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An upper-level multi-skills course

Passages


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Student's Book 1


Time for a change

listening

A Group work What are some ways that people change over time? Can you give examples of people you know?

B  Listen to how Luis, Celine, and Diana have changed in the last five years. Why did they decide to change? Complete the chart.

	 Luis	 Celine	 Diana
Used to be			
Change			
Reason			

C  Listen again. What does each person still want to change?

	Luis	Celine	Diana
Wants to change			

How have you changed?

discussion

A How have you changed in the last five years? What do you want to change now?

Describing how you've changed

I used to be . . . , but now I'm . . .
I'm more . . . now. I enjoy . . .

Describing how you'd like to change

I'm interested in . . .
I'd like to be more . . .

Three things I've changed

Three things I'd like to change

B Pair work Compare charts with a partner. Ask follow-up questions.

A: Five years ago I was pretty shy. I'm more outgoing now.

B: Really? How did you change?

A: Well, I joined some clubs, made some new friends, and . . .

writing

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

A Underline the main idea in each of these paragraphs. Then compare with a partner.

I think my most positive quality is that I'm very practical. I'm the kind of person who enjoys solving difficult problems, and I love discovering solutions to things. People always come to me when they don't know how to fix something. For example, two days ago my father's computer suddenly stopped working, and he asked me to figure out the problem. His computer is a powerful one. It took me only 15 minutes. I loved every minute of it.

My most negative quality is that I'm an extremely disorganized person. My apartment is always a mess, and I can never find anything, which is very frustrating. My sister is very neat. Last week I finished my homework assignment and then misplaced it. I couldn't find it in all the clutter, so I had to redo it! My disorganization is getting to be a big problem in my life. I'd love to change, but I don't really know where to begin.



B Read the paragraphs again. Is there any information that doesn't relate to the main idea of the paragraph? Cross it out. Then compare with a partner.

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

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

E Pair work Exchange your paragraph with a partner, and answer these questions.

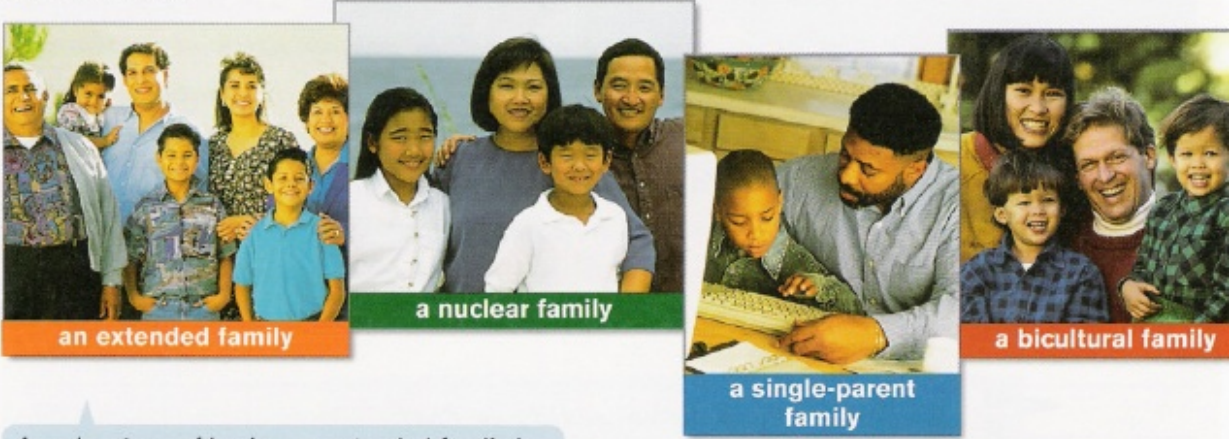
1. Is there any information that doesn't relate to the main idea? Cross it out.
2. What are some other ways your partner is . . . ?

Every family's different.

1 Let me tell you about my family.

starting point

A Group work Look at these different types of families. Can you explain what these terms mean? What do you think are the advantages and disadvantages of each type of family?



An advantage of having an extended family is that you always have a baby-sitter in the house.

B Pair work What's your family like? Choose at least five questions to discuss.

- What type of family do you come from?
- What's something unusual or special about your family?
- What are some rules that people have to follow in your family?
- How does your family celebrate birthdays?
- Is there a holiday your family always celebrates together?
- Who do you talk to in your family when you have a problem?
- What's the best thing about spending time with your family?
What's the worst thing?
- If you have any brothers or sisters, what things do you enjoy doing together?
- Do you have a close relationship with the other members of your family?
What's an advantage of being close to one's family?
- Who takes care of the children in your family?

2 How are their families different?

listening

A Listen to Paul and Andrea talking about their families. What are two things that are different about their families? Complete the chart.

	Paul	Andrea
1.		
2.		

B Pair work Is your family similar to Paul's or Andrea's? If so, how? If not, how is it different?

reading

A Pair work Discuss these questions. Then read the article, and compare your ideas to the author's.

1. Look at the title of the article. What do you think it's going to be about?
2. Do you think parents should be strict with their children?

UPSIDE-DOWN FAMILIES

The parents set the rules and the children obey, right? Wrong. In a growing number of North American families, adults have let their children take over. "Parents want to be nurturing and make their small children happy, but many have become confused about the best way to achieve this," explains a noted child psychologist. "Large numbers of parents are being controlled by their child, to the point that entire families end up organizing themselves around a small child's emotions."

The problem is that many mothers and fathers try to be a friend to their children. However, parenting is not a popularity contest. Challenging authority is a normal part of child development and is strongest between the ages of four and six. Setting rules and enforcing them teaches the child that he or she is equal in worth but not equal in authority. Then the child feels safe and secure and can be a kid again. Believe it or not, it's frightening for children to realize they are in charge of a situation. In upside-down families, when parents back down from rules they set, children become very insecure, anxious, and out of control. They don't trust their parents to protect them. Parents should follow these tips to avoid this situation and keep control.

- ▶ Be a leader. Parents cannot guide a child and seek his or her approval of their decisions at the same time. Don't say, "It's time for bed. OK?" Instead, say, "It's time for bed, kids."
- ▶ Don't make rules quickly and then change them. It's very important to be consistent. Once you make a rule, stick to it.
- ▶ Pay less attention to your children when their behavior is bad and more when it is good. Do not reward bad behavior by giving extra attention to it. Instead, save your attention for when the child acts appropriately.
- ▶ Don't allow your kids to call you by your first name. This removes the authority figure in a child's life. Children need parents, not another friend.

B Pair work Which of these statements would the author agree with? Which ones do you agree with?

1. Children don't usually challenge authority.
2. Children like to feel that they are in charge.
3. It's important for parents to discipline children.
4. Parents should be leaders, not friends.

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

1. Do you think your parents were too strict? Why or why not?
2. Will you use the same rules in raising your children?

3
grammar
focus

Should and ought to in the active and passive

The modals *should* and *ought to* are often used to express suggestions.

Active = modal + simple form of verb

Teachers **shouldn't give** students failing grades.

Students **ought to have** access to the Internet.

Passive = modal + *be* + past participle

Students **shouldn't be given** failing grades.

Students **ought to be allowed** to watch TV in class.

A Complete these sentences with the active or passive form of *should* or *ought to* and the verbs in parentheses. Then compare with a partner.

- Computers should be purchased (purchase) for all students.
- Schools _____ (install) computers, videos, and CD-ROMs in their language labs.
- Class credit _____ (give) for foreign travel.
- Science _____ (teach) by famous researchers via television.
- Physical education classes _____ (make) optional.
- Students _____ (take) classes in all subject areas.
- Students' grades _____ (base) on class participation.
- Schools _____ (limit) class size to ten students.

B Pair work Which ideas do you agree with? Explain why.

I think computers should be purchased for all students because then students can learn at their own speed.

discussion

Maintaining educational standards

A Pair work Read these statements. Which people do you agree with? Why?



Students should be required to pay a fee for any class that they fail and need to repeat.



High school students ought to be able to choose all their own courses. They learn best when they study things that interest them.



More emphasis should be placed on helping students get job experience and less emphasis on courses like history and literature.



Teachers' salaries should be based on how popular the teachers are with students.

B Group work Join another pair and discuss your answers.

A: I think more emphasis should be placed on helping students get job experience. The whole point of education is to prepare you for a job.

B: I think job preparation is important, but courses in literature and history are important, too. They prepare students to be better citizens and live better lives.

discussion

A Academic subjects aren't the only things you learn in school. Here are some other things. Read this list. Can you add two more items?

- ◆ how to get along with others
- ◆ how to think for yourself
- ◆ how to follow a schedule
- ◆ how to organize your time
- ◆ how to speak with confidence
- ◆ how to finish something you've started
- ◆ how to become independent from your family
- ◆ _____
- ◆ _____

B Pair work Now discuss these questions about the list in Exercise A.

1. Which of the skills did you learn in school? How did you learn them?
2. Was there a particular teacher who helped you learn these skills?
3. What subject areas helped you to learn these skills?

foreign languages literature music science
 history mathematics physical education other: _____

4. What are some important skills that you feel you didn't learn?

C Group work Look at this list. How could education be improved by making changes in these areas? How could the skills in Exercise A be better taught?

- ▶ extracurricular activities
- ▶ course offerings
- ▶ classrooms and equipment
- ▶ teaching methods
- ▶ examinations and grades

There should be more extracurricular activities available for students. That way, students would learn to get along with each other.

Also, students should be required to participate in at least one or two extracurricular activities.



listening

A Listen to Carol and Michael talking about experiences they had when they went away to college and what they learned from those experiences. Complete the chart.

	College experience	What they learned from it
Carol		
Michael		

B Pair work Are your experiences similar to Carol's or Michael's?

Identifying topic sentences

writing

The topic sentence contains the main idea and states a belief or opinion.
The rest of the sentences in the paragraph support this belief or opinion.

A Read this paragraph. Then choose the best topic sentence from the three choices.
How did you make your choice?

The library should get new computers.
Students are not accustomed to using computers.
Students should have access to the Internet.

These days, the Internet has become an essential tool for students. Using the Internet, students are able to get up-to-date information from a variety of sources including books, magazines, reference libraries, newspapers, and photo libraries. Also, students can join on-line discussion groups to talk to experts about subjects they're interested in. I belong to an Internet discussion group on computer games. Students shouldn't have to go to a special library or computer lab to use the Internet. It should be available to all students at all times.

B Read the paragraph again. Is there any information that doesn't explain the main idea of the paragraph? Cross it out. Then compare with a partner.

C Choose one of these topic sentences. Write a paragraph to support your belief. Make certain your sentences all give good reasons for your opinion.

I think/don't think schools ought to pay teachers higher salaries.
Students should/shouldn't have to study a foreign language.
I think/don't think students should be required to take physical education.
I believe schools should/shouldn't place a lot of emphasis on music and art.

D Pair work Exchange your paragraph with a partner, and answer these questions.

1. Write a title for your partner's paragraph. How did you come up with your title?
2. Is there any information that doesn't belong? Cross it out.
3. Do you have any questions about your partner's ideas? What sentences do you agree with? Are there any ideas that you don't agree with?

6

Helping others learn

discussion **Group work** Choose one of these situations, and explain the best ways to help people learn how to do something. Then compare your suggestions around the class.

- A shy friend wants help preparing for a job interview.
- Your parents want to learn a new kind of dance.
- Your best friend wants to learn how to drive your car.

A: How would you help a shy friend prepare for a job interview?

B: I would begin by helping the friend make a list of possible interview questions so that . . .

C: Then you should play the role of the interviewer in order to . . .

Reach the top!

vocabulary **A** Check the noun that best goes with each verb. Then compare with a partner.

	a dream	a goal	a task
achieve			
complete			
fulfill			
reach			
realize			

B Pair work Complete these sentences with verbs from Exercise A. Then explain to your partner how you could manage to do each thing.

1. A dream I hope to _____ in my life is . . .
2. A goal I'd like to _____ this year is . . .
3. A task I hope to _____ in the next few weeks is . . .

A dream I hope to realize in my life is visit every country in South America. I would start by saving a lot of money.

8

Learning alternatives

discussion **Pair work** Match these terms with their definitions. What are some benefits of each way to learn? Have you taken advantage of any of them? Why or why not?

- | | | |
|--------------------------|-------|--|
| 1. correspondence course | ___ c | a. a project that a student designs and completes alone |
| 2. field trip | ___ | b. classes taught at home by a student's parents |
| 3. independent study | ___ | c. a class conducted by mail |
| 4. home schooling | ___ | d. a place for learning industrial or commercial skills |
| 5. vocational school | ___ | e. a visit to a location outside school to learn something |
| 6. educational TV course | ___ | f. a program offering classes to adults who want to resume their education |
| 7. continuing education | ___ | g. a course that people can watch in their homes |

The best thing about taking a correspondence course is that you don't have to travel to school.

I took a correspondence course in order to learn how to draw.

reading **A Pair work** Discuss these questions. Then read the article, and compare your ideas to the author's.

1. Is there anything you learn at school that you can't learn at home? What? Why?
2. Why might parents want to teach their kids at home rather than send them to school?



Home Schooling:

A Growing Trend

Rowena and Billy Wrangler are model high school students. They study hard. They do extremely well on achievement tests. And next year, Rowena will be attending Harvard University. Billy, her younger brother, hopes to go to Cornell. What makes Rowena and Billy different from most students is that they don't go to school. In fact, they've never been to school. Since kindergarten, they've studied at home. Neither Rowena nor Billy feels as if they've missed out on anything by being taught at home. Like many of the more than one million people who receive home schooling in the United States, they feel as if they've gotten a good education.

The home-schooling trend began in the U.S. in the 1980s with parents keeping their children out of public schools so they could provide religious education at home. Today, as the home-schooling trend continues to grow, parents are more likely to consider home schooling as an option because they believe schools don't do a very good job of teaching and are occasionally dangerous places. But can parents really do a better job?

The answer in many cases is yes. In many studies, students taught at home ranked average or above average when compared to students who went to public schools. More importantly,

these students are often more self-directed and have a greater depth of knowledge. "They are very well prepared for academic challenges," says Patricia Riordan, the dean of admissions at George Mason University.

One such student, Janie Fist, began home schooling at the age of 11. "I was learning something all the time," says Fist. Now she's a first-year student at a college in New Jersey. Robert Conrad, now a sophomore at Florida International University, claims he really learned how to study and schedule his time during his eight years of home schooling. Still, not every student is as successful as Robert.

"For every home-schooling success story, there are an equal number of failures," states Henry Lipscomb, an educational researcher. "There are just so many disadvantages that students taught at home have to overcome." For example, they have fewer chances to interact with others their own age. Consequently, they sometimes lack the usual social skills. "No matter what, though," states Lipscomb, "home schooling is a growing trend. I think we'll be seeing more and more of this."



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

1. According to the article, what are the advantages and disadvantages of being educated at home?
2. Do you think your parents could have done a better job of educating you than your school? Why or why not?
3. Do you believe most kids are motivated enough to be taught at home? Why or why not?
4. What do you think you would miss most if you were schooled at home?

Defining and non-defining relative clauses

A defining relative clause defines or gives essential information about a noun.

New Orleans is a city **where people go to celebrate Mardi Gras**.

