John it's customary to take calls outside of the library, but John stays and finishes the call. In the final situation, John sits too close to Andrea, who thinks it's a good idea to say what's on your mind. She tells John he's rude to sit so close when there are so many other chairs and adds that talking too close to her is impolite. She then calls him an interrupter. When John later reveals that he and Garrett are shooting a video for a sociology class, Andrea decides he is not so rude after all.

Language summary

Grammar Infinitive and gerund phrases
Reported speech

Vocabulary Terms to describe behavior
Expressions for reported speech

Before you watch page T-200

A

In this activity, Ss choose behaviors they think are rude to preview the topic of the video.

- **Preview the activity** Explain that Ss will watch a video about reactions to rude behavior. Direct Ss' attention to the list of phrases. Go over the instructions. Remind Ss they are giving their own opinion.
- **Do the activity** Have Ss select the behaviors they think are rude.

B Pair work

In this activity, Ss compare and discuss their answers from part A.

- **Preview the activity** Have Ss read the instructions.
- **Do the activity** Have pairs compare their answers and discuss their ideas. Help as needed.
- **Follow up** Note the most popular choices for rude behavior on the board.

While you watch pages T-200–201

A

In this activity, Ss match quotes to the people who said them.

- **Preview the activity** Go over the instructions. Have Ss look at the pictures. Then read the characters' names and the sentences, checking vocabulary comprehension as needed.
- **Play the video** Have Ss do the activity as they watch the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

- | | | | |
|---------|----------|-----------|-----------|
| 1. Jill | 3. Ethan | 5. Ethan | 7. John |
| 2. Jill | 4. John | 6. Andrea | 8. Andrea |

B

In this activity, Ss choose correct phrases to complete responses to questions about the video.

- **Preview the activity** Go over the instructions. Have Ss read the questions, responses, and answer choices.
- **Play the video** Have Ss write the correct letters as they watch. Pause or replay the video as needed for Ss to complete the activity.
- **Check answers** Go over the answers with the class.

Answers

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

- **Option** Have Ss complete the activity from memory. Then play the video to check their answers.

C

In this activity, Ss identify true and false statements about the video and correct the false items.

- **Preview the activity** Go over the instructions. Have Ss read through the statements one time.
- **Play the video** Have Ss write *T* for true or *F* for false. Play the video again, if necessary. Allow time for Ss to revise the false statements to make them true. Help as needed.
- **Check answers** Go over the answers with the class.

Answers

1. F; He's interviewing people to find out about their reactions to John.
2. F; Jill doesn't like to be offensive.
3. T
4. T
5. F; John keeps talking when Ethan asks him to be quiet.
6. F; Andrea can't believe it when John asks for help with his chemistry homework.
7. T

After you watch page T-201

A Pair work

In this activity, Ss discuss how they would react in situations from the video.

- **Preview the activity** Go over the instructions. Read the situations. Model a comparison using yourself as an example.

Project

A Write the script

In this activity, Ss write their own video about rude behavior.

- **Preview the activity** Tell Ss they will work in small groups to make a video about rude behavior and how people react to it. Explain that Ss will write a script and take turns speaking and operating the camera. Suggest that Ss do the video as a role play rather than a secretly taped video like "Reactions to Rude Behavior."
- **Brainstorm** Have groups choose a rude behavior from the lists they previously made or think of a new one. Encourage them to think of different reactions to the behavior.

Sample idea:

Three reactions to an Interrupter

- **Description:** The group presents three different situations and reactions to someone who interrupts all the time.
- **Situations:** (1) Person 1 is talking to an Interrupter on the phone. Person 1 gets frustrated, pretends the reception is bad, and hangs up. (2) Person 2 is having a face-to-face conversation with an Interrupter. Person 2 tries to keep talking but finally gives up and lets the Interrupter talk. (3) Person 1 and Person 2 are talking when the Interrupter appears and tries to interrupt. Person 1 and Person 2 continue talking and ignore the Interrupter to show him/her how it feels.

- **Do the activity** Have Ss work in pairs to do the activity. Help as needed.

B Group work

In this activity, Ss list other behaviors they find rude.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have Ss share their ideas with the group. The group notes the top three behaviors members find rude.
- **Follow up** List all of the groups' top rude behaviors on the board. Circle the top three behaviors the class finds rude.

C Pair work

In this activity, Ss discuss possible reactions to situations in part B.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have Ss discuss how they would react when faced with the annoying behaviors listed in part B. Have pairs share possible reactions with the class. Make a list of the most common types of reaction.

- **Outline** Have Ss make an outline of their script. They can use their own ideas or the following structure:
 - Introduce the situation and/or behavior briefly.
 - Stage the role play. Break into separate scenes, if appropriate. Introduce the main points of the conversation and interaction for each scene.
 - Summarize the reactions of the people after each scene and/or at the end as a recap.
- **Write the script** Have Ss write their scripts using their outlines. Have them read through their work and revise as needed.
- **Check the script** Have groups rehearse their scripts. Help as needed.

B Make and share the video

In this activity, Ss make and share their own video about rude behavior.

- **Plan the video** Remind Ss that they will take turns speaking and operating the camera. Alternatively, Ss can set up the camera so they appear on-screen together to act out a situation.
- **Make the video** Have Ss make their videos.
- **Share the video** Ss share their videos with the class.
- **Option** Have a group discussion about the videos. Which video is the best? Which video is the most insightful? Which one addresses the most annoying behavior?

6 THREE STORIES ABOUT WHY WE LOVE STORIES

Story summary

"Three Stories About Why We Love Stories" takes the form of three stories to tell us why humans have loved stories ever since we wrote on cave walls. Story 1: *Stories Help Us Survive* supposes the need to tell stories arose when the human race was very young. It relates the story of a caveman who fell into a hole that hadn't been there before. He wanted to warn his friends, but writing hadn't been invented yet. Therefore, he told his friends the story of the hole so they would not go near it. Thus, stories help us to survive. Story 2: *Stories Help Us Learn* explains how a college professor's class became boring after he'd been

teaching it for 20 years. But once he stopped explaining theories and started telling stories to illustrate how theories work, his students became interested again. This is an example of how humans learn best when they are engaged emotionally. Story 3: *Stories Organize the World* illustrates how as infants we are confused about the world but eventually begin to understand it through the stories we are told. Later, when we get older, we still go back to stories to make sense of things. In conclusion, humans will always tell stories because it's part of what makes us human.

Language summary

Grammar Present perfect vs. simple past
Present perfect vs. present perfect continuous
Adverbs with the simple past and past perfect

Vocabulary Storytelling expressions

Before you watch page T-202

A

In this activity, Ss think about the types of stories they like.

- **Preview the activity** Explain that Ss will watch a video about stories and storytelling. Direct Ss' attention to the chart. Go over the instructions and tell the class an example of a favorite story type and an example book or movie. Ask Ss for examples of other types of stories.
- **Do the activity** Have Ss write their favorite types of stories and examples of each.

B Pair work

In this activity, Ss discuss their story preferences from part A.

- **Preview the activity** Have Ss read the instructions. Read the example with a volunteer.
- **Do the activity** Have pairs compare their lists and discuss their answers. Help as needed.

While you watch pages T-202–203

A

In this activity, Ss identify true and false statements about the video and correct the false items.

- **Preview the activity** Go over the instructions. Have Ss read through the statements one time.
- **Play the video** Have Ss write *T* for true or *F* for false for each statement. Play the video again, if necessary. Allow time for pairs to revise the false statements to make them true. Help as needed.

- **Check answers** Go over the answers with the class.

Answers

1. F; The video begins by talking about a time when people told stories with pictures on the walls of caves.
2. T
3. F; Professor Evans' classes were dull because he only engaged the mind, not emotions.
4. T
5. F; The main point of all three stories is to show that humans will always tell stories because it is part of who we are.

B

In this activity, Ss choose the correct information to complete sentences about the video.

- **Preview the activity** Go over the instructions. Have Ss read the sentences and answer options.
- **Play the video** Have Ss choose the correct phrase to complete each sentence.
- **Check answers** Go over the answers with the class.

Answers

1. b 2. c 3. b 4. b 5. a 6. a

C

In this activity, Ss take notes to answer questions about the main idea of each story.

- **Preview the activity** Go over the instructions. Have Ss look at the pictures and read the questions. Tell Ss they will take notes to answer the questions. They can write complete sentences when the video is finished.

- **Do the activity** Have Ss take notes. Play the video, pausing after each story to give Ss time to write.
- **Check answers** Go over the answers with the class.

Possible answers

1. Stories help humans survive, understand other people, and get along better.
2. Stories are the natural way for us to learn because stories engage the emotions and the intellect. People remember things better when emotions are engaged.
3. Telling stories to children helps them to make sense of the world.

After you watch page T-203

A Pair work

In this activity, Ss think about how stories help people.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have Ss do the activity. Help as needed.

B Group work

In this activity, groups write or retell a story that helps people survive, learn, or organize their world.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have groups choose a story to retell or write their own short story. Remind them to write down the main point of the story, too. Help as needed.

C Class activity

In this activity, the class discusses the main points of the groups' stories.

- **Preview the activity** Go over the instructions. Keep Ss in their groups from part B.
- **Do the activity** Have each group read or retell their story. After each story has been told, have the other groups discuss what they think the main point is. Write their answers on the board. Each group chooses the best description of the main point of their story and reads the main point they wrote.

Project

A Write the script

In this activity, Ss write their own video story.

- **Preview the activity** Tell Ss they will work in small groups to make a video story that illustrates one of the three points explained in the video. Ss will write a script and then act it out on camera. Explain that they will take turns speaking and operating the camera.
- **Brainstorm** Have Ss think of a story that illustrates how stories can help people survive, learn, or make sense of things. It can be from their own lives, made up, or from a current news story. They should also decide the best way to tell the story, such as reading it to the camera, drawing pictures to illustrate it, acting it out, using photographs, or some combination. The story should conclude with some sort of message for the viewer.