Salvador is famous for food and music **that trace their origins to Africa**.

A non-defining relative clause gives optional information about a noun. Notice the use of commas.

Seoul, **which hosted the 1988 Summer Olympics**, is well known for its shopping.

There are many temples and shrines in Kyoto, **which used to be the capital of Japan**.

A Underline the relative clauses in these sentences, and indicate if they are defining (D) or non-defining (ND). Add punctuation where required. Then compare with a partner.

- ND 1. Brasilia, which is the capital of Brazil, is less than 50 years old.
 _____ 2. Montreal is a city where both French and English are spoken.
 _____ 3. Bangkok which is the capital of Thailand has many beautiful temples.
 _____ 4. Bogota is a city that is surrounded by mountains.
 _____ 5. Mexico City which has a population of around 20,000,000 is the largest urban area in the Americas.
 _____ 6. Pusan is a busy port city that is located in the southern part of Korea.

B Here is some additional information about the cities on page 18. Join these sentences with non-defining relative clauses. Then compare with a partner.

- Salvador was founded in 1549. It has excellent examples of seventeenth- and eighteenth-century colonial architecture.
- The carnival in Salvador is a popular Brazilian festival. It runs for several days.
- People often visit Kyoto in April. They can see the beautiful cherry blossoms in April.
- Kyoto has more than 60 museums. It is a major cultural center of Japan.
- New Orleans is located on the Mississippi River. It is well known for its steamboat cruises.
- A favorite destination of jazz lovers is New Orleans. New Orleans made an important contribution to the development of jazz in the late nineteenth century.
- Seoul is well known for its shopping areas. Everything from antique pottery to custom-made clothing can be found there.
- The month of January is very cold in Seoul. It has an average daily temperature between -9° and 0° Celsius.



Steamboat in New Orleans

4

A great place to visit

discussion

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

I'd like to visit Salvador because it's a city where ...

B Pair work Tell your partner which of the four cities you'd like to visit and why.

Order of adjectives

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

	quality	size	age	type	noun	modifying phrase
a	picturesque	little	old		town	in the mountains
an	exciting	big		port	city	with lots of street life

Write descriptions of several cities you know. Then compare with a partner.

1. your hometown

My hometown is a huge, modern, industrial city with a busy downtown area.

2. a city you'd like to live in
3. a city you wouldn't enjoy living in

Connecting contrasting ideas

There are a number of ways to connect two statements that give contrasting information.

In spite of/Despite the activity in the streets, the crime rate is high.

Even though/Although the streets are safe, you'll prefer to spend evenings at home.

Monthly salaries are around \$2,000. **However**, unemployment is quite high.

The average salary is \$2,500 per month. **Just the same/Nevertheless**, housing is expensive.

The heat and humidity are high. **On the other hand**, the beach is only an hour away.

Choose the words in parentheses that describe your situation. Then complete the sentences with your own information and opinions.

1. There are (many/few) job opportunities in my town. Nevertheless, . . .
2. My city has (many/few) concerts. However, . . .
3. I'd prefer living in a city located (in the mountains/on the seashore), even though . . .
4. My city (offers/doesn't offer) many different cultural activities. On the other hand, . . .
5. I feel that the crime rate in my city is (high/average/low). However, . . .
6. The (winter/summer) weather in my town is very pleasant. Nevertheless, . . .
7. There (is/isn't) a lot of open space in my town. However, . . .
8. I would really enjoy living in (a big city/a small town), in spite of . . .

My hometown

Pair work Compare the sentences you wrote in Exercise 4. How are they different? Ask and answer follow-up questions.

A: There are few job opportunities in my town. Nevertheless, I want to stay here.

B: Why do you want to stay?

A: Because all my friends and family live here.

listening

What quality-of-life issues are these New Yorkers talking about? How do they feel about them?

	Quality-of-life issues	How they feel about them
Lindsay		
Eric		

Quality-of-life issues

discussion

A Classify these quality-of-life issues under the headings in this chart. Are there any that can fit under more than one category? Can you add four more issues to the chart?

air quality	intercity travel	radio stations
commuting time	museums	sanitation services
food prices	neighborhood safety	schools
good restaurants	nightlife	sunny days
hospitals	parks	taxes
humidity	public libraries	unemployment rate

art and culture	city services	climate/environment	cost of living

safety and crime	jobs	recreation	transportation



B Pair work How important are each of the issues listed in Exercise A where you live? Which three are most important to you personally?

I think air quality is most important to me. There's a tremendous amount of pollution here in . . .

reading

A Pair work Discuss these questions. Then read the article, and compare your ideas to the author's.

1. What would be the best way for a visitor to get to know your city?
2. What do you like to do when you first arrive in a new city?

GET YOURSELF LOST

Travelers to new cities are often told to start their trip with a bus tour. The thinking is that they can then return to the places that interested them. Nonsense! What you see from the inside of a moving bus is unreal and completely removed from the authentic sights, sounds, and smells outside.

Be adventurous! The best way to experience any place is on foot and with absolutely no travel plan. Simply go wherever your feet and your interests lead you. You eventually will get to the same sites that are on the bus tour – the museums, the monuments, city hall – but you will have seen much more. You will have felt the contemporary life of the city.

"But what if I get lost?" people might ask. No one ever gets hopelessly lost in a major city. Eventually, you can find your way back to a well-known location. If it frightens you to be "lost," just find a taxi and go back to where you started. However, the nicest things can happen if you get lost. You stop at a sidewalk cafe to sit and relax. You ask instructions of the local people at the next table. And even if they don't speak your language, your trip becomes more memorable because of the experience. Here are a few more ways to get the most out of your travel.



- ✓ **Know before you go** Spend a few hours before your trip learning about the history and culture of your destination. This will help you understand what you're seeing.
- ✓ **Move around like a local** Use the subways and buses of the city you're visiting. You'll not only save money, but you'll also learn how people really live.
- ✓ **Check the bulletin boards** Sometimes you can find advertisements for free concerts and other fun activities on bulletin boards around universities.

So the next time you see a poster advertising an introductory bus tour, save your money. Instead, wander on your own. I promise you a time you'll remember with great pleasure.

Source: "Get Yourself Lost" by Arthur Frommer, *Reader's Digest*

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

1. Do you agree with the author's view? Why or why not?
2. In your opinion, what are some advantages of taking a bus tour?
3. What are some disadvantages of wandering around a city on your own?
4. Can you learn about a city without taking a tour? Why or why not?

1 Gerunds

A Which verbs are always followed by gerunds? Which can be followed by either gerunds or infinitives? Put the verbs in the chart.

avoid dislike enjoy like
can't stand don't mind hate love

Gerunds	Gerunds or infinitives

B Use the verbs in Exercise A with gerunds or infinitives to describe how you feel about these topics. Give additional information.

books hobbies movies music

*I can't stand listening to heavy-metal music because it's so loud.
It really gives me a headache.*

2 Noun clauses after be

A Fill in the appropriate prepositions.

an advantage/disadvantage ____ the best/worst thing ____ a problem ____

B Pair work Now use the phrases in Exercise A to write noun clauses about the negative and positive aspects of these items. Compare your answers with a partner.

- | | |
|---------------------------|---------------------|
| 1. being self-employed | 4. having roommates |
| 2. being the oldest child | 5. owning a car |
| 3. having long hair | 6. owning a dog |

An advantage of being self-employed is that you don't have a boss.

3 Should and ought to in the active and passive

A Read these statements about schooling. Then rewrite them in the passive.

1. We should teach foreign languages from an early age.
2. We should require students to wear school uniforms.
3. They ought to teach some courses over the Internet in high school.
4. We should recruit more teachers from other countries.
5. They ought to offer classes on the weekends.

B Pair work Discuss the statements with a partner. Which ones do you agree with? Why?

Infinitives and gerunds to talk about how to do things

A How can you achieve these things? Complete these sentences using infinitives or gerund phrases. Write two sentences for each item.

1. The best way to get fit is . . .

The best way to get fit is by walking 20 minutes a day.

The best way to get fit is to join a health club and exercise regularly.

2. One way to improve your English is . . .

3. The only way to give up smoking is . . .

4. A good way to have a fun vacation is . . .

B Pair work Compare with a partner. Who has the best answers?



In order to and so that

A Complete these sentences using *in order to* or *so that*.

1. Many people buy computers _____ they can use the Internet.

2. Some people join health clubs _____ meet people.

3. People often take night classes _____ they can find a better job.

4. People sometimes like to work overseas _____ learn about another culture.

B Pair work Why would *you* do these things? Rewrite the sentences from Exercise A using your own information.

Defining and non-defining relative clauses

A Match the information about these cities. Then make non-defining relative clauses.

1. New York/famous for its skyline ____

2. Moscow/artistic subway stations ____

3. Tokyo/the business center of Japan ____

4. Sydney/also famous for its Harbour Bridge ____

5. Venice/built on 118 small islands ____

6. Honolulu/a warm climate all year round ____

a. bustling with crowds day and night

b. a favorite winter destination for tourists

c. home to the Empire State Building

d. crossed by many canals

e. the largest city in Russia

f. well known for its Opera House

New York, which is home to the Empire State Building, . . .

B Complete these sentences with defining relative clauses.

1. My country's capital city is a . . . place where . . .

2. . . . is a romantic city that . . .

3. . . . is a cosmopolitan city where . . .

Likes and dislikes

Pair work Give personal examples for these items. Then discuss your answers with a partner.

1. something you like/hate doing on your own
2. the kind of music you like/don't like to listen to when you feel low
3. something you like/don't like to eat when you are "stressed out"
4. a household chore you don't mind/can't stand doing
5. something you enjoy/avoid doing for a long time

A: I like going to museums on my own. That way I can spend as much time as I like in each room.

B: Oh, I'm just the opposite. I can't stand visiting museums on my own. I get so bored. . . .

8

This option is better for me.

Pair work What are some of the advantages and disadvantages of these situations? Which options do you prefer?

1. taking a correspondence course or taking a regular course with a teacher
2. teaching yourself how to do something or getting someone else to teach you
3. studying on your own for an exam or studying with a friend
4. going to college in a small town or in a large city

A problem with taking a correspondence course is that you don't have a chance to meet other students.

9

Hidden benefits

Pair work Which of these areas do you think are worth studying? Explain why. Then compare with a partner. Do you agree?



computer programming
counseling psychology
foreign languages
one's family history
public speaking
wildlife preservation

Giving reasons for doing something

It's worth studying . . . in order to understand . . .
It's worth studying . . . so that you can appreciate . . .
Some people study . . . to learn how . . .
People take courses in . . . because they want to . . .

I think it's worth studying foreign languages so that you can appreciate other cultures.

I don't think it's worth studying computer programming because it's not necessary to learn about computers in such detail.

grammar focus

Time relationships

Notice how these clauses and phrases show time relationships.

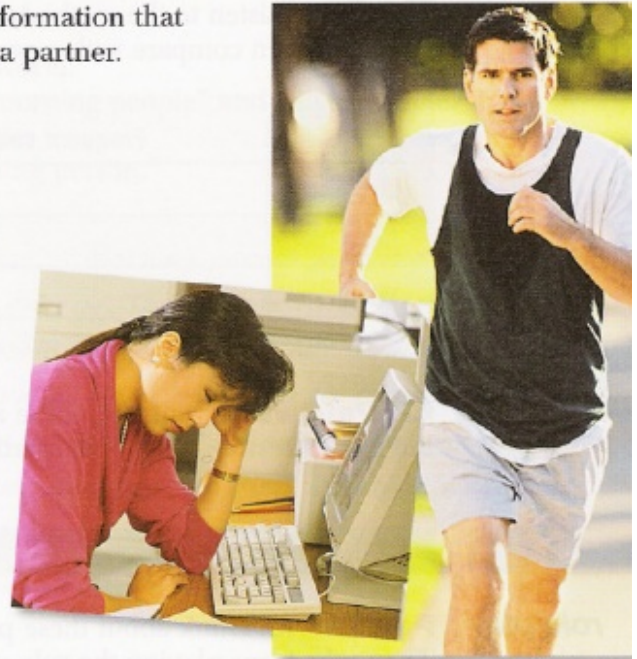
- As soon as** I wake up, I get dressed and race off to work.
- Until** I've had several cups of coffee, I don't feel really awake.
- Whenever** you have to work with numbers, you should try to do it around noon.
- While** I'm working/**While** working at the office, I sometimes take a short nap.
- After** I finish work/**After** finishing work, I'm too exhausted to do anything.
- Before** I go to bed/**Before** going to bed, I can't do anything that takes concentration.

Pair work Complete these statements with information that is true for you. Then compare information with a partner. Ask and answer follow-up questions.

1. As soon as I wake up in the morning, . . .
2. Whenever I have trouble concentrating on something, . . .
3. While working on a very difficult task, . . .
4. After I've stayed out too late in the evening, . . .
5. I become really exhausted whenever . . .
6. I can never concentrate after . . .
7. I don't feel awake in the morning until . . .
8. I think it's a good idea to take a short nap whenever . . .

A: As soon as I wake up in the morning, I go running in the park.

B: Really? Don't you eat anything before you go out?



More or less energy?

discussion

A Which activities do you think raise your energy level? Which activities lower it? Put the activities in the chart, and then add other ideas of your own.

doing vigorous exercise
drinking strong coffee
eating a chocolate bar
eating a large meal

having an argument
playing video games
sleeping late in the morning
taking an afternoon nap

taking a brisk walk
taking a cold shower
taking a hot bath
watching television

Activities that raise energy levels	Activities that lower energy levels

B Group work Answer these questions using some of the ideas in Exercise A and others of your own. Then share your best suggestions with the class.

What do you do . . .

- when you get sleepy in the afternoon?
- when you have a hard time waking up?

- when you need a quick spurt of energy?
- when you have too much energy?

When I get sleepy in the afternoon, I drink something with caffeine in it.

listening

A Class activity Sometimes stress is the cause of fatigue and a lack of energy. Which of the following things do you do to reduce stress? Can you add other suggestions to the list?

- | | | |
|---|--|--|
| <input type="checkbox"/> call a friend | <input type="checkbox"/> get a massage | <input type="checkbox"/> think pleasant thoughts |
| <input type="checkbox"/> do vigorous exercise | <input type="checkbox"/> listen to music | <input type="checkbox"/> vent your feelings |
| <input type="checkbox"/> do yoga | <input type="checkbox"/> meditate | <input type="checkbox"/> _____ |
| <input type="checkbox"/> drink herbal tea | <input type="checkbox"/> take a hot bath | <input type="checkbox"/> _____ |

B Listen to the methods Lisa, Sean, and Victor use to lower stress. Complete the chart and then compare with a partner. Which of these methods would work best for you?

	Frequent cause of stress	Method of lowering stress
Lisa		
Sean		
Victor		

C Pair work Talk about the activities in your life that are the most relaxing and the most stressful. Does your partner have any suggestions for lowering stress?

I need some advice.

role play

Pair work Think about these problems described on a radio call-in program. Then take turns playing the role of the caller and the host of the program.



I work so hard during the week that I'm too exhausted to do anything on the weekend.



Even though I study late every night just before my exams, I can't seem to remember all the information.



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



My friends always talk me into staying out late at night, and then I sometimes get sleepy at work.

A: I have a real problem. I work so hard during the week that I'm too exhausted to do anything on the weekend.

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

A: I work until I'm finished, usually around 9:00 P.M.

B: Have you ever thought of going home a little earlier and then doing some vigorous exercise? . . .

Giving advice

Have you ever thought of (going) . . .

You might want to . . .

It might not be a bad idea to . . .

If I were in your shoes, I think I'd . . .

The way I see it, you ought to . . .

Choosing the best topic sentence

writing

There are several reasons why your choice of a topic sentence may not be effective.

1. It is too general or broad to be supported in a paragraph.
2. It is too specific or narrow for the paragraph.
3. It does not relate to the other sentences in the paragraph.

A Read this paragraph and choose the best topic sentence. Then answer the questions, and discuss them with a partner.

There are many different kinds of people in the world. The world is divided into two types of people: “morning people” and “night people.” A 24-hour day is not long enough for some people. Almost everyone knows someone who’s a “morning person.”

_____ . Morning people jump out of bed in the morning, cheerful and full of energy. They seem to get most of their work done before lunch. Night people, on the other hand, usually have real trouble getting up in the morning. They often drag themselves through the day and reach their peak in the evening. Night people, who often stay up until 2:00 or 3:00 A.M., are just getting started when morning people are going to bed.

1. Which topic sentence did you choose? Why?
2. Explain why you think the other choices are not effective.

B Read this paragraph about aromatherapy, and write a topic sentence. Then compare with a partner. Is the topic sentence effective?

_____ . Many companies are now making candles, soaps, bath oils, and powders that are guaranteed to relax the people who use them. Special scents have been added to these products, and these scents apparently give the person who smells them a feeling of tranquility. After a stressful day, you can just light a peppermint candle as you soak in a chamomile bath, and all the day's tensions will melt away. So forget about that stress, and get ready to smell your way to a more relaxed state.

C Here is a list of general topics. Choose one and then write a topic sentence and a paragraph that supports your main idea.

the best and worst times of day an effective daily schedule how to relax

D Group work Take turns reading your paragraphs. Don't read the topic sentence. Can others guess what the topic sentence is?

Sleep statistics

starting point

A Read these facts about sleep in the U.S. and Canada. Which ones are true for you? Compare with a partner.

Hours of sleep people get per night	Major causes of insomnia	Percentage of insomniacs helped by sleep remedies they've tried
6 hours or less 30%	School, job, or family pressures	Taking prescribed sleeping drug 50%
7 or 8 hours 59%	Alcohol, caffeine, or too much food at night	Reading 38%
9 hours or more 10%	Working the late shift	Taking a warm bath 23%
Don't know 1%	Poor sleeping conditions	Turning on music, radio, or TV 22%
	Jet lag	Drinking warm milk 19%

B Pair work How many of these statements are true about you? Check true (T) or false (F), and then discuss with a partner.



I sometimes lie awake at night, even if I'm very tired. T F

I fall asleep as soon as my head hits the pillow. T F

Unless I get eight hours of uninterrupted sleep, I feel tired the next day. T F

I can get along on five hours of sleep at night, provided that I can take a nap during the day. T F

Since I'm a very light sleeper, any small noise wakes me up. T F

I'm such a heavy sleeper that nothing wakes me up. T F

Talking about sleep and dreams

vocabulary

A Combine adjectives from the first box with nouns from the second box. How many combinations can you think of? Compare with a partner.

Adjectives		Nouns	
chronic	light	dream	nightmare
funny	loud	insomnia	sleep
heavy	short	nap	snoring
horrible	vivid		

B Pair work Use the words in Exercise A to ask and answer questions.

A: Does loud snoring bother you at night?

B: Not if I'm the person who's snoring!

Clauses stating reasons and conditions

Because and since introduce causes and reasons.

I often lie awake at night **because** I have so much pressure at work.
Since I'm a very light sleeper, any small noise wakes me up.

Provided that introduces a condition on which another situation depends.

I can get along on five hours of sleep a night, **provided that** I can take a nap during the day.

Even if introduces a situation that does not influence another situation.

I sometimes lie awake at night, **even if** I'm very tired.

Unless introduces something that must happen in order to avoid a consequence.

Unless I get eight hours of uninterrupted sleep, I feel tired the next day.

A Match the clauses to make logical sentences. Then compare with a partner.

- | | |
|---|---|
| 1. Some people have accidents <u>c</u> | a. because they are under too much pressure at work. |
| 2. Many people can wake up without an alarm clock, <u>—</u> | b. even if they use several alarm clocks. |
| 3. Most people have trouble remembering their dreams <u>—</u> | c. just because they haven't slept well. |
| 4. Some people are so sensitive to noise that they can't go to sleep <u>—</u> | d. provided that they've gotten a good night's sleep. |
| 5. Some people always have difficulty waking up, <u>—</u> | e. unless they wear earplugs. |
| 6. People sometimes have trouble sleeping <u>—</u> | f. unless they write them down as soon as they wake up. |

B Now complete these sentences with your own information.

- I can usually sleep pretty well, provided that . . .
- Unless I have enough sleep at night, . . .
- Even if I have a case of insomnia, I never . . .
- Sometimes I don't set my alarm clock because . . .
- Since sleep is extremely important for my health, . . .

A good night's sleep

discussion **Group work** Discuss these questions. Ask follow-up questions.

- Do things sometimes prevent you from falling asleep?
- Are you a light sleeper or a heavy sleeper?
- Do you need a lot of sleep? How many hours per night?
- Do you take naps during the day?
- Do you have trouble waking up in the morning?
- Do you use an alarm clock?
- Do you snore? If so, is it loud enough to wake people up?
- Do you dream? Do you ever have nightmares?
- Do you ever talk or walk in your sleep?
- Do you sleep with the shades open or closed? What about the windows?

- A: Do things sometimes prevent you from falling asleep?
 B: I can't fall asleep unless I've checked to make sure the door is locked.
 C: Are there any other things that prevent you from falling asleep?



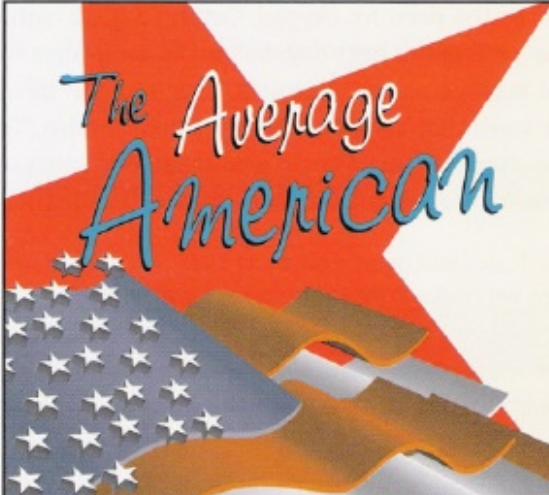
Lesson A

What's typical?

The average American

starting point

Read this information about the U.S. Then complete the sentences about your country. Compare with a partner.



Age: 32.7 years old
Sex: Female
Education: High school graduate
Employment: Works for a manufacturing company as a clerical worker
Housing: Pays a monthly mortgage of \$737 for a three-bedroom home
Expenses: Owes \$2,317 on credit cards; spent \$375 on gifts last year
Possessions: Owns a car, two TVs, one VCR, two telephones

Everyday habits: TV watching (28 hours, 13 minutes last week), driving (2 hours yesterday), reading the newspaper
Hobbies: Spectator sports, comed movies, eating out
Health: Exercises twice a week, doesn't smoke, isn't worried about her weight
Favorite meal: Green salad, vegetable soup, steak, potatoes, broccoli
Beliefs: Religious, environmentalis doesn't believe in ghosts

Source: "This Is Your Life, Generally Speaking" by Anne Cronin, *The New York Times*

- In contrast to the average American, people in my country don't usually _____.
- People in my country like to _____ except that we don't do it as often as Americans do.
- Unlike the average American, people in my country _____.
- While many Americans _____, people in my country _____.

What questions would you ask?

discussion

A Pair work What questions would an interviewer ask in order to collect the information in the chart about "The Average American"? Write at least six questions.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

B Pair work Use the questions to interview your partner. Find two things you have in common with the average American. Find two ways that you're different from the average American.

C Group work Join another pair. Are you an average person in your own country? Explain why or why not.

Most people in my country live at home until they get married. I'm 26, single, and live with my parents, so in that sense I'm average.

I don't think I'm average because my ideas are less conservative than everyone else's.

writing

Supporting statements develop the main idea by providing specific facts, reasons, or examples.

A Underline the information that develops the main idea. Then answer the questions, and compare answers with a partner.

As a rule, young people in my town don't really start dating until they're about 16. Before this age, people go out in groups rather than as a couple. A family member often comes along as a chaperone. The reason for this is cultural. In my country, the family unit is very strong, and parents worry a lot. For example, when I was 15, my parents never let me go out with my girlfriend unless my brother or her sister came along with us. Maybe things are different in the city, but this is the situation in the town where I live.



1. What is the topic sentence?
2. What are the facts, reasons, or examples the writer gives to support the idea in the topic sentence?
3. Are dating customs similar in your country? Explain.

B Finish these statements with information of your own to make topic sentences. Compare with a partner.

1. As a rule, most teenagers in my country . . .
2. In general, people from the city . . .
3. If young couples in my country want to get married, . . .

C Choose one of the topic sentences in Exercise B, and add at least four supporting statements to make a complete paragraph.

If young couples in my country want to get married, they must first get the permission of their parents. Generally, the young man starts by visiting his future wife's family. . . .

D Pair work Exchange paragraphs and answer these questions.

1. Do all the supporting statements relate to the topic sentence?
2. Do they develop and explain the topic sentence?
3. What other points or examples could be added?

The American mind-set

starting point

A Read this information about issues in the United States. Which issues also concern you? Which ones do most people in your country worry about?

What Americans Worry About ...

- ▶ Most Americans (82%) are concerned about immigration. They worry about where new immigrants will live and how they will find jobs.
- ▶ The majority of Americans (75%) are worried about politics. They think that politicians don't understand their real feelings.
- ▶ Many Americans (40%) are worried about their safety because of the high crime rate.
- ▶ Quite a few people (25%) are concerned about the economy. They worry that a close relative may lose a job because the economy isn't strong enough.
- ▶ Recently, Americans have become increasingly concerned about drug use. The majority of those surveyed (70%) thought that drug abuse is worse now than it was five years ago, despite the amount of money the government is spending on the problem.
- ▶ When presented with the following statement, most women in America (83%) agreed: "Women work out of necessity and are having a hard time."



Source: *The People*

B Pair work What are three other issues people in your country worry about?

How do you feel about it?

vocabulary

A Are these adjectives positive (+), negative (-), or neutral (N)? Compare your answers with a partner.

_____ alarming	_____ fortunate	_____ mind-boggling	_____ sickening
_____ appalling	_____ heartening	_____ reassuring	_____ surprising
_____ fascinating	_____ interesting	_____ shocking	_____ unfortunate

B Pair work How do you feel about the information given in "What Americans Worry About ..."? Use adjectives from Exercise A.

I find it reassuring that people are concerned about drug use. It's a serious problem almost everywhere.

It's surprising that Americans worry about crime. In my country, that's not really a problem.

discussion

A What do you worry about on a personal level? Check off the items that concern you. Can you add any items to the list?

- getting a job
- changing your appearance
- finding the right person to spend your life with
- making friends

B Pair work What do you plan to do about your concerns? Tell your partner.

I'm concerned about getting a job, so I'm working on my resume.



The different approaches to problem solving

listening

A Pair work Read about these three types of problem solvers. What type are you? Give examples to support your answer.



assertive

I prefer action to talk. When I'm faced with a problem, I immediately try to work out a solution.

meditative

If I have a problem, I sit and think about it. Sometimes the answer comes to me if I don't act on something right away. It's strange!

cooperative

I think the easiest way to solve a difficult problem is to get help from others. Another person's perspective can help me when I'm not getting anywhere with a problem.

B Listen to Dominique, Carla, and Wayne talking about their personal concerns. How do they solve them? What type of problem solver is each person?

	Concerns	Type of problem solver
Dominique		
Carla		
Wayne		

C Pair work Which person solved his or her problem most effectively? Explain your answer.

reading

A Pair work Can you guess the answers to these questions? Read the article to check your answers.

1. What is the largest ethnic group in the United States?
2. How many Americans were not born in the United States?
3. What is the average number of people in an American family?
4. What percentage of Americans do you think own their homes?
5. Do you think the majority of Americans are religious?
6. Do you think most people in the U.S. would favor a ban on smoking in public?

Statistically Speaking

The United States is composed of many racial and ethnic groups. Currently, almost 26 million (9.9%) are of Hispanic origin, and more than 9 million (3.5%) identify themselves as Asian or Pacific Islanders. African-Americans number 32.5 million, or 12.5% of the population, and the Native American/Eskimo/Aleut populations make up about 2.2 million (0.8%). An estimated 192.5 million people (74.1%) consider themselves to be white non-Hispanic. According to the Census Bureau, nearly 20 million Americans were not born in the U.S. Americans speak many languages – more than 31 million people speak a language other than English at home; more than half this number speak Spanish.

Living Arrangements Typical Americans live in a household with others. The average number of people living in a household in the U.S. is 2.63. There are a total of about 105 million housing units nationwide. Almost two-thirds (64%) of Americans are homeowners. Of the 60 million owner units, nearly 35 million are mortgaged.

Quality of Life – Education America has more high school graduates than at any other time in U.S. history: more than 80.2% of all Americans age 25 and older. About 21.9% of the people in this same group have a bachelor's degree or higher. Educational attainment has a direct impact on many aspects of life, but most directly on earnings. Average annual earnings for persons without a high school diploma are \$14,391; with a diploma, \$20,036; with a bachelor's degree, \$34,096; and with a doctorate, \$54,982.

What They Believe Over 80% of Americans say that they believe in God. Over two-thirds of the people in the U.S. claim that UFOs probably exist. About 74% believe that it's hard to be successful without a college degree. Approximately 67% of the population think that people are basically honest. Over half of all Americans believe that there should be a complete ban on smoking in public places. Nearly 47% believe the death penalty helps prevent crime. About 39% think that an honest person is not necessarily a good person.

Source: 1997 *Information Please*® Almanac, © 1997

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

1. What information in the article did you find most surprising?
2. Does the information in the article change your perception of the average American? Why or why not?

Lesson A

Making conversation

starting point

Conversational styles

A Read about six different types of people you sometimes meet on social occasions. Can you find an example of each type in the illustrations?

It's impolite to talk about your accomplishments too much, but that doesn't stop the **bragger**.

The **complimenter** knows it's polite to find something nice to say to others.

It's not good to ignore your conversation partner, but the **wandering eye** does it anyway.

It's good to talk about topics that interest you. Unfortunately, the **bore's** conversation is interesting to no one else.

It's customary to take turns speaking, but the **interrupter** is always jumping into the conversation out of turn.

It's appropriate to try different topics to get a conversation going, and the **conversation starter** does just that.



B Pair work Which of the people in Exercise A have good conversational styles? Which do not?