Sample story:

Stories Help Us Survive

- **News story:** A man survived an avalanche by staying in his car, conserving water, digging snow off of the car from time to time, and only running the car's motor for a few minutes per day to warm up.
- **How to tell it:** News format with reporters (two Ss) talking to the camera and using magazine photos and other found photos of avalanches
- **Message:** It's important to learn survival skills when traveling in remote areas because it can save your life.

- **Outline** Have Ss make an outline of their script. They can use their own ideas or the following structure:
 - Introduce the story by giving background information about what happened or offering an interesting start to capture the viewer's attention.
 - Tell the events of the story in the order they happen.
 - Give a lesson or summary telling the message or explaining the importance of the story.
- **Write the script** Have Ss write their scripts. Remind them to use storytelling phrases to move the narrative along. Have them read through their work as they go and revise as needed.
- **Check the script** Have Ss rehearse their scripts. Help as needed.

B Make and share the video

In this activity, Ss make their own video story.

- **Plan the video** Remind Ss that they will take turns speaking and operating the camera. Alternatively, Ss can set up the camera so they appear on-screen together to act out a situation.
- **Make the video** Have Ss make their videos.
- **Share the video** Ss share their videos with the class.
- **Option** Have a group discussion about the videos. Which video uses the most interesting way to tell a story? Which video has the strongest message?

7

UNAPPRECIATED TECHNOLOGIES

Story summary

This episode of the technology-based program *Tech Talk* provides a roundup of inventions and technologies from the last 100 years that have made our lives better. The hosts compare how life was before and after each of the

following inventions: the refrigerator, the zipper, plumbing, shipping containers, barcodes, scanners, pocket calculators, credit cards, ATM machines, and email.

Language summary

Grammar Passive of present continuous, present perfect, future
Negative and tag questions for giving opinions

Vocabulary Technology buzzwords
Expressions that connect ideas formally
Words for forms of communication

Before you watch page T-204

A

In this activity, Ss match names of inventions to their pictures to preview vocabulary in the video.

- **Preview the activity** Explain that Ss will watch a video about inventions. Direct Ss' attention to the box with invention names and read the words aloud. Go over the instructions.
- **Do the activity** Have Ss match the words and pictures.
- **Follow up** Have Ss compare answers with a partner. Then check the answers.

Answers

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

B Pair work

In this activity, Ss place inventions into the correct time period to preview the topic of the video.

- **Preview the activity** Go over the instructions. Tell Ss they should write the names of the inventions in part A under the time period when they think people started using each invention. Ask them to explain their choices for answers they are not sure about.
- **Do the activity** Have Ss do the activity in pairs.
- **Follow up** Ask pairs to share their answers with the class, and write them on the board. Don't check the answers yet.

Answers

Thousands of years ago: plumbing
Early 1900s: zipper, refrigerator
1950s: shipping container, credit card
1960s and 1970s: barcode, pocket calculator, ATM / cash machine
1990s: email

While you watch pages T-204–205

A

In this activity, Ss select a summary statement that best matches the video content and check their answers to *Before you watch* part B.

- **Preview the activity** Go over the instructions. Have Ss read the statements.
- **Play the video** Have Ss do the activity.
- **Check answers** Go over the answer with the class.

Answers

2

- **Follow up** Go over the answers to *Before you watch* part B. Note that the information for the zipper and the ATM is not provided in the video. Discuss with Ss if they were surprised by any of the answers.

B

In this activity, Ss identify true and false statements about the video and correct the false items.

- **Preview the activity** Go over the instructions. Have Ss read the statements.
- **Play the video** Have Ss write *T* for true and *F* for false. Play the video again, if necessary. Allow time for Ss to revise the false statements to make them true.
- **Check answers** Go over the answers with the class.

Answers

1. F; The inventions covered in this episode of *Tech Talk* are "not-so-shiny or new."
2. T
3. T
4. T
5. F; One host thinks the credit card is more important.
6. F; According to *Tech Talk*, email is the best invention because it speeded up communication.

C

In this activity, Ss identify what was replaced or improved by the inventions mentioned in the video.

- **Preview the activity** Go over the instructions. Have Ss look at the activity items. Explain that Ss will choose the item or action mentioned in the video that has been replaced or improved by each invention.
- **Play the video** Have Ss do the activity while they watch the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. c 2. a 3. b 4. a 5. b 6. b 7. a 8. c 9. b

After you watch page T-205

A

In this activity, Ss write their opinions about the inventions in the video.

- **Preview the activity** Go over the instructions. Read the questions. Model a brief opinion for the first question.
- **Do the activity** Have Ss write their answers to the questions.

B Pair work

In this activity, pairs compare and contrast their ideas from part A.

- **Preview the activity** Go over the instructions. Elicit phrases that Ss can use to compare and contrast (e.g., *even though, on the other hand*) and to agree and disagree (e.g., *I'm with you. Maybe, but don't you think . . .*).
- **Do the activity** Have pairs compare and contrast their opinions about the inventions. Help as needed.
- **Follow up** Have a few pairs share their discussions with the class.

C Group work

In this activity, groups create their own list of the top five additional inventions.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have groups discuss inventions as they decide on a list of five additional important inventions.
- **Follow up** Have groups share their top inventions and reasons for their choices with the class. Make notes on the board to list the class's top five inventions.

Project

A Write the script

In this activity, Ss write their own video about technology or inventions.

- **Preview the activity** Tell Ss they will work in pairs to make a video about technology or inventions following the model of *Tech Talk*. Explain that Ss will talk about at least two technologies or inventions and mention their past, present, and future uses.
- **Brainstorm** Have pairs brainstorm ideas about which technologies and inventions to talk about. Ss should make notes about why the inventions are important and how they have changed life.

Sample ideas:

Tablet computer

- **Why important:** smaller and more portable than computer; has all the features you could want, including a camera. **Life before:** Before, you had big, bulky computers that were often slower. **Life after:** Now you can take your computer with you anywhere.

Cell phone

- **Why important:** very small, portable; has useful technologies such as music, video, camera, etc. **Life before:** Before, you had to be in a home or office to reach someone or be reached. **Life after:** Now you can talk to people anywhere.

- **Outline** Have Ss make an outline of their script. They can use their own ideas or the following structure:
 - Introduce the items you will discuss.
 - Talk about each item, why it is important, and how life was before and after it.
 - Summarize the opinion of each item and present which is most important and why.
- **Write the script** Have Ss write their scripts using their outlines. Have them read their work and revise as needed.
- **Check the script** Have Ss rehearse their scripts. Help as needed.

B Make and share the video

In this activity, Ss make and share their own video about technology or inventions.

- **Plan the video** Remind Ss that they will take turns speaking and operating the camera. Alternatively, Ss can set up the camera so they appear on-screen together to act out a situation.
- **Make the video** Have Ss make their videos.
- **Share the video** Ss share their videos with the class.
- **Option** Have a group discussion about the videos. Were any important inventions left out?

8 PROFILE OF AN ACTOR

Story summary

In this video, a man talks about why he became an actor. He starts by recounting an early childhood performance in a funny skit and explains that to become an actor, you have to have a passion for acting. He then talks about the erratic schedule of an actor and tracks his career progress from his training in theater to commercials. Next, he describes his least favorite acting job as being a mad scientist at an amusement park and his favorite acting job as performing in Shakespeare's *A Midsummer Night's*

Dream. Later, he says that the best part of being an actor is the feeling you get when you've performed well. In closing, he notes some of the traits an actor needs, such as having a lot of expression and a strong voice as well as being someone who enjoys attention. He also adds that people who don't enjoy being in the spotlight or need job security would not be good actors and says that he can't see himself doing anything but acting.

Language summary

Grammar Reduced relative clauses
Non-defining relative clauses as sentence modifiers

Vocabulary Qualities of creative people
Collocations related to problem solving

Before you watch page T-206

A

In this activity, Ss choose traits they think an actor should have to preview the topic of the video.

- **Preview the activity** Explain that Ss will watch a video about an actor. Direct Ss' attention to the list of traits. Say the words aloud and review vocabulary as needed. Go over the instructions. Remind Ss they are giving their own opinion.
- **Do the activity** Have Ss choose the 10 most important traits they think an actor should have.

B Pair work

In this activity, Ss compare their responses to part A.

- **Preview the activity** Have Ss read the instructions.
- **Do the activity** Have pairs compare their answers and discuss their ideas. Help as needed.
- **Follow up** Note the most popular traits on the board.

While you watch pages T-206–207

A

In this activity, Ss listen for topics to get the gist of the video.

- **Preview the activity** Go over the instructions. Have Ss read the list of topics. Answer any questions about vocabulary.
- **Play the video** Have Ss choose the topics the actor talks about. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1, 3, 4, 7, 8, 10, 11, 12

B

In this activity, Ss complete sentences from the video.

- **Preview the activity** Go over the instructions. Have Ss read the statements. If necessary, note that all answers are forms of words from *Before you watch* part A.
- **Play the video** Have Ss complete the sentences as they watch. Pause the video as needed to give Ss time to complete the activity.
- **Check answers** Go over the answers with the class.

Answers

- | | |
|----------------------------|-----------------|
| 1. creative | 5. expression |
| 2. passion | 6. strong voice |
| 3. motivated | 7. attention |
| 4. determination, patience | |

C

In this activity, Ss choose the correct information to complete sentences about the video.

- **Preview the activity** Go over the instructions. Have Ss read through the statements and answer choices.
- **Play the video** Have Ss choose the correct answers. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. b 2. a 3. b 4. b 5. a 6. c

A Pair work

In this activity, Ss discuss traits the actor has and whether or not they feel they or someone they know could be an actor.