Poor conversationalists

discussion

Pair work Read these comments about poor conversationalists. Have you ever met anyone like this? Tell your partner.

- "Asking about other people's personal business is impolite, but he does it anyway."
- "Hearing her stories about all the famous people she knows is boring. I'm tired of it."
- "Having private conversations is normal. However, he's always whispering secrets to his friends in front of other people. It makes everyone feel uncomfortable."
- "Interrupting someone else's story is very annoying. She's always doing that."

grammar focus

Infinitive and gerund phrases

If + be + adjective + infinitive phrase is often used to comment on behavior.

It's impolite to ask about other people's personal business.

It's boring to hear her stories about famous people.

These sentences can be restated with gerund phrases.

Asking about other people's personal business **is impolite.**

Hearing her stories about famous people **is boring.**

A Use these adjectives to complete the sentences about typical or appropriate behavior. Decide if you need *not* in front of each adjective. Compare with a partner.

acceptable appropriate customary important polite unusual

1. It's not polite to speak a foreign language in front of people who don't understand it.
2. It's _____ to address a teacher by his or her first name.
3. Embracing a friend when you meet him or her is _____ .
4. It's _____ to talk about politics at work or school.
5. Complimenting a person about his or her appearance is _____ .
6. It's _____ to ask a lot of questions to keep a conversation going.
7. Asking someone's age is _____ .
8. It's _____ to bring a conversation to a close before it becomes boring.

B What is typical or appropriate in your culture? Write sentences about these topics. Then compare with a partner.



1. shake hands when you meet a friend

It's appropriate to shake hands . . . / Shaking hands . . .

2. kiss a female friend on the cheek when you see her
3. stand very close to people when you talk to them
4. use your hands a lot when you talk
5. ask people about their families
6. ask people how much they earn
7. ask people about their social plans
8. interrupt someone who's talking

4

What should you do?

discussion

Group work What should you do in these situations? Give advice to the other people in your group.

- ▶ You've been asked to give a short speech at a friend's birthday party.
- ▶ Someone admires something you own.
- ▶ You meet someone who has a serious health problem.
- ▶ You meet someone whose relative has recently died.

A: It's important to be prepared if you've been asked to give a short speech at a party.

B: Yes, you should take it seriously. But it's also acceptable to make a joke to relax the audience.

Making small talk

discussion

A Pair work Small talk is informal conversation with friends and acquaintances at school, on the job, or on social occasions. Which of these topics are suitable for small talk?

- current affairs health problems marital status the weather
- entertainment hobbies salaries work

B Pair work Read these expressions commonly used in making small talk, and place them under the appropriate heading. Can you add any more expressions to the list?

- Can you believe this weather we're having?
- Catch up with you later.
- Hi. How's life been treating you?
- How's everything at school?
- How's the job going?
- It's been a long time! How have you been?
- Sorry, I've got to run. Talk to you later.
- Well, it's been nice talking to you.

Starting a conversation	Introducing a topic	Closing a conversation

C Class activity Imagine you're at a party. Greet a person and start a conversation. Keep the conversation going for at least a minute. Then bring it to a close, and move on to the next person.



- A: It's been a long time! How have you been?
- B: I've been really busy studying for exams. On top of that, I just started a new job.
- A: Oh, really? Doing what?
- B: Well, . . .

What are they talking about?

listening

A Listen to people at a party making small talk. What topic is introduced in each conversation? What closing phrase is used to end the conversation?

	Topic	Closing phrase(s)
First conversation		
Second conversation		
Third conversation		

B Pair work Do you think these people are good conversationalists? Why or why not? Discuss with a partner.

writing

Add your own reaction when writing about people in your journal.

A Read these three journal entries about the same piece of news. Who do you think wrote each one? Match each writer to the paragraph.

1. Soo Mi's sister ____ 2. Soo Mi's mother ____ 3. Soo Mi's friend ____

(A) *Yesterday Soo Mi told me she's decided to go to college in the United States next semester to study fashion design. I've known Soo Mi all my life, and I know this has always been her dream. I remember when we were just kids, Soo Mi used to talk about wanting to live in New York so she could get involved in the fashion world. It wasn't just talk either. She's always designed her own clothes. She's so creative. I'm sure she's going to do really well in New York.*

(B) *Yesterday Soo Mi said she's going to go to college in the United States. I tried to be happy for her, but as she talked about it, I realized I was actually jealous. Ever since I can remember, I've wanted to study abroad. Even though it's always been my dream, I've never done anything about it. Now, if Mom and Dad spend the money to send Soo Mi abroad, I wonder if they'll have any left to send me away next year. I know I should be happy for Soo Mi, but it's difficult for me.*

(C) *Yesterday morning over breakfast, Soo Mi told us she's decided to go to college in the United States next semester. She couldn't have picked a worse moment to tell us, and a big argument broke out over everything from family expenses to who will do the work she usually does around the house. I felt bad, but it's really true. Not only will everyone have to work harder to pay for her expenses, but her absence is going to cause a lot of additional problems for everyone. I don't think she has thought this through carefully.*

B Think of a piece of good news you received from a parent, sibling, or friend, and write a paragraph about it. Include your reaction to the news.

C Pair work Read your partner's paragraph, and answer these questions.

1. What was the piece of good news about?
2. Were there any other details that you wanted to hear more about?

Sharing personal information

starting
point

A Read the information in the chart. Would you rank each person in the same way?

Who do you tell first?

We asked a group of young adults to rank each person in the chart according to when they would tell that person different types of personal news (1 = tell first, 4 = tell last). This is what they said.

Who would you tell ...	family member	spouse, boyfriend, or girlfriend	close friend	colleague
good news?	2	1	3	4
bad/tragic news?	1	2	3	4
gossip about others?	4	3	2	1
a secret about yourself?	3	2	1	4

Source: Interviews with people between the ages of 15 and 25.

B Pair work Why would you tell a particular type of secret to one person and not another? Discuss your reasons.

I would tell a secret about myself to a close friend first. I know that I can trust him, and he won't tell anyone else.

News about other people

discussion

Pair work Read each person's statement. Have you ever been in a situation like this? Do you think it's appropriate to tell this kind of news? Discuss with a partner.



Mark

I overheard someone say that two of our colleagues had gotten engaged last week. I told several other people, and they were surprised. I guess that no one was supposed to know about it yet. . . .



Stacy

My friend told me not to say anything, but I couldn't resist. She told me yesterday that she'd flunked her English exam! I asked her what she was planning to do about it, and she said . . .



Kathy

If I tell you something, will you promise to keep it a secret? I just heard that Steve is going to be fired. Can you believe it? I'm not supposed to tell anyone. . . .

Reported speech

STATEMENTS

They **got** engaged.

REPORTED STATEMENTS

He said (that) they **had gotten** engaged.

YES-NO QUESTIONS

Has the date **been** set?

REPORTED YES-NO QUESTIONS

I asked him if the date **had been** set yet.

WH-QUESTIONS

What **are** you **planning** to do?

REPORTED WH-QUESTIONS

I asked her what she **was planning** to do.

COMMANDS

Don't say anything!

REPORTED COMMANDS

My friend told me **not to say** anything.

GENERAL TRUTHS

The sun **rises** in the east.

REPORTED GENERAL TRUTHS

She said (that) the sun **rises** in the east.

IMMEDIATELY REPORTED STATEMENTS

Steve **is going to** be fired.

IMMEDIATELY REPORTED STATEMENTS IN REPORTED SPEECH

I (just) heard (that) Steve **is going to** be fired.

A Rewrite these sentences in reported speech. Compare with a partner.

- | | |
|---------------------------------------|---|
| 1. I'm not feeling well. | She told me <u>that she wasn't feeling well</u> . |
| 2. Did you hear the shocking news? | He asked me _____. |
| 3. When are your friends arriving? | They asked me _____. |
| 4. Why aren't you going to the party? | She asked me _____. |
| 5. Try it again! | He told me _____. |
| 6. I'm getting married next year. | She told me _____. |
| 7. Water boils at 100°C. | The teacher said _____. |
| 8. We will be leaving at 7:00. | They told me _____. |
| 9. Was the movie scary? | The children asked me _____. |
| 10. Our essays are due next week. | The teacher just said _____. |

B Pair work Imagine that you have overheard this conversation. Take turns reporting each line of the conversation.



- Ryan: I have a secret to tell you. Do you know Don and Sally at work?
 Emily: I've heard their names, but I've never met them.
 Ryan: Well, they're getting married.
 Emily: How did you find out?
 Ryan: Don's sister told me.
 Emily: When's the wedding?
 Ryan: I don't know. . . .

Ryan told Emily that he had a secret to tell her. . . .

Secrets

discussion

Group work Whisper a "secret" about yourself to another person in your group, who will then whisper it to the next person, and so on, around the group. The last person reports the secret they heard. Was it reported accurately?

- Last person: Jean said that she was going to look for a new job.
 Jean: That's right. I'm going to start looking next week.

5

Responding to news

vocabulary

A Look at these adjectives. Which have a positive meaning, and which have a negative meaning? Put them in the chart, and then compare with a partner.

annoyed delighted embarrassed flattered offended proud
 appalled depressed excited irritated pleased relieved

Positive	Negative

B Group work Tell about two pieces of news you received in the past. Explain how you reacted to the news.

My teacher told me that I'd passed my math exam. I was very relieved because it was so difficult.

6

Tell me all about it!

listening

A Listen to Nicole, Tony, and Darren telling different pieces of news. What was the news? What happened exactly?

	What was the news	What happened exactly
Nicole		
Tony		
Darren		

B Pair work How would you have reacted to each piece of news?

7

Did you hear that ... ?

discussion

A Write down some interesting news about yourself on a piece of paper, along with your name. Write at least five sentences.

I've been accepted to McGill University. I'm going to leave for Canada in July. I plan to study ...

Sergio

I just got a new part-time job. I'll be making more money. The first thing I plan to do with my paycheck is ...

Reiko

B Group work Give your papers to your teacher, who will mix them up and hand them out at random. Read the information you received. Then tell the others what you "found out."

A: I just heard that Sergio has been accepted to McGill University.

B: Really? Tell us all about it.

A: Well, he said that he's going to leave for Canada in July. . . .

reading

A Pair work What makes a conversation boring? List three reasons. Then read the article, and compare your ideas to the author's.

1. _____
2. _____
3. _____

Don't Be a BORE!

People resent and dislike those who bore them, so if you are boring, you are at a distinct disadvantage in conversation. Almost everyone has some boring traits, however, and it is worth anyone's time to consider the main characteristics of boring people that research has identified.

- 1. Distracting** Are you easily sidetracked? Do you become overexcited, engage in too much small talk, or use too much slang?
- 2. Unenthusiastic** Do you use too little eye contact, lack expressiveness, and speak in a monotone?
- 3. Ingratiating** In order to impress, do you try unsuccessfully to be funny? Are you trying too hard to be nice?
- 4. Overserious** Do you rarely smile and always use a serious tone of voice, even when your partner is trying to be light and amusing?
- 5. Negative** Do you only see the depressing side of things, and are you always complaining about the world and your problems?
- 6. Passive** Do you fail to take a full part in conversations or express opinions? Is everything you say too predictable, and do you continually conform to the other person's point of view?
- 7. Tedious** Do you talk too slowly, pause too long before replying, take too long to make a point, and make conversations drag on beyond their normal life?
- 8. Self-preoccupied** Do you show little interest in others and talk about yourself too much?
- 9. Banal** Do you only talk about superficial things, or are you interested in only one subject? Do you repeat the same stories and jokes again and again?

How many of these traits do you have? Do yourself and others a favor – work on changing them now. Your friends will thank you for it.

Source: "Anatomy of a Bore" from *Eye to Eye* by Peter Marsh

B Pair work Find an appropriate adjective in the article to describe each of these people. Then give one piece of advice to each person.

1. Chuck only wants to talk about the one subject that interests him – himself. _____
2. Helene always tells too many jokes. _____
3. Alexis looks at the dark side of everything and is always complaining. _____
4. Carlos takes a long time to think before answering even simple questions. _____

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

1. Can you think of any other characteristics of boring people?
2. Which of the nine characteristics in the list do you find the most annoying?

1 Time relationships

A How do you try to improve your English? Complete these sentences with your own strategies.

1. As soon as I come across a new word in a book or a magazine, . . .
2. Before I start writing a composition, . . .
3. I . . . until I feel I can pronounce a new word correctly.
4. Whenever I don't understand somebody, . . .
5. While I'm listening to native speakers of English, . . .
6. After I have read something in English, . . .

B Pair work Add at least three more learning strategies to the list in Exercise A. Whose strategies are most effective?



2 Clauses stating reasons and conditions



Complete these sentences to give advice on sleeping habits.

1. Sleepwalking is not dangerous, provided that . . .
2. Since people always get sleepy in the afternoon, . . .
3. Taking a nap is OK, provided that . . .
4. Try to sleep eight hours a night, even if . . .
5. Unless you set your alarm clock, . . .
6. You shouldn't exercise in the evening because . . .
7. You won't be able to wake up early tomorrow morning unless . . .
8. Try to avoid taking sleeping pills even if . . .

3 Quantifiers

Complete these statements with information about people you know.

1. The majority of my friends enjoy . . .
The majority of my friends enjoy playing hockey.
2. Hardly anyone I know believes . . .
3. Quite a few of my friends are worried about . . .
4. Most of the people I go out with are interested in . . .
5. Almost no one I know has ever . . .
6. The majority of people who are my age feel that . . .



Sensible solutions for “pesky” problems

A What do you do when these situations occur?

1. You feel depressed.
2. You’ve been lying in bed for hours and can’t get to sleep.
3. You feel you need a break from studying or working.
4. You feel really angry about something.

B Pair work Compare your answers with a partner. Who has the best ideas?

Whenever I feel depressed, I call up a friend and talk for a while. That usually makes me feel better.

8

What’s average for parents and teenagers?

A Complete this chart.

	The average parents	The average teenager
What are some of their typical concerns?		
What do you think is their most valued possession?		
What kinds of hobbies do they generally enjoy?		
What political views do they have?		
What do they like to do on a vacation?		

B Pair work Write at least four sentences contrasting the average parents and the average teenager. Then compare with a partner.

While the average parents are concerned about their children, the average teenager is concerned about friends.

9

My personal sense of style

A Pair work Discuss these questions with a partner. How similar are you?

1. What is your personal sense of style?
2. Where are your favorite places?
3. What are your personal spending habits?
4. What are your most prominent personality characteristics?
5. Can you think of anything special about your daily routine?

B Group work Join another pair. Who has the most interesting answer to each question? Why is it interesting?



one individual’s personal sense of style

Adverbs with the past and past perfect

Use these adverbs with the past perfect to describe something that was true or that happened before another event in the past.

Up until then, / Before that, / Until that time, I *had* never *lost* anything important.

Use these adverbs with the past tense to describe something that happens at a later time.

Afterwards, / Later, / The next day, we *laughed* about it, but it wasn't funny at the time!

Use these adverbs with the past tense to describe two things that happen at the same time.

When / As soon as / The moment I *arrived* at work, my boss asked to speak to me.

Write two sentences for each situation using the adverbs from the grammar box. Compare with a partner.

1. I was pickpocketed on the subway last week.

*Up until then, I had never had anything stolen before.
The moment it happened, I screamed, "Pickpocket!"*

2. I knew I shouldn't have agreed to give a short speech at my best friend's wedding reception.

3. Somehow I managed to pass the exam.

4. I didn't really enjoy my trip to New York last month.

5. I knew I was going to be late for my appointment.

6. I got married in August.

4

Uncomfortable situations

discussion

A Match the sentences with each illustration. Compare with a partner.



1. I was backing my car out of the garage. C

2. I'd never been on an airplane before.

3. I was chatting with my friends at a dinner party.

4. The plane started to shake violently. I got scared.

5. I crashed into my neighbor's car.

6. I accidentally knocked a cup of coffee on the floor.

7. I called my friend to thank him for dinner and to apologize for the mess.

8. I went next door to report the accident to my neighbor.

9. The flight attendant told me not to worry. She said that we were passing through a storm and that the shaking would end soon.

B Pair work Take turns telling the stories in Exercise A. Use adverbs to describe when things happened.

*I was chatting with my friends when I accidentally ...
The next day I called ...*

C Pair work What would you have done in these situations? Discuss with a partner.

Unexpected experiences

discussion **A Pair work** Choose a time when one of these things happened to you, and share it with your partner. Where were you? What happened?

- You were terrified.
- You forgot something important.
- You felt really stupid because of something you had done.
- You got lost.
- You had a totally new experience.
- You did something really exciting.



B Group work Join another pair and tell your stories.

I'll never forget the time I was chased by a big dog in my neighborhood. I was terrified. . .

My most embarrassing moments

listening **A Pair work** Are you easily embarrassed? What are some embarrassing things that have happened to you?

B Listen to actress Stella Hamptons talking about her life. What are some of her most embarrassing moments?

Most embarrassing moments

Creating a chain story

discussion **Class activity** Choose one of the following sentences, and start a story. Go around the class, with each person adding a sentence.

- I got up yesterday and decided to do something completely different.
- I was walking home from school when I heard a loud explosion.
- I decided to run away to an exotic place.
- I was in a hurry and decided to take a shortcut through the forest.
- I realized that I needed to change my life in a dramatic way.
- I just started to wander, with no particular destination in mind.

A: I got up yesterday and decided to do something completely different.

B: So instead of going to school, I decided to take a trip.

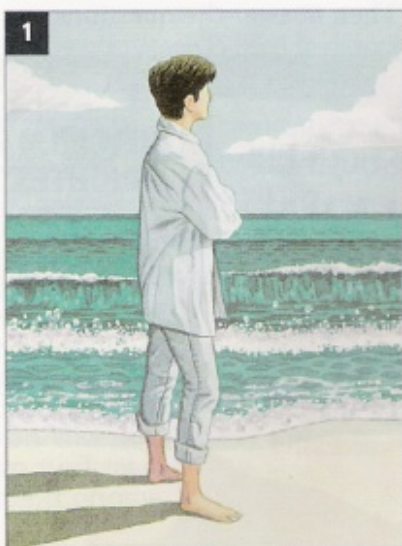
C: Up until then, I'd never missed a day of class.

D: As soon as I finished breakfast, I went straight to a travel agency. . . .

writing

A narrative paragraph is often organized in chronological order.

A Put the events in order. Use the illustrations to get started.



- ___ I reached for my glasses, and then remembered I'd left them at home.
- ___ I couldn't see the object clearly.
- ___ He said **he** didn't see a thing.
- ___ The lifeguard looked through his binoculars.
- ___ I ran as fast as I could to get the lifeguard.
- ___ I bought a newspaper. There was an article about dolphins swimming near the shore.
- ___ I was pretty embarrassed.
- 1 I was taking a walk on the beach and stopped to look at the waves.
- 2 I thought I saw something struggling in the water.
- ___ I read the article. I realized that I had seen a dolphin in the water – not a man!
- 3 It looked like a man who was having trouble swimming.
- ___ I never went anywhere without my glasses again.
- ___ We arrived back at the spot where I had seen the man.
- ___ A big wave came, and the man was gone.

B Use these adverbs where appropriate to combine the sentences in Exercise A. Put them in paragraph form, and then compare with a partner.

after that at that moment the next day suddenly
as soon as just then one day when

One day I was taking a walk on the beach and stopped to look at the waves. Suddenly, I thought I saw something struggling in the water. It looked like a man who . . .

C Write a paragraph about a real (or imaginary) experience in the past. Organize your paragraph in chronological order using adverbs.

D Group work Take turns reading your paragraph in groups. Ask and answer follow-up questions about your stories. Who has the most interesting story?

News events

starting point

A Read the beginning of each newspaper article. Then answer the questions.



1. Which article would you most like to read? Which one least interests you? Why?
2. Which article would make the biggest news in your country?

B Pair work Now compare your answers with your partner.

I'd like to read the article about the pilot. I can't imagine doing something like that all by myself.

C Group work Think of an ending to one of the articles, and share it with the class.

What section is it?

discussion

Pair work Read these items. In what section would you place the newspaper articles in Exercise A? Which sections of the newspaper do you read? Why?

- | | | | |
|---------------|--------------------|----------------------|----------------|
| business news | entertainment news | international news | sports news |
| comics | feature stories | letters from readers | travel news |
| editorials | horoscopes | local news | weather report |

3

grammar
focus

Present perfect vs. past

The present perfect tense describes an event at an unspecified time in the past, often the recent past.

The storm **has flattened** the entire downtown area.
This new style of music **has attracted** many fans.

The past tense is used to describe an event at a specified time in the past.

Pilot Linda Finch **completed** her solo flight around the world **yesterday**.
MBC Studios **announced** at a Hollywood press conference **last night** that they have finished auditioning for their latest blockbuster movie.

Complete the first line of these newspaper articles with the present perfect or past tense of the verbs in parentheses. Then compare with a partner.

1. Fire has destroyed (destroy) the Fulton Hotel, a familiar city landmark.
2. A convicted criminal _____ (escape) from prison at 2:00 this afternoon.
3. A rare manuscript _____ (vanish) from the city library on Tuesday.
4. Area department stores _____ (enjoy) record-breaking sales this season.
5. Some local teens _____ (discover) a rare diamond in their backyard.
6. Last night vandals _____ (damage) two historic buildings downtown. They _____ (break) windows and _____ (spray) graffiti on the walls.
7. A local scientist _____ (win) the Nobel Prize for his work in the field of biology.
8. Zookeepers _____ (realize) yesterday that six African parrots _____ (disappear) from their cages over the past two days. Police are investigating.

4

grammar
focus

Past vs. past continuous

The past continuous describes an event that was in progress when another event took place.

While customers **were** calmly **eating** their meals, a college student **ate** 20 doughnuts in five minutes.

A large crowd **was cheering** wildly as the pilot **landed** her plane safely.

Use the past or past continuous of the verbs in parentheses to complete these sentences.

1. During her solo flight around the world, Linda Finch visited (visit) 17 countries and _____ (give) speeches to interested students.
2. While Linda _____ (fly) from Honolulu to California, she _____ (begin) to think about her children at home.
3. A large crowd _____ (wait) for Linda when she finally _____ (arrive).
4. Linda _____ (wave) to the crowd as she _____ (climb) out of her plane.
5. She _____ (say) she felt glad to be home, and then she _____ (kiss) her daughter.



reading

A Read these headlines and unusual news articles. Match each article to the appropriate headline. These headlines do not give much information. Can you rewrite each one, giving more information?

___ Vanished Pet

___ A Letter from Mom

___ Illegal Passenger

1

Police said that Rob Bailey planned his bank robbery very carefully, but he didn't think to bring any paper with him – and that's what got him in trouble. Bailey apparently found an envelope in his pocket and

wrote on the back of it "Give me all your money." This is what he gave to the bank teller. Unfortunately for Bailey, he had written his note on an envelope that contained a letter from his mother. The bank teller

noticed Bailey's name and address on the envelope as soon as he handed it to her. She gave the envelope to the police, and the police soon arrested him at home.

2

No one noticed when Mick Novak carried little Alex, a sleeping bundle wrapped in a blanket, onto a NorthStar Airlines flight. Alex caused no trouble when he woke up as he was strapped into his own seat, purchased at the full fare of \$400. He was enjoying his lunch when the trouble began. A flight attendant screamed, "He's alive!" when she realized furry little Alex wasn't a stuffed animal.

Alex is a 25-pound chimp. He is tidy, quiet, and pleasant, but he is a chimp, and NorthStar says he cannot fly economy class. In fact, NorthStar spokesperson Jon Austin said the airline's policy is that large animals have to ride in the cargo hold. But Novak said, "I would think, given NorthStar's current financial problems, they would be happy to take any paying customer."

3

Carmen Ferreira had given up hope of finding her pet parrot, Raquel, who disappeared from the back garden of her house two years ago. But when she heard the familiar screech "Hello, Raquel!" as she walked past a neighbor's house one

weekend, she called the police. The neighbor denied the bird was Raquel and said he had bought it from a pet store three years ago. But the bird revealed his true owner while behind bars at the police station, screeching "Hello, Luis!"

the name of Ferreira's grandson, and "Hello, Smoky!" her cat's name. During the court case last week, the bird dozed off but interrupted its nap to shout "Hello, Luis!" at the judge, who ruled the bird belonged to Ferreira.

B Pair work Find the best place in each article for these sentences.

___ The bird was taken to the police station to determine its rightful owner.

___ Most of the letter was about how proud she was that Bailey was staying out of trouble.

___ In fact, another passenger commented on how well behaved he was.

C Group work Join another pair and share with the group an unusual news story you have heard. Ask and answer follow-up questions. Whose story is the most surprising?

grammar focus

Should have and ought to have; wishes about the past

Use these patterns to describe something you didn't do that you wish you had done.

I **ought to/should have spent** more time going out with my friends.
I **wish (that) I had saved** some money.

Use these patterns to describe something you did that you wish you hadn't done.

I **wish (that) I hadn't been** so selfish.
I **ought not to/shouldn't have been** so critical of my best friend.

Read these statements made by young people. Rewrite them using *should*, *ought to*, and *wish*. How many of them are true for you?

1. I didn't listen to my parents when I was a child.

I ought to/should have listened to my parents when I was a child.

I wish I had listened to my parents when I was a child.

2. I never paid attention to my schoolwork.

3. I didn't learn to play any sports well.

4. I spent too much time by myself when I was a kid.

5. I didn't join any clubs when I was in school.

6. I didn't travel very much as a kid.

7. I didn't take my studies very seriously in college.



grammar focus

Adjectives of emotion + past time clauses

Use adjectives of emotion and a clause with a past tense verb to describe something you are happy you did or didn't do.

I'm **glad (that) I grew up** in an international city.
I'm **thankful (that) I had** the opportunity to go to college.

What are your feelings about some of the things that happened to you (or didn't happen to you) in the past? Complete these sentences with your own information. Compare with a partner.

1. I'm glad (that) I learned . . .

2. I'm happy (that) I lived . . .

3. I'm pleased (that) my parents . . .

4. I'm relieved (that) I didn't . . .

5. I'm happy (that) I never . . .

6. I'm relieved (that) my family . . .

7. I'm pleased (that) I always . . .

8. I'm glad (that) my friends . . .

Life's ups and downs

discussion

Pair work Think about the past few years of your life. What three things were you most happy about doing? What three things do you regret doing or not doing? Give details.

I'm really happy that I took this class. I've made a lot of new friends.

I wish I hadn't argued with my brothers and sisters so much. I think it really upset my parents.

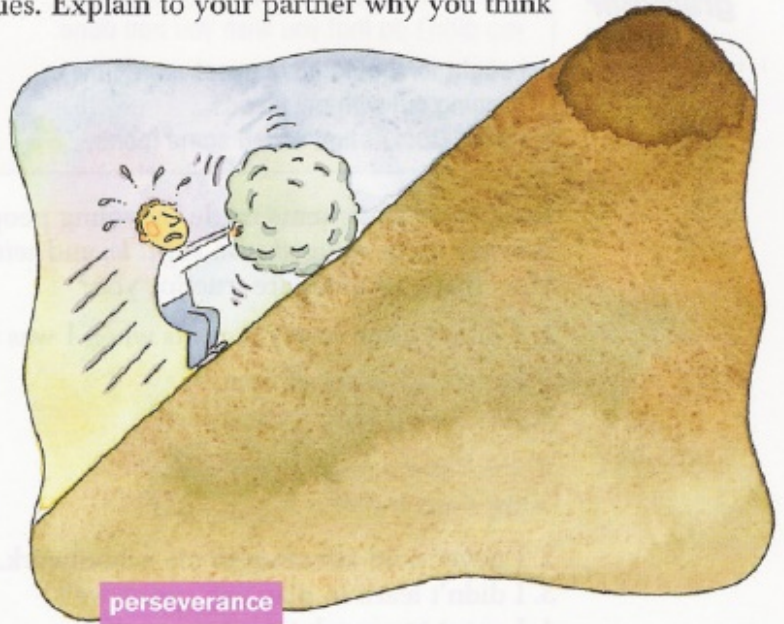
Learning a thing or two

vocabulary

Pair work Choose four of these values. Explain to your partner why you think they're important.

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> compassion | <input type="checkbox"/> loyalty |
| <input type="checkbox"/> courage | <input type="checkbox"/> patience |
| <input type="checkbox"/> forgiveness | <input type="checkbox"/> perseverance |
| <input type="checkbox"/> honesty | <input type="checkbox"/> self-discipline |
| <input type="checkbox"/> kindness | <input type="checkbox"/> sensitivity |

I think perseverance is very important. You can't get ahead in life if you always give up easily.



What values do you think are most important?

listening

A Listen to Randy Simmons interviewing people on the street. What values do they think are most important and why?

	Values	Why they are important
First person		
Second person		
Third person		

B Pair work Which person do you agree with and why?

Making the most of it

discussion

A Pair work What do teenagers need to know in order to make the most of their lives? Why?

A: I think it's really important to make friends with different kinds of people.

B: Why do you think that?

A: Because . . .

B Class activity Take a survey. Which pieces of advice got the most votes? Why do you think they were so popular?



1 Generation gap

starting point

A Read these comments made by people of different generations. Do you know anyone who thinks this way? Do you agree with any of the statements? Why or why not?



It's sad that kids today don't respect their elders. When I was young, children never talked back to older people. I hope that schools will do something about teaching respect.



It's a shame that people focus so much on the past. We can't go back to the old days. I believe that there is nothing we can learn from the past. We should concentrate on the future.



It's unfortunate that parents don't spend more time teaching traditional values. Kids need to learn how to behave, but I don't think some of them ever will.

B Pair work What do older people you know typically say about younger people? What do younger people usually say about older people?

2 Values and attitudes

discussion

A Match each word with its opposite. What other words do you know to describe people's values or attitudes? Can you add any more pairs of your own?

closed-minded	liberal	optimistic	unconventional
conservative	modern	pessimistic	unrealistic
conventional	old-fashioned	realistic	_____
intolerant	open-minded	tolerant	_____

B Pair work Which words in Exercise A would you choose to describe these people? Explain your choices.

- your best friend
- your grandparents
- your parents
- your teacher

My best friend is very optimistic. He always thinks that things will turn out OK.