- **Preview the activity** Go over the instructions. Read the questions.
- **Do the activity** Put Ss into the same pairs as *Before you watch* part A, if possible, and have them do the activity. Help as needed.
- **Follow up** Have some pairs share their opinions and discussions with the class.

B

In this activity, Ss list other traits and the jobs that might require them.

- **Preview the activity** Go over the instructions. Elicit examples from the class (e.g., Trait: *good with one's hands*; Possible jobs: *sculptor, mechanic, plumber*).

- **Do the activity** Have Ss complete the activity individually.
- **Follow up** List some examples from the class on the board.

C Writing

In this activity, Ss write about traits required for jobs they find interesting.

- **Preview the activity** Go over the instructions. Explain that Ss should choose the job and think of the traits first. Expand on one of the examples used in part B as a model (e.g., *I think being a sculptor would be an interesting job. To be a sculptor, one needs to be good with one's hands, have patience, and not need job security*).
- **Do the activity** Have Ss choose their jobs and traits and write about them. Help with ideas as needed.
- **Follow up** Have volunteers read their paragraphs to the class. Did anyone talk about the same job? Which traits were most often mentioned? Did any students write about different jobs that required the same traits?

Project

A Write the script

In this activity, Ss write their own video about traits needed for jobs.

- **Preview the activity** Tell Ss they will work in pairs to make a video about traits needed for specific jobs. Explain that they will take turns speaking and operating the camera. Explain that Ss will write a script and then act it out on camera. Suggest that Ss do the video as a conversation or as separate on-camera interviews.
- **Brainstorm** First, have individual Ss think of jobs they want to talk about in the video. Encourage them to choose jobs they are truly interested in. After Ss have chosen jobs, allow them to choose partners or put them in pairs to think of ideas for presenting their choices.

Sample idea:

Contrasting two different jobs

- **Description:** contrast traits needed for two different types of jobs
- **Job 1 – Rock Star:** good voice, strong personality, enjoys attention; **Job 2 – Accountant:** good at math, able to work alone, detail-oriented
- S1 presents job 1; S2 presents job 2.
- In the end, S1 and S2 explain that even though the two jobs are very different from each other, the rock star probably needs a good accountant.

- **Outline** Have Ss make an outline of their script. They can use their own ideas or the following structure:
 - Introduce both jobs briefly.
 - Discuss job 1 (traits 1–3).
 - Discuss job 2 (traits 1–3).
 - Relate the jobs to each other.
 - Give a brief closing statement.
- **Write the script** Have Ss write their scripts using their outlines. Have Ss read through their work and revise as needed.
- **Check the script** Have pairs rehearse their scripts. Help as needed.

B Make and share the video

In this activity, Ss make and share their own video about traits needed for jobs.

- **Plan the video** Remind Ss that they will take turns speaking and operating the camera. Alternatively, Ss can set up the camera so they appear on-screen together to act out a situation.
- **Make the video** Have Ss make their videos.
- **Share the video** Ss share their videos with the class.
- **Option** Have a group discussion about the videos. Which one has the most interesting presentation style? Which videos are similar? Which are more different? Why do Ss feel that way?

9 THE INTERVIEW: PROBLEM-SOLVING TASKS

Story summary

The Interview is a cable show about job interview skills. Host Susan talks with Mark Hernandez, a consultant who used to supervise hiring tests for a large tech firm. Mark explains that in addition to hiring candidates who fit in well with the company, they would also observe them in action to test their problem-solving abilities. He shows an example test in which candidates have a corkboard, a table, a candle, a book of matches, and a box of thumbtacks. The candidates' task is to attach the candle to the cork board and light it so that it doesn't drip on the table below. The host and consultant analyze the three

candidates' performance. The first candidate, Monica, persists with one (unsuccessful) approach and becomes frustrated. The second candidate, David, tries several approaches but doesn't succeed. The third candidate, Ashley, has a playful approach that allows her to solve the problem by thinking outside of the box. She pins the thumbtack box to the corkboard and places the candle on it. The main points given for improving problem-solving skills are: try many approaches, remember that it is more helpful to be playful than frustrated, and try looking at things from other perspectives.

Language summary

Grammar Clauses and phrases showing contrast and exception
Past habitual with *used to* and *would*

Vocabulary Expressions related to accepting or changing things
Expressions with *keep* and *stay*

Before you watch page T-208

A

In this activity, Ss choose qualities they think employers are looking for to preview the topic of the video.

- **Preview the activity** Explain that Ss will watch a video about job interview skills. Direct Ss' attention to the list of qualities. Go over the instructions and pre-teach vocabulary as needed.
- **Do the activity** Ss select the qualities they think most employers are looking for.

B Pair work

In this activity, Ss compare their answers from part A.

- **Preview the activity** Have Ss read the instructions.
- **Do the activity** Have pairs compare their answers and discuss their ideas. Help as needed.
- **Follow up** Have pairs share their opinions with the class.

While you watch pages T-208–209

A

In this activity, Ss identify which people in the video did certain actions.

- **Preview the activity** Go over the instructions. Have Ss look at the pictures, read the characters' names, and read the list of questions.
- **Play the video** Have Ss write the letter of the person who did each action. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. A 2. M 3. D 4. M 5. A 6. D

B

In this activity, Ss choose correct phrases to complete sentences about the video.

- **Preview the activity** Go over the instructions. Have Ss read the statements and answer choices.
- **Play the video** Have Ss write the correct letters as they watch. Pause or replay the video as needed.
- **Check answers** Go over the answers with the class.

Answers

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

C

In this activity, Ss take notes to answer questions about the video in their own words.

- **Preview the activity** Go over the instructions.
- **Play the video** Have Ss take notes and then answer the questions in their own words. Play the video again, if necessary. Help as needed.
- **Check answers** Go over the answers with the class.

Possible answers

1. They started evaluating candidates by observing them solving problems in action instead of giving them problems on paper.
2. Monica is persistent but gets stressed easily and is then unable to be productive. David gets frustrated easily, too, but approaches the problem from other perspectives. Ashley has a playful sense of humor that helps her try many new solutions by thinking outside the box.
3. He reminds people to try many approaches; be playful, not frustrated; and to look at things from other perspectives.

A Pair work

In this activity, Ss make notes about what kind of job they think each character from the video would be good at.

- **Preview the activity** Go over the instructions. Model an example: *I think Monica would be good at a job that requires a lot of concentration and persistence. She might be a good accountant.*
- **Do the activity** Have Ss make notes as they do the activity. Help as needed.

B Group work

In this activity, Ss share their answers from part A and agree on the best jobs for people from the video.

- **Preview the activity** Go over the instructions.

- **Do the activity** Have Ss share their ideas from part A and explain their choices. Have groups share their ideas with the class.
- **Follow up** Have the class vote on the best job for each character.

C Writing

In this activity, Ss make suggestions on how to improve interviewing skills.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have Ss write their answers. Remind them to support their ideas with facts, reasons and examples. Help as needed.
- **Follow up** Have some Ss read their writing to the class.

Project

A Write the script

In this activity, Ss write their own video about problem-solving skills.

- **Preview the activity** Tell Ss they will work in small groups to make a video about problem-solving skills. Ss will write a script and then act it out on camera. Suggest that Ss do the video as a conversation rather than an interview situation. Explain that they will take turns speaking and operating the camera.
- **Brainstorm** Have groups choose their own problem-solving tips and personal anecdotes for the video. Encourage them to think about useful problem-solving styles and tips for improvement.

Sample idea:

Group discussion about problem solving

- **Description:** a group discusses three problem-solving tips
- **Tip 1 – Trying different approaches:** Ss discuss ways they can improve their ability to think of different approaches (e.g., a computer problem and keeping notes on what you tried already).
- **Tip 2 – Leaving a problem and coming back to it:** Explain that some problems are better solved if, after working on them, you leave and then come back to them later (e.g., ideas for writing a paper).
- **Tip 3 – Asking for help:** Ss discuss when and how to ask someone for help, guidance, or an outside perspective (e.g., getting help with math from someone who is good at it).

- **Outline** Have Ss make an outline of their script. They can use their own ideas or the following structure:
 - Introduce the problem-solving tips or issues to be discussed.
 - Explain the main idea of each tip and have group members relate their experiences with the tip style and offer suggestions for implementation.
 - Summarize the problem-solving tips at the end as a recap.
- **Write the script** Have Ss write their scripts using their outlines. Have them read through their work and revise as needed. Explain that the discussion should be easy to follow and offer good support for each point.
- **Check the script** Have Ss rehearse their scripts. Help as needed.

B Make and share the video

In this activity, Ss make and share their own video about problem-solving skills.

- **Plan the video** Remind Ss that they will take turns speaking and operating the camera. Alternatively, Ss can set up the camera so they appear on-screen together to hold a conversation.
- **Make the video** Have Ss make their videos.
- **Share the video** Ss share their videos with the class.
- **Option** Have a group discussion about the videos. Which tips are the most helpful? Which tips appear most often? Are they the most useful ones?

10 ANNOYING SOUNDS

Story summary

The news report "Annoying Sounds" focuses on sounds that people complain about. The reporter mentions sounds that are too loud (like a chainsaw), annoying (like nails on a chalkboard), or both loud and annoying (like the *vuvuzela* horns during the World Cup in 2010). She also points out that very loud sounds hurt our ears, but less loud sounds, like nails on a chalkboard or a knife on a glass, can also be annoying. While scientists aren't sure why annoying

sounds are annoying, the video mentions that it may be because they have a similar frequency to a human scream or a baby's cry, two of the world's most stressful sounds. The report ends with different people talking about sounds that bother them, including loud cell phone conversations, certain laughs, loud motorcycles, elevator music, cicadas, and the very unusual sound of a fork on glass.

Language summary

Grammar Relative clauses and noun clauses
Simple and complex indirect questions

Vocabulary Expressions with *drive*, *get*, and *make*
-ed words that describe feelings

Before you watch page T-210

A

In this activity, Ss label pictures to preview vocabulary from the video.