3
grammar
focus

Noun clauses introduced by it

In these sentences, *it* refers to the clauses that follow.
It's sad that kids today don't respect their elders.
It's a shame that people focus so much on the past.

A What do you think about the statements below? Introduce each statement with an appropriate expression.
 apparent likely obvious sad a shame true unfortunate

1. A child's character is strongly influenced by his or her parents.
*It's apparent that a child's character is strongly influenced by his or her parents.
 However, it's also likely that there are other influences, such as his or her friends.*
2. A happy person makes a better parent.
3. Age doesn't always bring wisdom.
4. Most elderly people think the world was a better place when they were young.
5. Many teenagers are afraid they may grow up to be like their parents.
6. Most people have learned all they need to know by the time they are 20.

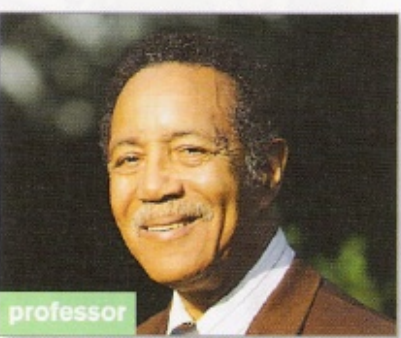
B Now write three sentences about young people and three about older people using the expressions from Exercise A. Compare with a partner.

4
grammar
focus

Noun clauses introduced by verbs

Use these verbs to describe hopes and beliefs.
I hope (that) schools will do something about teaching respect.
I believe (that) there is nothing we can learn from the past.

Write two statements these people might make about their hopes or beliefs. Compare with a partner.



1. *I hope that people will spend more money on education.*
2. _____



1. _____
2. _____



1. _____
2. _____

5
discussion

Changing beliefs

Group work How have your beliefs or opinions changed in the last five to ten years? Think of at least two beliefs or opinions you hold now that you didn't hold before. Compare with the other members of your group.

Five years ago I didn't believe that saving money was important. Now I realize that you need to save money in order to prepare for the future.

listening

A Listen to Cristina, Vince, and Brian talking about people who have had an influence on them. Who is each person talking about? What did they learn from these people?

	Who	What they learned
Cristina		
Vince		
Brian		

B Pair work Which older people have had an influence on your life? Why? What kind of people were they? Ask and answer follow-up questions.

A: My aunt had a big influence on me.

B: Why? What was she like?

A: Well, she was a very open-minded woman. . . .



Collocations

vocabulary



give an opinion



make a donation

A Combine the verbs on the left with the nouns on the right. Can you think of any more nouns to go with these verbs?

Verbs	Nouns		
give	advice	an example	a positive effect
have	a contribution	a good impression	support
make	a donation	an influence	
set	an effort	an opinion	

B Pair work Write sentences using the phrases you made in Exercise A to describe relations between younger people and older people.

I believe that parents should set an example for their children.

Reduced relative clauses

You can shorten a relative clause by dropping *who* and the verb *be*.

Originality is an important quality for a person (**who is**) **working** as a screenwriter.

You can also drop *who* and change the verb to *-ing*.

Anyone { **who wants**
wanting } to be successful has to work hard.

A Rewrite these sentences by reducing each relative clause. Then compare with a partner.

1. Anyone who wants to become a journalist should be able to write under pressure.

Anyone wanting to become a journalist should be able to write under pressure.

- Anyone who is hoping to succeed in business needs to have original ideas on how to market products.
- A person who works as an inventor is always looking for new ways of solving common problems.
- A person who is working as a detective has to try to get inside the mind of a criminal.
- Anyone who is trying to become a successful actor will find that there is a lot more to it than he or she first thought.
- Someone who works in advertising needs to be able to write catchy slogans.
- A person who is responsible for a large staff has to be creative with scheduling.

B Now rewrite the sentences in Exercise A with your own ideas. Then compare with a partner.

Anyone wanting to become a journalist should keep up on current events.



Jobs that demand creativity

discussion

A Pair work How much creativity do these jobs require? Rank them from 1 (most creative) to 6 (least creative), and then compare with a partner. Ask and answer follow-up questions.

- | | |
|--------------------|----------------------|
| ___ businessperson | ___ fashion designer |
| ___ chef | ___ lawyer |
| ___ radio DJ | ___ teacher |

A: I think being a businessperson takes a lot of creativity, especially if you have your own company.

B: How so?

A: Well, someone running a business has a lot of problems to solve. . . .

B Group work Join another pair. Describe one more job that requires a high degree of creativity, one that requires a medium degree, and one that requires little creativity. Explain your choices and then share your answers with the class.

Beginning new paragraphs

writing

Begin a new paragraph each time you change focus.

A Read this composition and decide where the writer changes focus. Write a **(P)** where you think each new paragraph should begin. Compare with a partner.

Lucy Gomez is the most creative person I know. She started piano lessons when she was only 6 years old. At school, she was always creating interesting projects in her art class. When she was only 12 years old, she won a citywide poetry contest. Her parents were very proud of her. Now Lucy works as a sitcom writer for a popular TV show. She works with a group of writers, and together they have to think of fresh ideas. They also have to come up with funny dialog for the actors on their show because the actors have to play believable characters that will make the audience laugh. It is not an easy job, but Lucy does it well. She starts work late in the morning and often works until 7 or 8 at night. Lucy is very curious. She likes to travel and meet new people who have opinions that are different from hers. She often carries a notebook with her and writes down what she sees and hears. Lucy tells me that these new experiences are a good source of ideas for her work. I always enjoy talking to her and am happy to know someone as bright and creative as Lucy.

B Write a three-paragraph composition about someone you know who is very creative or who is unique or different in some other interesting way. Use these questions or others of your own to get started.

1. In what ways is this person special or different?
2. How does this affect his or her life?
3. Would you like to be like this person? Why or why not?

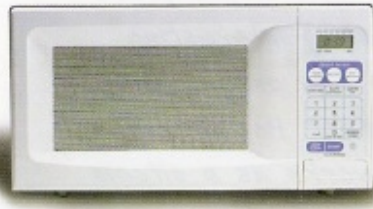
C Pair work Read your partner's composition, and answer these questions.

1. Are the paragraphs divided where they should be?
2. Is the focus of each paragraph clear?
3. Is there any additional information that you would like to know that was not included in the composition?

Everyday objects

starting point

A Look at these “inventions.” Why do people use them often? Why do you think they have been successful?



microwave oven



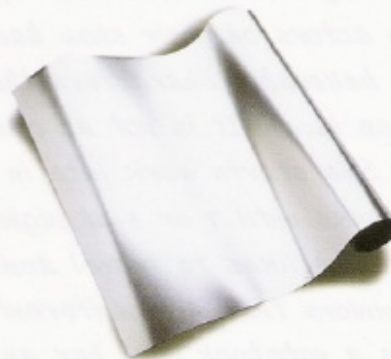
buttons



matches



Post-it® Notes



aluminum foil



paper clips

People need a quick and easy way to cook food, which is why the microwave oven has been so successful.

B Pair work What everyday objects in your household are the most useful? Why do you think they have been so successful?

Great ideas?

listening

A Listen to John, Sandra, and Ted talking about what they would invent to make their lives easier. What are the inventions? What would they do?

	What are the inventions	What would they do
John		
Sandra		
Ted		

B Pair work Which invention would be most useful for you personally? Why?

Non-defining relative clauses as sentence modifiers

Non-defining relative clauses with *which* can be used to make a comment about an entire sentence. Notice the use of the comma.

People need a quick and easy way to cook food, **which is why the microwave oven has been so successful.**
 Seat belts are now required in all vehicles, **which means fewer people die in traffic accidents.**

A Match these problems with the appropriate non-defining clauses. Then compare with a partner. Can you think of another clause to complete each sentence?

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. AIDS kills thousands of people each year, <u>i</u> 2. Cities are running out of safe places to dispose of trash, <u>—</u> 3. It's very difficult to quit smoking, <u>—</u> 4. Air travel became more dangerous in the 1980s because of terrorism, <u>—</u> 5. Children used to get sick after opening medicine bottles and taking pills, <u>—</u> 6. There are thousands of accidents in the workplace each year, <u>—</u> 7. The postal service in many countries is not very efficient, <u>—</u> 8. People already find today's computers inadequate, <u>—</u> 9. It's easy to get lost when driving in a new city, <u>—</u> 10. It used to be that people couldn't drive in the rain, <u>—</u> | <ol style="list-style-type: none"> a. which means that more powerful models need to be developed. b. which means that new methods of recycling will have to be invented. c. which means engineers need to work harder to design safer workplaces. d. which is why express delivery services have become very popular. e. which is why scientists developed the nicotine patch. f. which is why personal navigation systems were developed for rental cars. g. which is why childproof bottle caps were invented. h. which is why windshield wipers were invented. i. which is why scientists are working so hard to find a vaccine. j. which is why more sensitive types of metal detectors were invented. |
|---|--|

B Add non-defining clauses beginning with *which is why . . .* or *which means (that) . . .* to these statements. Then compare with a partner.

1. People today watch TV more than they buy books, . . .
2. The Internet is used by millions of people, . . .
3. Airplane design has improved tremendously, . . .
4. There have been many advances in medicine in recent years, . . .
5. It's becoming less expensive to use cellular phones, . . .

Inventions and discoveries

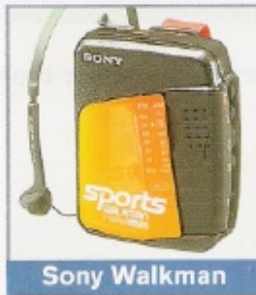
Group work What three inventions or discoveries have had the greatest impact on life in the twentieth century?

The jet engine has had a great impact on life in the twentieth century. People can now travel long distances in a short amount of time.



Innovative products and services

reading **A Pair work** Why were these things developed or invented? Why have they been so successful?



Sony Walkman



NIKE athletic shoes



FedEx overnight delivery

B Now read the article. What questions do you think inspired the inventors of these products?

SILLY QUESTIONS, BRILLIANT ANSWERS

Several years ago, Masaru Ibuka, the chairman of Sony, was at a company planning meeting. Suddenly he had a brilliant idea. He stopped the meeting and asked everyone present what would happen if Sony removed the recording function and speaker and sold headphones with a tape player instead. Almost everyone thought he was crazy. Still, Ibuka kept thinking about his idea and worked at refining it. The result, of course, turned out to be the wildly successful Sony Walkman.

Good ideas often start with a really silly question. Bill Bowerman was making breakfast one day. As he stood there making waffles for his son, he wondered what would happen if he poured rubber into his waffle iron. Later, he tried it and the result looked something like the bottom of most sports shoes we see today. Still, when he took this idea to several existing shoe companies, he was literally laughed at. In fact, every single company turned him down. Though rather discouraged, Bowerman persevered and went on to form his own company, making NIKE athletic shoes.

Sometimes good ideas grow out of frustration. When Fred Smith was a student at Yale University, he had some paperwork that he needed to have delivered across the country the next day. Smith was amazed to find out that overnight delivery was impossible. He sat for a long while wondering why. Why couldn't there be a reliable overnight mail delivery service? He decided to design one. Smith did just that and 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.

We know today, of course, that each of these ideas led to an incredibly successful product or service that has changed the way many of us live. The best questions are usually open-ended and are often silly. Children aren't afraid to ask such questions, but adults frequently are. Think how different the world might be if people never asked "silly" questions!

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

1. Why do you think so many people turned down Bowerman's idea?
2. Why do you think Smith's professor gave him a C on the project?
3. Which idea has led to the most imitations?
4. Do you have any ideas for new products or services? What are they?

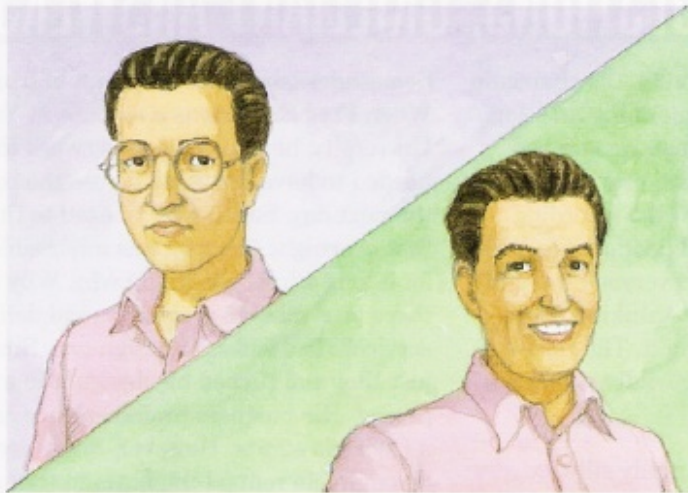
Adverbs with the past and past perfect

A Complete these sentences to describe an event that occurred at an earlier time. Use the past perfect.

- I've been wearing contact lenses since I was 16. Before that, . . .
Before that, I'd always worn glasses.
- I took my first trip on an airplane last year. Until that time, . . .
- I traveled abroad for the first time last summer. Before that, . . .
- I moved into an apartment with two friends a few months ago. Up until then, . . .

B Choose two of the events from Exercise A, and write more information about each one using these expressions.

as soon as the moment when afterwards later the next day



I've been wearing contact lenses since I was 16. Before that, I'd always worn glasses. As soon as I tried on the contact lenses, I knew they were right for me. The next day, . . .

Present perfect vs. past continuous vs. past

Complete these news articles with the verbs in parentheses. Use the present perfect, past continuous, or the past tense of each verb.

The mayor _____ (announce) yesterday that the subway system would be reducing its fares. The city _____ (develop) a plan that will take effect next month. An audience of about 100 people _____ (listen) carefully when the mayor _____ (make) the announcement. Subway ridership _____ (drop) dramatically since last summer, when the last fare increase _____ (take place).

A tragic accident _____ (occur) on the Pacific Coast Highway last Friday night. A sports car carrying three passengers _____ (run) off the road around 10:00 P.M. Two people suffered minor injuries. The passengers _____ (travel) from their home to a friend's house when the driver _____ (lose) control of the car. There _____ (be) no other cars on the road at the time. The place where the accident occurred _____ (be) the site of many similar accidents.

Should have and ought to have; wishes about the past

Do you have any regrets about the past? Complete these sentences and compare with a partner.

1. I wish that I had . . .

I wish that I had spent more time with the international students in my school. I had many opportunities to practice foreign languages, and I didn't take advantage of them.

2. I wish that I hadn't . . .

3. I ought to have . . .

4. I shouldn't have . . .



Noun clauses introduced by it

Use these adjectives to comment on the information below. Give examples to support your statements.

fortunate obvious unfortunate
interesting true wonderful

- Children today have far more opportunities.
- Young people don't pay much attention to their parents' advice.
- Teenagers everywhere face the same problems.
- Schools don't always prepare students to succeed in the real world.
- Young people have to learn about computers if they are going to survive in this world.

Reduced relative clauses

A Complete the sentences with the words on the right.

- | | |
|--|--|
| 1. A person who works as a fashion designer should be ____ | a. a good driver. |
| 2. A person who is working as an accountant has to be ____ | b. aware of trends. |
| 3. A person who works as a forest ranger needs to be ____ | c. knowledgeable about plants and animals. |
| 4. A person who is working as a taxi driver must be ____ | d. familiar with different styles. |
| | e. good with numbers. |
| | f. familiar with city streets. |
| | g. physically fit. |
| | h. very accurate. |

B Now rewrite the sentences as reduced relative clauses.

A person working as a fashion designer should be aware of trends and familiar with different styles.



Tell me a story.

A Pair work Tell your partner about a time when one of these things happened to you.

- You met someone fascinating.
- You did something that took a lot of courage.
- Something made you laugh hysterically.

B Group work Join another group and tell your stories. Ask and answer follow-up questions.

A: I met a fascinating person at a cafe.

B: Really. Who?

A: It was Joan Lewis, the newscaster from Channel 2.

C: How did you meet her?

A: Well, I was sitting alone at a table and . . .

Headline news

A What kinds of news articles do these headlines introduce? Write a brief news item about one of these topics or one of your own.

human-interest story

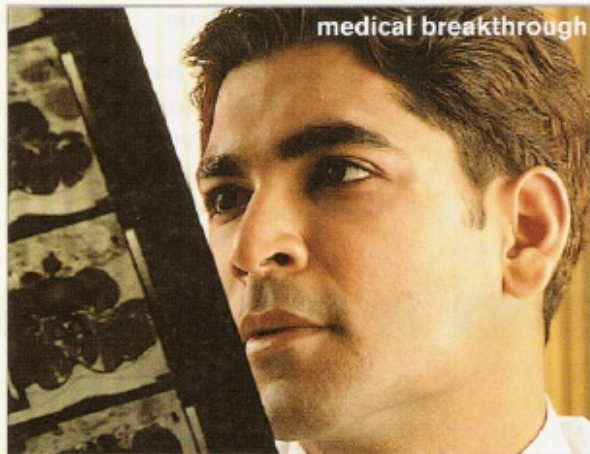


① Children Visit Elderly in Hospital _____

② Doctors May Have Cure for Deadly Disease _____

③ World Cup Soccer Match Canceled _____

medical breakthrough



④ Styles of the Seventies Make Triumphant Return _____

⑤ Heavy Rains Cause Mudslides _____

⑥ Exhibit of Impressionist Paintings Draws Crowds _____

- a. art review
- b. fashion report
- c. human-interest story
- d. news of a medical breakthrough
- e. news of a natural disaster
- f. sports report

B Group work Take turns reading your news articles. Which article do you find the most interesting?

8

Teaching values

A Group work You belong to an organization that runs workshops for young people. What activities would you plan in order to teach these values?

- concern for the homeless
- tolerance of other races and nationalities
- generosity and charity
- the importance of keeping your neighborhood clean

A: To teach concern for the homeless, we could arrange for kids to spend a few nights on the streets, with no money and nowhere to sleep.

B: That might be a bit dangerous. How about asking kids to work at a center for the homeless?

B Class activity Share your ideas around the class. Who has the best suggestions?

9

Learning from others

Pair work What do you think are the two most important values these people learn from other groups of people? Give examples from your own experience.



- ◆ children from their parents
- ◆ parents from their children
- ◆ teenagers from their peers
- ◆ employees from their bosses
- ◆ bosses from their employees

I've learned how to be patient from my parents.

10

Give us your ideas.

A Pair work Read these situations and suggest a good solution for each one.

- A store owner ordered too much merchandise and has a large number of T-shirts still in stock. How would you sell this merchandise as quickly as possible?
- A new language school wants to attract new students. What would you do to promote the school?
- Your youth club is going to open a center where teenagers can go after school. You have a very low budget. What kinds of activities would you offer?

B Group work Join another pair and share your answers. Who has the most creative solution for each problem?

Writing a letter of complaint

writing

When complaining about a problem, give any relevant background information, describe the problem, and propose a solution.

A Read the letter of complaint, and decide in which paragraphs these sentences belong. Compare with a partner.

- ___ Despite these problems, none of your employees apologized to us.
- ___ Unfortunately, because of your poor service, our weekend was a disaster.
- ___ Until things change at your inn, I will never recommend it to anyone.

Dear Sir or Madam:

- 1 On July 16 my friends and I arrived at your inn hoping to spend an enjoyable weekend. Since your ad says "have a fabulous time or get your money back," I am requesting that you refund our money.
- 2 From the moment we arrived, there were problems with the service. First, a very unfriendly desk clerk couldn't find our reservation. After waiting almost half an hour, we were led by another unfriendly clerk to our room. The room, which had a view of a parking lot instead of the bay, had not yet been cleaned, so we found dirty towels on the beds and cigarette butts in the ashtrays. This was not the weekend we had been looking forward to.
- 3 Service at your inn was not always like this. My previous visits were always enjoyable because of the courteous service and clean rooms with beautiful views. I expect to receive my refund shortly.

Sincerely yours,



Dale Thomas



B Write a letter of complaint using one of these situations or one of your own.

You ordered a stereo from a mail-order catalog but received the wrong model.
Someone did not show up to fix your computer, but you were billed for the visit anyway.
A waiter spilled coffee all over your expensive jacket. It cost you \$15 to have it cleaned.
Your credit card company charged you for a purchase you never made.

C Group work Take turns reading your letters in small groups. Decide which letter you think will be most effective.

I want to return this!

discussion

A Pair work Read these complaints. What is each person complaining about?

1. "The first time I wore them, one of the heels came off."
2. "When I washed it, it shrunk so much that I couldn't wear it."
3. "When I tried to install the software, the whole thing crashed."
4. "I read the instructions, but I still didn't understand how to use it, so I couldn't take any pictures at my brother's wedding."
5. "When I took it out of the box, I noticed a big crack in it. It won't hold water like that!"

B Pair work Have you had any consumer complaints lately? What did you do about them?



Advice for consumers

vocabulary

A Can you match these words with their definitions?

- | | |
|---------------------|--|
| 1. bargain <u>b</u> | a. reduction in the usual price of something |
| 2. bill _____ | b. something on sale for a lower price than its true value |
| 3. credit _____ | c. a promise that something bought will be repaired or replaced if defective |
| 4. deposit _____ | d. money paid as part of the full price when you've agreed to buy something |
| 5. discount _____ | e. a piece of paper showing money owed for something bought |
| 6. guarantee _____ | f. a piece of paper showing that something has been paid for |
| 7. receipt _____ | g. money returned to you when you return goods to a store |
| 8. refund _____ | h. a way of paying for goods or services at a later time |

B Pair work Use two of the words in Exercise A to give consumer advice.

Be sure to check your refund to make sure it's the right amount.

A word to the wise

discussion

A Read this common-sense advice about how to prevent consumer problems. Can you add more items to the list?

- | | |
|---|--|
| <input type="radio"/> Examine things carefully when you are still in the store. | <input type="radio"/> Make sure there's a guarantee. |
| <input type="radio"/> Buy from a reputable store. | <input type="radio"/> Do comparison shopping. |
| <input type="radio"/> Find out what the return policy is. | <input type="radio"/> _____ |
| <input type="radio"/> Ask how clothing should be washed. | <input type="radio"/> _____ |

B Group work Tell about a time when you had a problem with something you bought. Would the advice in Exercise A have helped you?

A: I bought an expensive suitcase, and the first time I used it, one of the wheels came off.

B: Did you take it back to the store?

A: Yes, but they told me I couldn't return it because I had bought it on sale. I should have found out what the return policy was. . . .

reading

A Pair work Discuss these questions. Then read the article, and compare your ideas to the author's.

1. Do you complain when you experience consumer problems? Why or why not?
2. Do you think complaining is effective? Why or why not?

GETTING WHAT YOU'RE ENTITLED TO

Most people who experience a problem while traveling, shopping, or dining out do not complain. They tolerate bad service and inferior products without making a sound. Why? Many feel complaining won't do any good – but they're wrong. Complaining works because companies don't want dissatisfied customers. Not sure you can do it? Here are some strategies to use when things go wrong.

1. **If you have a complaint, do something about it right away.** The longer you wait, the harder it will be to get your complaint resolved.
2. **First, complain to service agents.** If they are not going to resolve your problem, then ask politely to speak to a manager. And if that doesn't work, you can always request to speak to the manager's manager!
3. **Stand up for your rights.** You have the right to receive a product you ordered in a timely manner. With airlines, you have the right to be on a flight you've booked. Always demand satisfaction when your consumer rights are violated.
4. **Demand a perk or a discount.** Let's say you were promised a hotel room with an ocean view, but got a view of a brick wall instead, or you were assigned an aisle seat in the front of the cabin on an overseas flight, but got a seat in the middle section all the way in the back. You should do something about both of these situations – ask to be compensated with a special discount or perk.
5. **Don't be passive.** Stay involved and offer ways you think the company can satisfy you. Be reasonable, but be firm.
6. **Insist on the price you were quoted.** If you are refused, get a manager's name and telephone number, and promise to follow up with a letter and a telephone call.
7. **If all else fails, wait until you get home and take action.** Call the company's head office, and speak to the most senior person possible. Then follow up your call with a letter of complaint. If necessary, don't hesitate to call the consumer affairs office in your city and complain.

B Group work Read these consumer problems. What should each person do? What would you do?

Celia requested a window seat on a flight, but she was put on the aisle.

Russ asked for a hotel room with a king-sized bed, but he got a room with two singles.

Carl ordered a toy for his nephew. It came damaged, but he didn't return it.

Leslie complained to a salesclerk, but then she left when the clerk refused to help her.

Marissa experienced bad service at a restaurant while she was traveling. A month later, she wrote a letter to complain about it.

Lesson

A

Culture shock

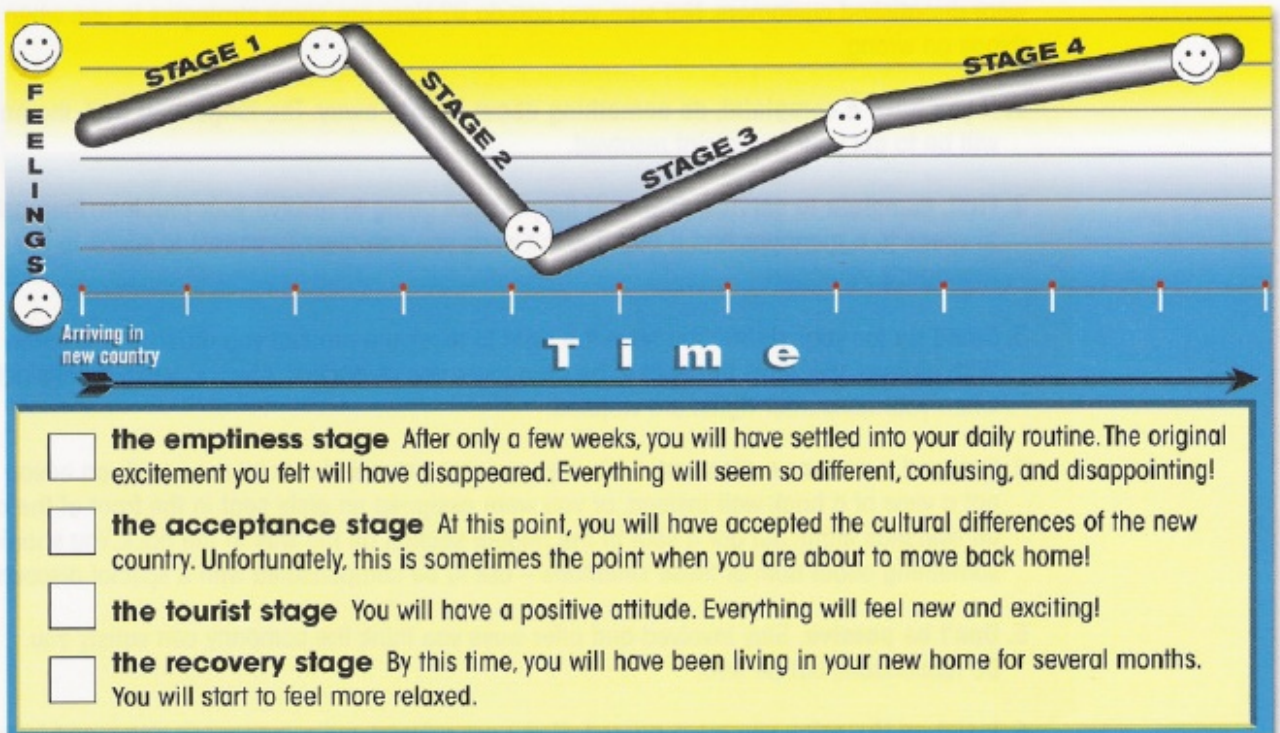
Moving abroad

starting point

A Imagine you have just learned that you will be moving abroad in a few months. How would you feel? Answer these questions.

1. Would you be afraid of moving to a foreign country? Why or why not?
2. How would you prepare for culture shock?

B Read the descriptions of the different stages of culture shock. Then look at this chart. Write the numbers of the stages next to their descriptions.



C Pair work What three steps would you take to help a visitor to your country who is experiencing the “emptiness stage” of culture shock?

How did they fare?

listening

Listen to Andrew, Amy, and Layla talking about their experiences abroad. Were they positive or negative experiences?

	Experiences	Positive or negative
Andrew		
Amy		
Layla		

discussion **A** Read this list of customs in Canada and the U.S. Are they the same or different in your country? Compare answers with a partner.



	Same	Different
1. People are usually punctual for appointments. In fact, most people arrive slightly early.	<input type="checkbox"/>	<input type="checkbox"/>
2. Business meetings are friendly, but even so, there isn't much socializing beforehand.	<input type="checkbox"/>	<input type="checkbox"/>
3. Lunch is usually a fairly light meal that doesn't last long.	<input type="checkbox"/>	<input type="checkbox"/>
4. Both men and women shake hands when introduced.	<input type="checkbox"/>	<input type="checkbox"/>
5. It's common to ask people you meet what kind of work they do.	<input type="checkbox"/>	<input type="checkbox"/>
6. Many people eat dinner early in the evening, around 6:00 P.M.	<input type="checkbox"/>	<input type="checkbox"/>
7. People generally talk quite a bit while they're eating dinner.	<input type="checkbox"/>	<input type="checkbox"/>
8. It's not uncommon for couples to display affection in public.	<input type="checkbox"/>	<input type="checkbox"/>
9. When invited to someone's home, you're not necessarily expected to bring a gift. Even so, something small, such as flowers or dessert, is always appreciated.	<input type="checkbox"/>	<input type="checkbox"/>
10. Most people open gifts as soon as they receive them.	<input type="checkbox"/>	<input type="checkbox"/>

B Pair work Discuss the customs in Exercise A that are not the same in your culture. How do you think they would affect visitors to your country?

Crossing cultures

discussion **Group work** How would you be affected by living abroad? Think of a personal example for each item below. Then share your information with the other members of the group.

something of value from your own culture you would like to share with others

something from your own culture that you don't think you would miss

something about yourself that would change as a result of living abroad

something about yourself that you don't think would ever change, no matter where you lived

Travel troubles

starting point

A Pair work What important tips do you have for travelers regarding these topics?

air travel	packing	money
_____	_____	_____
_____	_____	_____
_____	_____	_____

B Pair work Read these statements made by people who did not have positive travel experiences. What would you have done in each situation?