- **Preview the activity** Explain that Ss will watch a video about annoying sounds. Direct Ss' attention to the words and pictures. Read the words aloud and review meaning as needed. Go over the instructions.
- **Do the activity** Have Ss label the pictures.

Answers

- | | | |
|------------------|------------------|-----------|
| 1. chainsaw | 4. wind chimes | 7. crows |
| 2. chalkboard | 5. ambulance | 8. cicada |
| 3. angle grinder | 6. vuvuzela horn | |

B Pair work

In this activity, Ss discuss whether the sounds made by the items in part A are loud, annoying, or not a problem.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have pairs discuss and answer the questions. Help as needed.
- **Follow up** Have pairs share their discussions with the class.

While you watch pages T-210-211

A

In this activity, Ss identify the items or sounds that are not in the video.

- **Preview the activity** Go over the instructions. Have Ss read the lists to preview them. Remind them that there may be more than one answer in a category.
- **Play the video** Have Ss cross out the items that are *not* included in the video. Play the video again, if necessary.

- **Check answers** Go over the answers with the class.

Answers

- | | |
|------------------------------------|--------------------------------------|
| 1. drums | 4. fire trucks |
| 2. glass breaking | 5. loud TVs, loud music, helicopters |
| 3. rock music, cheering, race cars | |

B

In this activity, Ss choose the best summary of the information in the video at a certain point.

- **Preview the activity** Go over the instructions. Have Ss look at the pictures and read the answer choices. Explain that the images represent certain points in the video.
- **Play the video** Have Ss choose the correct statements as they see each scene in the first part of the video. Pause or replay as needed to complete the activity.
- **Check answers** Go over the answers with the class.

Answers

- | | | | |
|------|------|------|------|
| 1. b | 2. c | 3. a | 4. a |
|------|------|------|------|

- **Option** Have Ss complete the activity from memory. Then play the video again to check the answers.

C

In this activity, Ss choose the correct phrases to complete sentences about the video.

- **Preview the activity** Go over the instructions.
- **Play the video** Have Ss write the correct letters as they watch. Pause or replay the video as needed to complete the activity. Help as needed.
- **Check answers** Go over the answers with the class.

Answers

- | | | | | |
|------|------|------|------|------|
| 1. c | 2. e | 3. d | 4. a | 5. b |
|------|------|------|------|------|

A

In this activity, Ss rank the most annoying sounds presented in the video.

- **Preview the activity** Go over the instructions. Explain that Ss will make a list of the top five annoying sounds from the video according to their own personal opinions.
- **Do the activity** Have Ss list their top five annoying sounds on their own. Help as needed. Have Ss share their lists with the class.
- **Follow up** Make notes on the board to track the top five annoying sounds for the class.

B Pair work

In this activity, Ss make a list of 10 additional annoying things and rank them from most to least annoying.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have pairs make a list of 10 actions, sounds, or things that annoy them and then rank them from 1 (the worst) to 10 (not so bad).

C Group work

In this activity, Ss compare their lists of annoying things.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have pairs share their ideas from part B with the group. Ss should explain their choices. Then the group makes a final top 10 list.
- **Follow up** Have the groups share their lists with the class. Make notes on the board of the top 10 annoying sounds, actions, or things.

Project

A Write the script

In this activity, Ss write their own video about annoying things.

- **Preview the activity** Tell Ss they will work in small groups to make a video about annoying things. Ss will write a script and act it out. Explain that they will take turns speaking and operating the camera.
- **Brainstorm** Have groups brainstorm ideas. They may wish to focus on sounds, general annoyances, or things specific to a certain place, action, or thing. Ss may also want to incorporate the things they listed in *After you watch*. Have groups decide if they will film this as a group discussion, as individuals speaking on camera, or with some dramatized portions.

Sample idea:

Group discussion about annoying cell phone behavior

- **Description:** Two people sharing opinions about annoying cell phone behavior. After each opinion, show an example acted out.
- **Points discussed:** (1) annoying ring tones, (2) annoying loud conversations, (3) annoying lack of consideration (when people are unaware of everyone around them)
- **Examples:** (1) a cell phone on the train with a loud ring tone, (2) an annoying person having a really loud phone conversation in the library, (3) a person bumping into people because he's focused on his phone conversation
- **Conclusion:** List ways to change behavior.

- **Outline** Have Ss make an outline of their script. They can use their own ideas or the following structure:
 - Introduce the issue of annoying cell phone behavior.
 - Name each annoying action and have people voice their opinions explaining why the behavior is annoying.
 - Cut to an example of the behavior acted out and repeat steps for other actions.
 - Summarize the discussion and suggest ways to improve the annoying behaviors.
- **Write the script** Have Ss write their scripts using their outlines. Have them read through their work and revise as needed. Explain that the script should be well organized and easy to follow.
- **Check the script** Have Ss rehearse their scripts. Help as needed.

B Make and share the video

In this activity, Ss make and share their own video about annoying things.

- **Plan the video** Remind Ss that they will take turns speaking and operating the camera. Alternatively, Ss can set up the camera so they appear on-screen together to act out a situation.
- **Make the video** Have Ss make their videos.
- **Share the video** Ss share their videos with the class.
- **Option** Have a group discussion about the videos. Which videos are the most insightful? Which examples have the best acting or presentation style?

11 THREE INTERNATIONAL STUDENTS DISCUSS AMERICAN VALUES

Story summary

Olivia, a student, is making a video about American values by interviewing three international students: Hikaru (Japan), Ranbir (India), and Enku (Ethiopia). In the round-table discussion that follows, they talk about the American tendencies to be on time, express emotions freely, value the freedom of being an individual, and make one's own

choices rather than focus on the family or group. The interviewees also mention that equality – not only of races but in opportunity – is an important American belief. They then point out that Americans believe you can be anything you want to be if you work hard enough.

Language summary

Grammar Present unreal conditional with *unless*, *only if*, and *even if*
Wishes and regrets

Vocabulary Forming antonyms with prefixes
Adjectives describing ethics and attitudes
Adjectives and nouns referring to personal values

Before you watch page T-212

A

In this activity, Ss share their opinions of things that are sometimes considered typical of Americans.

- **Preview the activity** Tell Ss that they will watch a video about American values. Explain that *value* can refer to the worth of something as well as the principles and standards by which the importance of things in life are judged, such as personal or cultural values. Then direct Ss' attention to the list of phrases and go over the instructions. Go over vocabulary as needed.
- **Do the activity** Have Ss choose traits they think are typically American.

B Pair work

In this activity, pairs discuss their opinions from part A.

- **Preview the activity** Have Ss read the instructions. Model an example with a volunteer.
S: I think Americans tend to be late.
T: That may be because you tend to go everywhere early.
I think they're usually on time.
- **Do the activity** Have pairs discuss their opinions. Then have them select six typically American traits and share them with the class.
- **Follow up** Write the most popular choices on the board. Discuss why people may feel these traits are typically American.

While you watch pages T-212–213

A

In this activity, Ss listen for topics to get the gist of the video.

- **Preview the activity** Go over the instructions. Have Ss read the list to preview the topics. Remind Ss they will select only six topics.

- **Play the video** Have Ss select the topics from the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

2, 4, 5, 6, 8, 10

B

In this activity, Ss match quotes to the people who said them.

- **Preview the activity** Go over the instructions. Have Ss look at the pictures and read the quotations. Tell Ss they will use each letter twice.
- **Play the video** Have Ss match the people to the statements as they watch. Pause or replay the video as needed for Ss to complete the activity.
- **Check answers** Go over the answers with the class.

Answers

1. E 2. H 3. E 4. R 5. R 6. H 7. O 8. O

- **Option** Have Ss complete the activity from memory. Then play the video again to check the answers.

C

In this activity, Ss choose the correct information to complete sentences about the video.

- **Preview the activity** Go over the instructions. Remind Ss to answer according to the information in the video.
- **Play the video** Have Ss choose the correct information to complete the sentences as they watch the video. Help as needed.
- **Check answers** Go over the answers with the class.

Answers

1. c 2. a 3. a 4. b 5. c 6. a

A

In this activity, Ss review the behaviors from *Before you watch* part A according to their own culture(s).

- **Preview the activity** Go over the instructions. Explain that Ss choose the behaviors from *Before you watch* part A that are true about people in their own culture(s).
- **Do the activity** Have Ss choose the behaviors on their own.

B Pair work

In this activity, pairs compare their choices from part A and categorize the behaviors.

- **Preview the activity** Go over the instructions. Elicit an example from the class and model a discussion to show how to categorize the behaviors.

- **Do the activity** Have pairs compare and discuss their lists and then categorize their answers according to the more general ideas.

C Group work

In this activity, groups make lists of general culturally acceptable and culturally unacceptable behaviors.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have the groups make two lists: one for behaviors that are generally respectful and likely to be accepted everywhere and one for behaviors that are generally disrespectful and not likely to be acceptable in most cultures.
- **Follow up** Have the groups share their lists with the class. Encourage groups to agree or disagree with choices and discuss.

Project

A Write the script

In this activity, Ss write their own video about cultural differences.

- **Preview the activity** Tell Ss they will work in small groups to make a video about cultural differences. Explain that they will write a script and take turns speaking and operating the camera.
- **Brainstorm** Have groups brainstorm ideas about cultural differences. They may wish to focus on how their own culture differs from others, how it compares to another culture, or the ideas about global values they discussed in *After you watch*. Have groups decide if they will film a group discussion or individuals speaking directly to the camera.

Sample script idea:

Group discussion

- **Description:** a small group discusses several topics about cultural differences
- **Points to discuss:** (1) food customs, (2) customs when meeting or visiting someone, (3) family relations
- **Outline** Have Ss make an outline of their script. They can use their own ideas or the following structure:
 - Introduce the idea of cultural differences.
 - Introduce topics and discuss differences. For example: (1) *Food customs:* table manners, eating out, preparing food; (2) *Customs when meeting or visiting someone:* introducing yourself, giving gifts, making

friends; (3) *Family relations:* closeness of members, living situations, influence.

- Summarize the discussion.
- **Write the script** Have Ss write their scripts using their outlines. Have them read through their work and revise as needed. Remind them that the discussion should be easy to follow and have good organization. If using individual interviews, the order of presentation should be easy to follow and the statements may need to relate to each other.
- **Check the script** Have groups rehearse their scripts. Help as needed.

B Make and share the video

In this activity, Ss make and share their own video about cultural differences.

- **Plan the video** Remind Ss that they will take turns speaking and operating the camera. Alternatively, Ss can set up the camera so they appear on-screen together to act out a situation.
- **Make the video** Have Ss make their videos.
- **Share the video** Ss share their videos with the class.
- **Option** Have a group discussion about the videos. Which videos are the most interesting? Which are most thought-provoking? What types of cultural differences are mentioned most often?

12 AN L.A. GIRL IN BERLIN

Story summary

"An L.A. Girl in Berlin" is the video diary of a girl named Monica documenting her eight-month study abroad in Germany. In September, she is excited and getting accustomed to the city. In October, she talks about being homesick and how she's having trouble meeting people. In November, she explains that she has met two friends, Julia and Annika, and is getting out more. In December, she tells her parents she is really sad not to be spending the

holidays with them. In January, she is excited about snow and doing really well again. On April 16, she notes the first time no one spoke English to her all day; everyone thought she was a German speaker. She also talks about how she is enjoying the spring. Finally, in May, she talks about preparing to leave and mentions that she'd be less sad to leave if she hadn't discovered something important – the best sausages and freshest sauerkraut in the world!

Language summary

Grammar Future perfect and future perfect continuous
Mixed conditionals

Vocabulary Expressions ending with prepositions
Compound adjectives

Before you watch page T-214

A

In this activity, Ss identify the five things they think would be the most difficult to deal with if they studied in Germany for a year.

- **Preview the activity** Explain that Ss will watch the video diary of an American girl studying in Germany. Elicit from Ss what they know about Germany. Direct Ss' attention to the list. Go over the instructions.
- **Do the activity** Have Ss number the five things they would have the most difficulty with if they studied in Germany. Remind Ss that they are giving their own opinion.

B Pair work

In this activity, Ss compare their answers in part A.

- **Preview the activity** Have Ss read the instructions. Model the sample conversation with a volunteer.
- **Do the activity** Have pairs discuss their opinions.
- **Follow up** Have pairs share their opinions with the class.

While you watch pages T-214–215

A

In this activity, Ss choose the best summary of the information in the video at a certain point.

- **Preview the activity** Explain that Monica, the girl in the video, is from Los Angeles (L.A.) and she will be studying in Berlin. Elicit from the class where both cities are. Have a brief discussion about what both cities are like and how they are different. Go over the instructions.
- **Play the video** Have Ss do the activity as they watch the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. b 2. c 3. b 4. c

B

In this activity, Ss identify the order of comments as they are mentioned in the video.

- **Preview the activity** Go over the instructions. Have Ss read the statements in the activity.
- **Do the activity** Have Ss number the things Monica talks about in the order they are mentioned in the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

5, 4, 1, 7, 2, 3, 6

C

In this activity, Ss take notes to answer questions about the video in their own words.

- **Preview the activity** Go over the instructions. Have Ss read the questions.
- **Play the video** Have Ss write the answers in their own words. After Ss have completed the activity, have them compare answers with a partner.
- **Check answers** Discuss the answers with the class. Then play the video to check the answers.

Possible answers

1. She is scared in October because she thinks she may be lonely all year and never leave her room.
2. The most difficult thing about December is being away from her family during the holidays. She did not realize how sad this would make her.
3. April 16 is an important day because no one spoke English to her. They thought she was a German speaker.

A Pair work

In this activity, pairs discuss Monica's feelings and what they mean.

- **Preview the activity** Go over the instructions. Elicit the main events for each month as a review. *What happened to Monica in September?* (She went to Berlin and got accustomed to the city. She was excited to be there.)
- **Do the activity** Have pairs discuss how Monica's feelings changed over time and draw conclusions.

B Group work

In this activity, pairs compare and contrast their ideas from part A with another pair.

- **Preview the activity** Go over the instructions. Put students into groups of two pairs. Elicit phrases from the class that pairs can use to compare and contrast (*even though, on the other hand*) and phrases to agree and disagree (*I see your point, but don't you think. . .*).

- **Do the activity** Have Ss compare their conclusions. Help as needed.
- **Follow up** Have groups share their conclusions with the class.

C Writing

In this activity, Ss write a paragraph about how they deal with challenging new experiences.

- **Preview the activity** Go over the instructions. Hold a brief class brainstorming session about situations that present challenges (e.g., a new job or school, moving to a new city, a change in family life). Talk about what kinds of challenges and emotions those types of events present and how one might deal with them. Make notes on the board.
- **Do the activity** Have Ss make an outline with a topic and supporting sentences and then expand upon it to complete their writing.
- **Follow up** Have volunteers share their paragraphs with the class. Make notes on the board about the most common thoughts and feelings people write about.

Project

A Write the script

In this activity, Ss write their own video diary.

- **Preview the activity** Tell Ss they will work individually to make their own video diary about being in a new and challenging situation. Ss will write a script and then act it out on camera.
- **Brainstorm** Brainstorm ideas with the class about challenges Ss can talk about. They may make up a situation or pick challenges they have already faced and act them out as if they were in the present.

Sample idea:

A video diary of my big move

Do six segments, each representing a different week and a different set of feelings about moving to a new place.

- **Week 1:** Staying with relatives and looking for a new apartment. Excited.
- **Week 2:** Found new apartment. Worried about expense, but still looking forward to the move.
- **Week 3:** New apartment too expensive, so need a roommate. Find one, but not sure if I will like having roommate. Nervous.
- **Week 4:** All moved in but new roommate is home all the time, noisy, and keeps late hours. Very tired and getting frustrated!
- **Week 5:** New roommate has new job and is never home. Getting a lot done. Feeling good.
- **Week 6:** New roommate has been transferred by new company and will move out in two months. Not sure

about money, but I got a raise at work, so it should be OK. Very happy!

- **Outline** Have Ss make an outline of their script. They can use their own ideas or the following structure:
 - In the first segment, introduce the situation and set the scene.
 - Talk about each week, stating the time and date, explaining the situation, and talking about feelings. Compare any progress to the past entry and speculate about the future.
 - In the last segment, summarize the overall experience and any insights into how it has helped or changed you.
- **Write the script** Have Ss write their scripts using their outlines. Have Ss read through their work and revise as needed.
- **Check the script** Have Ss rehearse their scripts. Help as needed.

B Make and share the video

In this activity, Ss make and share their own video diary.

- **Plan the video** Ss may have a classmate operate the camera for them.
- **Make the video** Have Ss make their videos.
- **Share the video** Ss share their videos with the class.
- **Option** Have a group discussion about the videos. Did anyone address the same topics? What was the most unusual situation? Have Ss say one thing they liked about each video.

Video SCRIPTS

Unit 1 Video

DEALING WITH DIFFICULT PEOPLE

Narrator: Most people you'll meet in life are friendly, kind, and generous.

But every so often, you'll run into some pretty difficult people. You may find them at work, at school, or even at home.

The worst thing about difficult people is that they can make life miserable for you.

There are many different kinds of difficult personalities. Do you recognize any of these people?

The Bully.

Bully: I enjoy making other people feel bad about themselves.

Narrator: Mr. or Ms. Negative.

Mr. Negative: I love to complain about how bad things are.

Narrator: The Exploder.

The Exploder: Aaahh! I can't stand not getting what I want, so I scream and yell a lot.

Narrator: The Know-It-All.

The Know-It-All: I insist on telling everyone else how things should be done.

Narrator: If difficult people can make your life miserable, knowing how to deal with them effectively can make your life a lot easier. Here's a simple two-step approach.

Step 1 – Ask yourself: What's the reward? People are difficult because they get some kind of reward for their behavior. Being difficult gives them something they want.

Step 2 – Figure out: How can you stop the reward? How can you *not* give the difficult person the things they enjoy getting?

Take the Bully, for example. What's the reward for the bully's behavior, and how can you stop the reward?

Bullies feel better about themselves by making you feel bad about yourself. They like to make you feel upset and nervous. And they enjoy getting into arguments because they usually win.

To prevent this reward, decide that you will not let the bully make you feel bad about yourself.

Stay cool and calm. Avoid getting emotional. Try asking them to stop their behavior. And if they won't, ignore them or leave the room. They can't get their reward if you won't talk with them.

How about the Exploders? What's their reward? And how can you keep them from getting it?

Exploders throw tantrums because they love getting attention. They want everyone else to stop what they're doing and focus on them.

You can prevent this reward by refusing to talk with them until they've calmed down. You can say, "I understand you're angry, and I don't mind talking with you about it after you calm down."

If they can't calm down, ignore them or leave the room until they are calm again.

The best way to deal with difficult people is to avoid interacting with them. But if you can't, you can use this approach to handle Mr. or Ms. Negative, the Know-it-all, and the other difficult people you're bound to meet.

Unit 2 Video

ACCIDENTS THAT CHANGED THE WORLD

Narrator: From great big messes to little spills, accidents are a part of life. Most of us try to avoid these problems. But sometimes, accidents can be very lucky. Sometimes they can change the world.

Take penicillin, for example. You might not think you could discover a wonder drug . . . by forgetting to wash your dishes! But that's what happened to the scientist Alexander Fleming in 1928. He was positive he could find a drug that would kill bacteria in the human body. His lab was full of petri dishes containing different types of bacteria. He should have cleaned the petri dishes in his lab before he went on vacation, but he didn't. When he returned two weeks later, they were covered in mold. Yuck! But in one of dishes, the mold seemed to be causing a problem for the bacteria. It was actually pushing the bacteria away. Fleming suspected this accidental growth of mold could be the key to the wonder drug he was looking for – and he guessed right! Today, penicillin is the most widely used antibiotic drug in the world. What would have happened if Fleming had washed the dishes like he was supposed to?

Everyone knows that melted chocolate is a real messy problem. But when Percy Spencer put some chocolate in his pocket, he discovered . . . the microwave oven! In 1945 Spencer was working with something called a magnetron, used in radar technology for the military. One day, when standing close to the magnetron, he noticed the candy bar in his pocket melted quickly. He

figured the magnetron must be responsible, and he started to experiment. He had a hunch the magnetron could heat up food, so he tried corn kernels and made the world's first batch of microwave popcorn. When he heated an egg and it exploded all over a co-worker, he realized he needed to create some protection. He solved the problem by containing the microwaves in a box. And the microwave oven was born. Think of all the microwave dinners you would have missed if Percy Spencer had ignored his messy chocolate problem!

Anybody who owns a dog knows for a fact: if you let your dog run through the field, he'll come back covered in burrs. George de Mestral let his dog run through the brush anyway during a hunting trip in 1941. As he was dealing with the problem and picking up the burrs at home, he wondered what made these little things stick so well. He put the stuff under the microscope and identified the problem: The burrs had lots of tiny hooks that easily attached to the small loops in clothing and fur. That gave de Mestral an idea. He was sure that if he could create a product that did the same thing, it would be very popular. He had to try lots of different prototypes, but he finally found one that worked. And when astronauts started using it to keep things from floating around in space, and sneakers began using it instead of shoelaces, George de Mestral was certain his Velcro was here to stay. So the next time you have to clean up a little accident, think to yourself, "What might I discover here?"

Unit 3 Video

WHAT IS THE WORLD'S GREATEST CITY?

Narrator: There are lots of great cities in the world: Hong Kong, Mexico City, Paris, Rio, New York. But which is the greatest city? That depends on what you're looking for.

If you're into tall buildings and interesting architecture, you might think Dubai is the greatest city in the world. This coastal town on the Persian Gulf is known for its beautiful beaches and many skyscrapers, which include the Burj Khalifa. At 828 meters – more than 160 stories – it's the world's tallest building. Dubai also has many new buildings that are world-famous landmarks – like the Burj al-Arab, which calls itself the world's only 7-star hotel. Or Ski Dubai, where you can actually ski indoors despite the soaring temperatures outside. And the Palm Islands, where beachfront homes have been built on islands that are completely man-made. For sheer ambition, Dubai certainly is one of the world's greatest cities.

If you're a bicyclist, your vote might go to Amsterdam. The Dutch tourist town that is famous for its canals is also known as one of the world's best bicycling towns. Everybody bikes here: businesspeople, students, mothers with kids. Nearly half of all the travel in Amsterdam is done on bicycles, which have their own traffic lanes and their own parking lots. Although you can still travel the narrow streets of Amsterdam by car or bus if you choose to, you can get there in half the time on a bike.

When it comes to one of the world's most livable cities, lots of people would include Pittsburgh on their list, and not just because of the low crime rates, affordable housing, and low cost of living. This former industrial town has been transformed into a sparkling city on a river – three rivers to be exact – which have more bridges than any other city in the world, including Venice. Pittsburgh is set on a hilly landscape, with streets and walkways that boast more steps than San Francisco. With several professional teams, it's a great sports town. And it's home to many historic neighborhoods that are full of wonderful restaurants, exciting nightlife, and great shopping. Pittsburgh truly is a town that offers something for everyone.

And if you believe that a great city has to have a lot of people, then head for Tokyo, which has the world's largest population. It has everything you would expect from a metropolitan area of more than 35 million: a public transportation system that moves people quickly and efficiently, restaurants where you'll find delicious cuisine, and exciting neighborhoods where you can find entertainment. And very, very small sleeping spaces that help millions squeeze into this magnificent city.

So, the world's greatest city? It's hard to pick a winner because every city is the greatest city to someone.

Unit 4 Video

HOW ELECTRONICS AFFECT OUR SLEEP

Narrator: Many of us spend a good part of our day looking at screens. We check our text messages as soon as we get up in the morning. Maybe we watch a little morning TV while we eat our breakfast. We play video games whenever we have to wait for a few minutes. We work on computer screens during the day and use our screens to catch up with friends and family on social media after we leave work. And we read on electronic screens right before bedtime and watch TV until we doze off.

But though our screens provide us with hours of entertainment, productivity, and connection with friends and family, they have at least one negative effect. They can keep us from getting a good night's sleep. Good sleep is vital to living a healthy life. It makes it easier for us to learn, to be productive, and to get along with other people. We also know that the health consequences of losing a lot of sleep can be severe: problems with weight control, diabetes, higher blood pressure, and even heart attacks and strokes can result when we don't get the sleep our bodies need.

Screens can affect our sleep in several ways. Scientific studies show that whenever we're watching screens, our bodies experience some stress. Even if we're not playing violent video games, screens can overstimulate our eyes and minds and keep us wide awake. It causes the "fight or flight" response that puts our bodies on high alert and keeps us from falling sound asleep at night. This stress

can cause our heart to beat faster and our blood pressure to be higher, even hours after playing a video game, surfing the Internet, or texting. This level of stress can really affect our sleep. We may have a sleepless night or toss and turn instead of falling fast asleep, and wake up tired instead of feeling rested.

Screens can also affect sleep by reducing our levels of melatonin, the chemical signal that tells our brain it's time to sleep. Darkness causes our bodies to release melatonin and help us feel drowsy. It's not hard to see how screens might keep us from drifting off or from sleeping well, considering that many of us look at screens right before bedtime. And that can affect our mood and concentration the next day.

So, how can we keep our screens from affecting our sleep? Here are a few suggestions: You can prepare for a good night's sleep by turning off all your screens 30 to 60 minutes before bedtime. It might not be a bad idea to wait to check your email or texts until morning, as they can really prevent you from winding down. And if you're a night owl who likes to read right before bedtime, you might want to avoid using a backlit screen. Also, keep a regular sleep schedule. Most people can get a good night's sleep only if they fall asleep and wake up at the same times each day.

Our screens don't need to keep us from getting enough sleep as long as we use them in a healthy way.

Unit 5 Video

REACTIONS TO RUDE BEHAVIOR

Garrett: I wanted to explore how different people react to impolite behavior. I asked my roommate, John, to be rude to people in the library. I videotaped their interactions, and then I interviewed the people to ask them why they acted the way they did.

This is Jill. She's all alone in the library when John enters and sits next to her rather than at one of the many other free seats.

John: How's it going?

Jill: That was kind of strange. There were so many other places to sit.

I mean, it's unusual to sit so close to someone in an empty room, right?

Garrett: I asked her if she thought about saying anything. She told me that she wanted to . . .

Jill: . . . but I never like to be offensive, you know? So I usually just leave in a situation like that.

John: See you later.

Garrett: Next, there was Ethan. I asked John not to make small talk with him, just to ignore him.

Ethan: I think it's bad form to sit right next to somebody when there are lots of other empty seats in the room.

Then he got a phone call and explained to his mom that he had been to the doctor – really personal stuff, you know?

John: He said it's just a rash. All over my back. Yes. He warned me that it might be contagious.

Ethan: And it's the library, you know? It's supposed to be quiet. So I finally asked him to stop.

I'm sorry, but, you know, it's customary to take calls outside the library, right? I'm trying to study here.

John: Almost done.

Yeah. So, I don't know. He wrote me up a prescription and . . .

Garrett: And finally, there was Andrea.

Andrea: I think it's a good idea to say exactly what's on your mind.

Garrett: She warned John right off the bat that she didn't like his behavior.

Andrea: You're not planning on sitting there, are you?

John: Yeah.

Andrea: No! No, you're not.

He said he liked the spot and claimed that he had been sitting in that chair all week. I couldn't believe it. Then he leaned in way too close and asked me if I could help him with chemistry!

You're invading my personal space! Back off, okay?

John: Is something wrong with you?

Andrea: No, I don't . . .

John: Are you antisocial?

Andrea: No, I'm just . . .

John: You're a loner with no friends.

Andrea: Stop. Stop it! You're being rude, OK? It's rude to sit here when there are so many other empty seats. Talking so close to me is impolite. And you're an interrupter. Is this for real? What is this? What? What's happening?

John: We're shooting a video for a sociology class project on how people react to rudeness.

Andrea: I think you should always say something. I'll tell anybody they're not being polite. Why should a rude person get to ruin my day?

Garrett: OK, that's all we need.

John: Thanks. It was really great to meet you. Thanks so much for helping us out.

Andrea: Hey, you're not so rude, after all!

Unit 6 Video

THREE STORIES ABOUT WHY WE LOVE STORIES

Zach: Once upon a time, there was a group of funny little creatures called humans, and they *loved* stories. They had begun telling stories on the walls of caves in the dark. The next thing they knew, they were writing their stories down so they could tell them over and over. Though lately, they've started telling stories on walls in the dark again. Even when they became older and smarter and figured out a whole lot more about the world around them, they still craved their stories. But why? What has made their stories so important?

It all started one day, probably when the human race was still very young. Maybe one human – let's call him Larry – had gone to the river to get some water, and he fell in a hole. He was surprised because he had been going to the river for years, and before that day, there was no hole. As soon as he climbed out, he thought, "I've got to tell my friends about this so they won't fall in the hole. I know! I'll put up a sign." Then he thought, "But wait. We haven't invented writing yet." So he went back to his friends and told them a story, the first story, of how he fell in the hole. And from that point on, nobody went near the hole. They understood they should stay away, even though they themselves had not fallen in the hole. To make a long story short, the humans continued telling stories, but soon their stories weren't just about holes by the river. They were about how other people lived. They were able to understand how other people felt and what other people knew. And that helped them get along better

and survive. What's the moral of this story? Humans love stories because stories help them survive.

Professor Roger Evans had been teaching rocket science for 20 years: the same theories, the same formulas, year after year. His classes had become pretty dull. "I have to do something different," he thought. And so the next day, rather than explaining his theories, he started telling stories about the courage of astronauts, the danger of blast-offs, and how the theories and formulas helped all that happen. And in the end, Professor Evans realized he had succeeded in getting his students interested again. He understood that stories are the most natural way for humans to learn anything because stories engage the emotions as well as the intellect, and humans remember things better when emotion is involved.

Imagine you're a very young child. You've been watching the world, but it doesn't make sense. It's all a big mess of information, with lots of strange shapes. But lately, people have been telling you stories. And after a time, you have started to make sense of the world. Things seem clearer. So later on, when you get older, you will still go back to stories when you want to make sense of the world.

There are many other reasons we humans have been telling stories since the dawn of time. But really, the thing you have to know is humans will always find new ways to tell stories and new stories to tell. Because telling stories is part of what makes us who we are.

Unit 7 Video

UNAPPRECIATED TECHNOLOGIES

Miranda: Welcome back to *Tech Talk*, the daily roundup of what's shiny and new in technology.

Dave: Today, we're actually going to be talking about what's *old* and not so shiny.

Miranda: These inventions from the last 100 years rarely get top billing in the list of the greatest inventions of all time.

Dave: Nevertheless, our lives have been made a little better . . .

Miranda: . . . and a lot easier . . .

Dave: . . . by these ingenious technologies.

Miranda: For example, the refrigerator.

Dave: Isn't it strange to think what life was like before this handy appliance came to kitchens everywhere in the 1920s and 30s?

Miranda: If you wanted fresh meat or produce . . .

Dave: . . . or ice cream . . .

Miranda: You would have to walk to the store to get it. But today, thanks to the refrigerator, grabbing a cold drink is as easy as opening a door!

Dave: Then there's the zipper.

Miranda: It's a simple technology, isn't it?

Dave: That may be true. But today, it's used to fasten everything from jackets and boots . . .

Miranda: . . . to suitcases to plastic pencil cases to space suits.

Dave: Wouldn't it be weird to see an astronaut gearing up with a hook and clasp?

Miranda: Plumbing has been around for thousands of years, but only in the last century has it become commonplace inside the home.

Dave: As a result, we don't have to go to the well for a fresh glass of water . . .

Miranda: . . . or heat water in the fireplace to take a warm bath. If you ask me, that's a pretty spectacular invention.

Dave: These things are pretty ugly, don't you think?

Miranda: Before shipping containers were invented in the 1950s, shipping things around the world was very expensive.

Dave: The reason for that is it took forever to load and unload boats.

Miranda: But thanks to these stackable containers, loading and unloading has been made much faster, and therefore, shipping is cheaper.

Dave: In fact, that's why a product from halfway around the world might be just as affordable as something made right at home.

Miranda: Barcodes. They're everywhere these days, aren't they?

Dave: But before the barcode came along around 1970, it took a lot more time to track products, price them, and sell them at the counter.

Miranda: Today, with the barcode, all those tasks are being done in a second with a scanner. As a result, stores can sell things for less money.

Dave: The pocket calculator made math easy for everyone beginning in the 1970s.

Miranda: Doesn't it seem crazy that before these things came along, most people had to do math by hand?

Dave: For instance, can you imagine trying to multiply a long string of numbers, finding the square root of 17, or doing your taxes without the help of a pocket calculator?

Miranda: Now, the way I see it, the credit card might be the most important invention in finance. Before the credit card became popular in the 1950s, you would have to carry cash or write a personal check.

Dave: On the other hand, before the ATM became popular, you were out of luck if you needed cash or wanted to make a deposit after banking hours. That's why the ATM has my vote for the most important development in finance.

Miranda: Finally, our number one unheralded technology . . .

Dave: Email. Before email became popular in the early 1990s, if you wanted to send someone a message, you'd have to actually put it in an envelope . . .

Miranda: . . . lick a stamp . . .

Dave: . . . drop it in the mail and wait . . .

Miranda: Uh!

Dave: . . . for days for a reply.

Miranda: Now, communicating with anyone anywhere in the world just takes a few seconds. That's a lot better, don't you think?

Dave: I do.

Miranda: That's all for *Tech Talk* today. We'll see you next time with new technologies that are likely to change your life tomorrow.

Unit 8 Video

PROFILE OF AN ACTOR

Director: Paul interview. Take 1.

Paul: Why did I want to be an actor? I'm trying to think of a good way to phrase this.

I first knew that I wanted to be an actor at a very young age. I was performing for my Cub Scouts, and it was a night of skits, and they were really funny skits. And everyone was laughing at me, and I made a decision, and I said, "This is what I want to do for the rest of my life. I want to be an actor." As a young boy, I had a lot of passion to be in front of people, to be in front of an audience, uh, to perform. And that passion has only grown throughout the years.

Having a 9-to-5 schedule didn't work for me. I needed an outlet . . . to have . . . to put out my creative side. Acting for me is . . . was fun. It just made sense. To become an actor, you have to have passion for the work. I think that was just inside me. It was just . . . just who I am. Being an actor can be tough. It can be erratic, which means that my . . . my schedule is never set. I could be doing a shoot in the morning and have a rehearsal at night. And then the next day, I could be having three auditions throughout the day.

The audition process can be tough and draining because that's the real work. You have to be really motivated to get yourself up every . . . every day, to get out there, and . . . and give it your all. You have to have a lot of determination . . . and a lot of patience.

I started out . . . trained in theater when I was in school, which is why when I started working professionally, I was taking on a lot of theater work. As the years went by, I started doing commercials and films, which means I was better able to support myself because they pay a lot more.

My worst acting job, oh boy. OK. Alright. I've got something for you. I got hired by an amusement park to work on this outdoor staged show where I was portraying a mad scientist. It was a kids' show, and I had to go out there in the summer, in the sweltering heat, and with this huge Einstein wig and perform. That was my least favorite job.

My favorite acting job was probably a show. It's, uh, it was a Shakespeare show, um, *Midsummer Night's Dream*. I did that on the Boston Common. There was [sic] about ten thousand people a night watching me, laughing at me. No experience compares to that.

The best part of . . . of being an actor is that . . . that feeling that you've really . . . you've really done something with the role. You've really done some nice work, and then if it's filmed, getting to see it. Uh, that's . . . that's a lot of fun.

To be an actor . . . some traits. Uh, you have to have a strong sense of determination and a lot of patience. Because it's . . . it's a hard lifestyle. Someone who has a lot of expression would be a good actor. Someone who has a really strong voice would be a great actor. Someone who enjoys attention would be a great actor. Someone who doesn't enjoy being in the spotlight would not be a good actor. Someone who needs job security would not be a good actor.

In five to ten years, I . . . I would hope that my acting career has . . . has become fuller – more auditions per week and doing theater more often. That's all I can hope for, really. More work.

I think I will always be an actor. I've done it this long. I have a strong support system. My family and my friends, they're behind me 100%. I can't see myself doing anything else.

Unit 9 Video

THE INTERVIEW: PROBLEM-SOLVING TASKS

Susan: Welcome back to “The Interview,” Cable 84’s weekly segment on job interview skills. While it used to be you could interview for a job simply by answering some questions, in today’s ultracompetitive job market, companies are measuring candidates’ qualifications in new and unconventional ways. Here to talk about this is Mark Hernandez, a consultant who previously supervised hiring tests for a large tech firm here. Welcome, Mark.

Mark: Thank you, Susan.

Susan: You know, when I was in the business world, we would hire people based on how well they interviewed and fit in with the company.

Mark: That was certainly our plan, too, except that we would also ask candidates to tackle some problem-solving challenges. When we started out, we would give people some problems on paper to solve. But in the last decade, we found it more helpful to observe them in action.

Susan: What kind of paces would you put them through?

Mark: Let’s take a look.

At my former company, we would put each candidate in a room that was completely empty, except for a cork board, a table, a candle, a book of matches, and a box of thumbtacks.

Susan: And what was the task?

Mark: We’d give each person five minutes, and we’d tell them they needed to attach the candle to the cork board on the wall and light it so that it wouldn’t drip on the table below.

This is Monica. And she knew that with enough thumbtacks she could tack the candle to the wall.

Susan: Except that she’s not having much luck. What does this tell you about her?

Mark: Well, she’s persistent, sticking with her first idea and spending nearly the entire five minutes trying to make it work. Persistence can be a good thing, except for the fact that she’s got the wrong idea.

Susan: Her lack of success seems to make her more frustrated.

Mark: Exactly. She got pretty stressed and was unable to think about the problem in other, more productive ways.

Now let’s watch David, who, after starting the same way, realized in 30 seconds that it wouldn’t work. In contrast to Monica, he’s looking for other perspectives, which is a good problem-solving strategy. He tried several other approaches.

Susan: Except that it’s not working for him, either. Looks like he’s trying to melt wax to stick the candle to the wall.

Mark: Obviously, it’s not working. And even if it did, it didn’t keep the candle from dripping on the table.

Susan: So, what *is* the solution?

Mark: Well, what would you do?

Susan: I don’t know. But here’s an idea: What about tacking the matchbook to the wall and the candle to the matchbook?

Mark: Good guess! If I were you, I might try interviewing for a tech job. Let’s see what Ashley does.

See how playful she was, in contrast to David and Monica? Studies have shown that humor is a really important part of problem solving, and Ashley seemed able to preserve her sense of humor through the process, while David and Monica were overly frustrated and let that keep them from solving the problem. And unlike Monica or David, who could only see the box as a box, Ashley saw the box as a platform.

Susan: She was literally able to think outside the box.

Mark: Yes.

Susan: So, what’s the takeaway for our viewers who may be asked to solve problems in a job interview – or at work, for that matter?

Mark: One: try many approaches. Don’t get set on making your first idea work. Two: it’s more helpful to have a playful attitude than to be frustrated. And three: try to look at things from another perspective.

Susan: That’s all for today on “The Interview.” Stay in touch, everyone!

Unit 10 Video

ANNOYING SOUNDS

Reporter: Stand on any corner of a city street, and you're bound to encounter many different kinds of people. But one thing they all have in common is that they all have something to complain about. And one thing they complain a lot about is noise.

Sometimes we complain about sounds that are too loud. And other times we complain about sounds that are annoying and get on our nerves. Perhaps the sounds we complain the most about are the ones that are both loud *and* annoying. At the World Cup in 2010, there was a huge uproar about *vuvuzelas*, the horns that were the favorite of many South African soccer fans.

It's easy to understand why loud noises bother us. They can actually hurt our ears and cause hearing loss. But the sounds that are most annoying often aren't that loud – like nails on a chalkboard, or a knife on a glass, or this angle grinder.

Scientists aren't completely sure why these sounds are so annoying. One theory is that these sounds have a similar frequency to a human scream or a baby's cry, which, to our brains, are two of the most stressful sounds in the world.

One thing we do know: People have strong opinions about noises that annoy them.

Margaret Allen: One thing that bothers me is when somebody at work is talking really loudly on their cell phone. I get so irritated.

James Williams: What's a noise that bothers me? Um . . . well, something that bugs me is my sister's laugh.

Henry Snider: How anyone can listen to one of those loud motorcycles all the time is beyond me.

Kyle Snider: Yeah, I hate that, too . . .

Graciela Martinez: My question is, why does music on elevators have to be so awful? It almost makes me sick.

Lisa Manap: Cicadas. They just get under my skin. I don't know why they have to make that sound!

Alexander Markovic: A fork on glass. That absolutely drives me up a wall.

Reporter: I'm sorry, but . . . where do you even hear that? Do you spend a lot of time putting forks on glass at your house?

The world is full of noise and much of it is very unpleasant. And sometimes it can really drive you crazy. For *Channel 11 News*, this is Jennifer Trumbell.

Unit 11 Video

THREE INTERNATIONAL STUDENTS DISCUSS AMERICAN VALUES

Olivia: For my class project on American values, I wanted the perspective of some people who weren't born into this culture. I think it's hard to get a sense of what's different about America when you have always lived there. So, I gathered a few friends and classmates from other countries to get their take on what values are distinctly American.

* * *

Olivia: So, you all have been studying here in the U.S. for at least a year, and I'm wondering, what would you say Americans value most?

Enku: Time. I think Americans value time a great deal.

Ranbir: And saving time. And being on time.

Enku: Yes! In my hometown, I wouldn't worry about being late to a meeting unless it were to meet someone very important.

Olivia: And, as an American, I would come late only if my car broke down or I had an emergency.

Enku: Exactly. Americans would think it disrespectful to be late unless they have a very good reason.

Ranbir: If I had known that when I first came here, I wouldn't have made you so mad so often. I was late to meet you quite a lot, I think.

Olivia: I just think it's kind of selfish and insensitive for you to waste my time by making me wait for you!

Ranbir: Yes, uh . . . you made that quite clear. Loudly. In the cafeteria, if I remember correctly!

Olivia: I wish I'd taken a picture of your face. You were so shocked!

Hikaru: That's another American value I think.

Olivia: What's that?

Hikaru: Being direct when expressing emotion. In Japan, even if I were very, very angry, I would never yell at someone in public.

Olivia: Hm. Yeah, Americans tend to not hold back their emotions.

Hikaru: That's for sure. In Japan, people are very disapproving of public displays of emotion. I often wish I could express my emotions with more freedom.

Ranbir: Freedom. Now that's a big American value.

Enku: I wish I had a dollar for every time Americans talked about freedom!

Ranbir: I didn't really get it at first. I imagined all Americans wanted to be outlaws. But then I realized: It's not about the freedom to do illegal things, but the freedom to be an individual – and make your own choices and decide how you want to live your life.

Olivia: And that's not true elsewhere in the world?

Ranbir: No. In India, for example, it's more about the family than the individual.

Hikaru: In Japan it's similar. But it's more about the group – fitting in with people at work, for example.

Ranbir: If you were a young Indian woman, you would do what your family wants, even if you disagree.

Olivia: So, even if I really wanted to be an actress, I would choose to study to be a doctor, like my parents want?

Ranbir: Yes.

Hikaru: But here in America, as your roommate, I have often seen you disagreeing with your parents about things. You would follow the path your parents wanted only if *you* thought it was a good idea, too.

Enku: I think another big American value is the belief that everybody is equal.

Olivia: Yeah, well, we're still working on that one. If we had been better about it from the beginning, I think we could have avoided a lot of war and violence.

Enku: But it's more than just equality among the races. In my country, there's this sense of fate. You're born with your lot in life. If I had been born into a different family, I probably couldn't have even dreamed of coming to study in America. But here, there's this belief that everyone can achieve whatever they want.

Ranbir: Or be whoever they want – a business leader or president, for example.

Hikaru: Yes, if only they will work hard enough. That's very uniquely American, I think.

Olivia: Yeah, I can't imagine not choosing the life I want to lead. Thanks, you guys. This was so helpful.

Ranbir: We're done already?

Olivia: We could have gone longer . . . if you hadn't been 20 minutes late!

Ranbir: Sorry.

Olivia: I'm just kidding.

Unit 12 Video

AN L.A. GIRL IN BERLIN

September

Monica: Hey, Mom and Dad. I had an amazing first day yesterday, walking around, enjoying the old buildings, and getting accustomed to the city. See? Ugh. I'm still adjusting to the time change. But, I am excited about starting classes today. And to think that before the year ends, I will have become fluent! OK. That's all. I'll talk to you later.

October

Monica: . . . kind of a tough day. I'm feeling kind of homesick. I try making friends, but it's so hard. There aren't a lot of people like me here. I'm scared that I'll end up spending the year feeling lonely instead of having fun. I'm afraid that by the end of the year, I'll have only gotten to know the inside of my room! However, I have promised myself I'll keep trying . . .

November

Monica: If I hadn't met Julia and Annika, I would probably still be sitting in my room every night. I remember telling you I didn't feel connected to others at first here, but now, generally, I'm really enjoying it here.

December

Monica: By the time you get this, we'll have left for our holiday feast. But, I just want to tell you that I love you, and I miss you. And I just wish I were home right now. If I had known how hard it would be to spend the holidays without my family, I probably wouldn't have come.

January

Monica: Snow! My first snow. Or *Schnee*, as they call it here. We had fun playing soccer in the snow today. It's so cold! But I'm doing great. And I'm finally familiar with the city. I don't need a map for walking around anymore. I'm hoping before I come home I'll have figured out the trains.

April

Monica: It's April 16. Very important day for me because . . . nobody spoke English to me today! When I first got here, I remember thinking, "By the end of my first month, I'll probably have perfected my accent." It took a little longer, but today, everyone thought I was a German speaker! It's so beautiful here in the spring . . . I'm just trying to take advantage of everything there is to do before I come home! Here's a picture of my favorite spot in the city. I would never have discovered it if I hadn't gotten lost in the park one day. Oh, it's beautiful there. You would love it . . .

May

Monica: So, by this time next week, I will have said good-bye to Berlin, and I'll be back at home. I'm looking forward to coming home and seeing everybody again. By Tuesday, I will have been here for . . . eight months! Can you believe it? But I would probably be less sad about leaving if I hadn't met . . . the best sausages and fresh sauerkraut in the world! You wouldn't believe how good this stuff is! I didn't think I would like it at first, but then I tried it and it was amazing. It was so fresh and vinegary and . . .

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Answers

Page 44, Exercise 1B: Story 3 is false.

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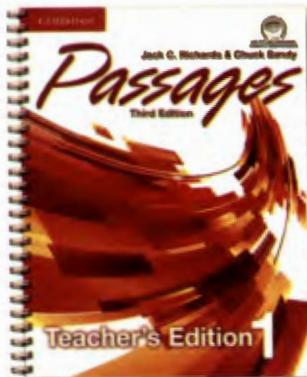
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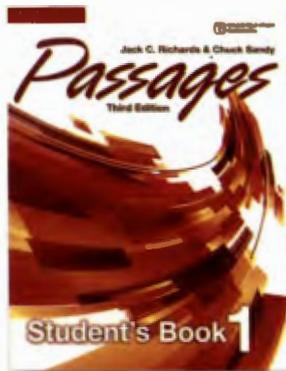
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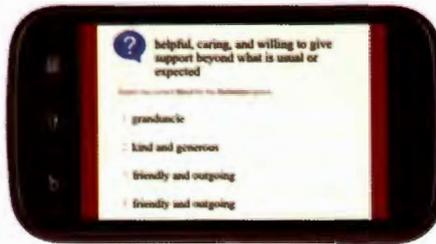
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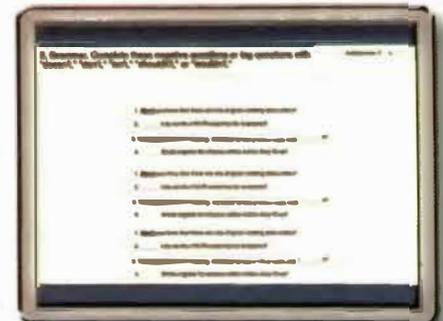
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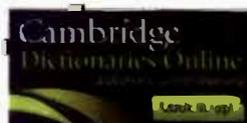
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