"If I had taken the earlier flight, I wouldn't be missing my appointment."



"If I were more organized, I wouldn't have brought so much luggage."



"If I had budgeted more carefully, I wouldn't be worrying about money right now."

What went wrong

listening

Listen to Cindy, Scott, and Kate talking about their travel experiences. What happened during each one? What went wrong?

	What happened	What went wrong
Cindy		
Scott		
Kate		

Mixed conditionals

These conditional sentences mix present and past time to talk about hypothetical situations.

Fact: I didn't take the earlier flight, so I'm missing my appointment.

Conditional sentence: If I **had taken** the earlier flight, I **wouldn't be missing** my appointment.

Fact: I'm not organized, so I brought too much luggage.

Conditional sentence: If I **were** more organized, I **wouldn't have brought** so much luggage.

Fact: I didn't budget carefully, so I'm worrying about money now.

Conditional sentence: If I **had budgeted** more carefully, I **wouldn't be worrying** about money right now.

A Rewrite this information as conditional sentences. Then compare with a partner. Have you ever been in similar situations?

1. Mark and Steve didn't make a hotel reservation, so they're spending the night in a train station.

If Mark and Steve had made a hotel reservation, they wouldn't be spending the night in a train station.

2. My mother doesn't speak any English, so she was afraid to explore New York on her own.
3. I forgot to bring my camera with me to Thailand, so I can't take any pictures of the beautiful temples.
4. The airline lost my luggage, so I'll have to wear the same clothes for two days.
5. Elizabeth didn't pack a bathing suit, so she's spending the first day of her vacation at the beach shopping for one.
6. My father doesn't like to fly, so he didn't visit me when I lived overseas.

B Pair work Complete these sentences and then discuss with a partner.

1. People wouldn't be so concerned about air travel if . . .
2. If there were more tourists in my country, . . .
3. There would be fewer communication problems in the world if . . .
4. If more Americans and Canadians spoke foreign languages fluently, . . .
5. If I could speak several languages fluently, . . .
6. I would have spent my last vacation differently if . . .

Your own trip

discussion

Pair work Tell your partner about a travel experience that didn't work out the way you had planned. What could you have done better? Consider these topics or others of your own.

getting around	local customs
food	packing
language	weather

A: I was in Tokyo last year and had difficulty getting around.

B: What kinds of problems did you have?

A: Well, most of the street signs are only in Japanese, and I don't know enough of the language to ask for help. If I spoke Japanese, I wouldn't have gotten lost so often.



5

Compound adjectives

vocabulary

A What characteristics are important for someone traveling abroad? Combine the items from both boxes to make a list of compound adjectives. Then compare with a partner.

culturally
non
open-
self-

assured
aware
conforming
hearted
judgmental

minded
motivated
reliant
sensitive

culturally aware

nonjudgmental

open-minded

B Pair work Why are the characteristics in Exercise A important when you travel abroad? Give an example for each one.

If you're culturally aware, you'll find it easier to accept cultural differences.

C Pair work Can you think of three more characteristics that are important to have when you travel? Why are they important?

6

Travel options

discussion



Pair work Imagine you are planning a vacation. Discuss these options. How would you like to travel? Explain your reasons, and then share your answers in groups.

Would you rather . . .

- travel on a group tour or travel on your own?
- stay in hotels or youth hostels?
- spend a little time in many places or a long time in a single place?
- plan your itinerary in advance or figure it out as you go?
- travel with your family or with friends?
- travel by car or by public transportation?
- spend some time alone or spend all your time with your travel companions?

I would rather travel on a group tour so that I would be sure to see all the major sites.

reading **A Pair work** What are three communication problems you might have in a foreign country where you didn't know the language? Discuss how you would handle these problems. Then read the article, and compare your ideas to the author's.

SMOOTH TALKING

People are often scared away from going overseas because of the "language barrier." Naturally, you'll become better acquainted with Europeans if you can speak their languages, but you can still have a great time in Europe without any language skills.

You'll have little trouble communicating in areas where there's heavy tourist traffic. You'll usually find someone who can help you out in hotels, restaurants, banks, shops, airports, and train stations. Off the beaten path, you will probably run into a language barrier, but you'll still get by. Some tips:

Basic expressions

- Because it takes years to learn a foreign language, many people don't even try. However, you should take the time to learn a few basic expressions and how to count to ten.
- No book can show you how to pronounce foreign words correctly! Have a native speaker pronounce them for you (and don't be afraid to ask).

Asking for directions

- Open your mouth and say "ahh," as if you were at the doctor's office. Follow "ahh" by the name of the place you're going to: "ahh Paris" or "ahh Madrid." If you point to a map as you do this, most Europeans will understand, even if you use English in the rest of the sentence. You can say, for example, "I would like to go 'ahh' Madrid."
- Remember that many cities are spelled differently in different languages. For example, the city of Venice is called Venezia in Italian.

Tricks for communicating

- Speak simply. Say "Menu, please," not "I would like a menu, please."
- Repeat statements only once – slowly and without raising your voice.
- If your vocabulary is limited, try to communicate in writing. Carry paper and a pen, and get waiters and clerks to write down prices for you.
- Don't be afraid to give sign language a try!

Source: *The Best European Travel Tips 1996–1997* by John Whitman

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

1. How useful do you think the author's suggestions were?
2. What additional advice could you offer a foreign traveler?

Lesson

A

Public concerns

Important issues

starting point

Pair work Read about these issues. Are the situations the same in your country?



The economy isn't as strong as it used to be, and companies are downsizing. They are cutting jobs and offering older employees early retirement. In addition, they are hiring fewer new employees.



Both parents work in many families. Consequently, more children are being placed in day-care centers while their parents go to work.



The population is increasing, and there is a greater demand for housing. Therefore, forests are being cleared so that the land can be developed.

2

In my opinion

listening

A Listen to Charles, Melissa, and Brian talking about issues they feel strongly about. What are the issues, and how do they feel about them?

	Issue	How they feel
Charles		
Melissa		
Brian		

B Pair work Do you agree or disagree with their opinions?

3
grammar
focus

Adding information and showing conclusions

Moreover, furthermore, and in addition add information to the previous statement.

They are cutting jobs and offering older employees early retirement. **In addition**, they are hiring fewer new employees.

Thus, therefore, and consequently show a result or conclusion.

Both parents work in many families. **Consequently**, more children are being placed in day-care centers while their parents go to work.

Complete these sentences. Then compare your answers with a partner.

1. Drunk drivers should be sent to jail. Moreover, . . .

Drunk drivers should be sent to jail. Moreover, their licenses should be taken away.

2. Children eat more junk food than they used to.

In addition, . . .

3. It's becoming more and more expensive to stay in a hospital when you're sick. Furthermore, . . .

4. More people are wearing seat belts when they drive.

Consequently, . . .

5. Cigarette advertisements are being targeted toward young people. Therefore, . . .

6. There are more high school dropouts than before. Thus, . . .

4
grammar
focus

The passive of the present continuous

Use the passive of the present continuous for ongoing actions where the emphasis is on the object of the action.

They are clearing forests so that the land can be developed.

Forests **are being cleared** so that the land can be developed.

Use the words in parentheses to write sentences about the environment. Then match your sentences with the expressions on the right to form complete ideas.

1. (drinking water, poison) d

2. (endangered animals, kill off) _____

3. (ozone layer, destroy) _____

4. (air, pollute) _____

5. (water supply, deplete) _____

- a. despite the government's efforts to protect them.
b. causing shortages in some areas.
c. because not enough people are carpooling or using public transportation.
d. causing people to catch diseases.
e. allowing the sun's harmful rays to come through.

Our drinking water is being poisoned, causing people to catch diseases.

Hot topics

discussion

Group work Can you describe these issues in a few words?

drug abuse

capital punishment

global warming

gun control

homelessness

There is a problem with drug abuse in my country. More and more people are becoming addicted to drugs. Therefore, . . .

vocabulary

A Complete the chart with adjectives and nouns that describe people and how they view the world. Are these words positive (+), negative (-), or neutral (N)? Compare your answers with a partner.

Nouns	cynic		fatalist		pessimist		realist	
Adjectives	cynical	fanatical		optimistic		pragmatic		skeptical
+/-/N	-							

B Pair work Which words in Exercise A best describe you? Can you think of one friend or relative for each of these nouns or adjectives in the chart?

I'm an optimist. I generally feel that everything will turn out all right.

My best friend is a skeptic. He never believes anything that he can't see with his own eyes.

Speak your mind.

discussion

Group work Complete the chart. Then discuss your answers with the others in your group.

	Strongly agree	Agree	Disagree	Strongly disagree
1. Animals should not be used for research purposes.				
2. The death penalty does not stop people from committing crimes.				
3. Governments should not depend on nuclear energy because it is dangerous.				
4. Children who watch too much violence on TV will grow up to be violent adults.				
5. Women should always be encouraged to take the same jobs as men.				

- A: I sincerely feel that animals should not be used for research purposes.
 B: I don't really agree. I seriously doubt that medical research could be done without animals.

Verbs of opinion

I doubt	stronger →	I seriously doubt
I suspect		I strongly suspect
I feel		I sincerely feel
I believe		I firmly believe
I maintain		I still maintain
I'm convinced		I'm absolutely convinced

writing

To convince readers that his or her point of view is valid, the writer must present supporting evidence that appeals to his or her specific audience.

A Read these persuasive paragraphs. Who is each paragraph directed at? Match each paragraph to its intended audience.

1. parents ____ 2. a teacher ____ 3. classmates ____

(A) *I'd like to propose that our classes be shorter. I think that two hours is too long to attend class without a break. After about 50 minutes, it's difficult to pay attention, and students' minds begin to wander. Some students actually fall asleep during class! I realize that our school probably has reasons for scheduling our classes this way, but I feel that two-hour classes are very ineffective. I hope that you will do something about scheduling this class differently next semester.*

(B) *I firmly believe that you should be careful about how much violence your children see on television. When children see too much violence on TV, it may make them think that violence is acceptable and encourage them to be violent in their own lives. For this reason, I think there should be much less violence on TV, and I think that as parents you should carefully monitor the shows that your children watch.*

(C) *There is a serious problem with graffiti in our school that must be addressed. I think it's terrible that anyone would damage our school in this way. The school janitors have to work extra hours to remove the graffiti, and it makes me feel ashamed to think that some of us would think so little of our school. Think about this the next time you have the urge to write on the walls.*

B Pair work Which of the paragraphs is most effective for its intended audience? Which could be improved?

C Write a persuasive paragraph about a topic presented in this unit or a topic of your own. Choose a specific audience, and make sure the evidence you present appeals to this person or group.

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

1. Who is your partner's intended audience?
2. Is the evidence presented in an effective way? Why or why not?
3. Can you offer any suggestions to your partner?

3

grammar
focusConditions with *if*, *only if*, *unless*, and *even if*

Notice that the sentences using *only if* and *unless* have the same meaning.

I would take the money **if** I didn't know who had dropped it.

I would take the money **only if** I didn't know who had dropped it.

I wouldn't take the money **unless** I didn't know who had dropped it.

I wouldn't take the money **even if** I didn't know who had dropped it.

A What is the difference in meaning, if any, between these pairs of sentences? Which are you most likely to agree with? Compare with a partner.

- I'd do my classmate's homework for her if she were my best friend.
I'd do my classmate's homework for her **only if** she were my best friend.
- I would tell a lie **only if** I thought it would help someone.
I wouldn't tell a lie **unless** I thought it would help someone.
- I wouldn't be polite to a stranger if he were rude to me.
I would be polite to a stranger **even if** he were rude to me.

B Pair work Complete these sentences with information that is true for you. Then compare your answers with a partner. Do you agree with your partner's sentences? Why or why not?

- If a store clerk gave me too much change, I wouldn't keep the money even if/unless . . .
- If a friend unexpectedly stopped by to visit just as I was planning to go to bed, I wouldn't ask my friend to leave even if/unless . . .
- I wouldn't complain about the service in a restaurant even if/unless . . .
- I wouldn't "temporarily borrow" an unlocked bicycle on the street to go a short distance even if/unless . . .

4

Difficult decisions

discussion

Pair work Would you do these things? Complete the chart. Then discuss with a partner, giving reasons for your answers.

Would you ever . . .	Absolutely not.	Sure, why not?	It depends.
1. take an inexpensive "souvenir" from a hotel or restaurant?			
2. cheat on an exam?			
3. skip school or work to do something fun, and say that you were ill?			
4. take credit for someone else's work?			
5. not repay money you'd borrowed?			

I'd never take an inexpensive souvenir from a hotel even if I really wanted it. I don't think it's a good idea to take something that isn't yours.

discussion **Pair work** Read these situations. What would you do? Why? Discuss with a partner, and then share your answers with the class.

WHAT WOULD YOU DO?

1. You've made plans to go somewhere with your cousin. The day before your outing, your friend suddenly invites you to do something that you think will be more fun.

- ▶ Would you cancel your original plans?
- ▶ If so, would you tell the truth, or would you lie about the reason you were canceling?
- ▶ Would you cancel your plans even if you knew your cousin was depressed about something?

2. While shopping in a small neighborhood store, you see a man looking around and putting a can of soup in his bag. He is obviously shoplifting.

- ▶ Would you tell the store owner about it?
- ▶ What if the man were old and looked hungry?
- ▶ Would it make a difference if the man were a young gang member?

3. You are studying day and night for the most important exam of your life. Someone approaches you and offers to sell you the answers to the exam. You know that the test is extremely difficult, and without the answers, it's likely you'll fail.

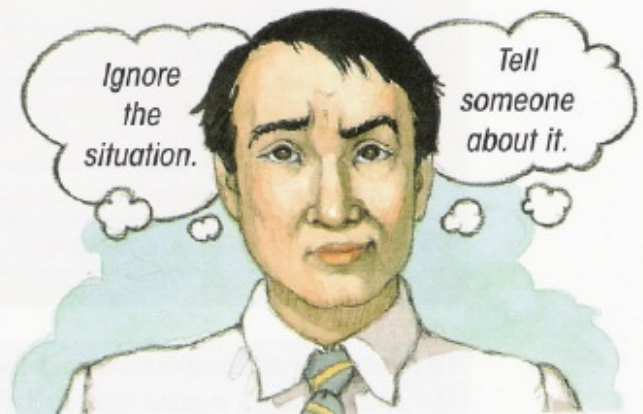
- ▶ Would you buy the answers?
- ▶ What if you could be guaranteed that no one would ever find out you'd bought the answers?



6 Talking about values

discussion **Group work** Think of a time when you were faced with a dilemma and had to make a difficult decision. What happened? What did you do, and do you think it was the right choice?

I recently noticed one of my classmates was cheating on an exam. I wasn't sure what to do. . . .



Telling the truth

reading

A Pair work Discuss these questions. Then read the article, and compare your ideas to the author's.

1. Do you think it's possible for people to be honest all the time? Why or why not?
2. What are some examples of common, everyday lies that most people tell without thinking?
3. Is there ever a good reason to tell a lie? If so, what is that reason?



"Little lies" sometimes come so easily to us that we don't even consider them to be lies. Read about these common lies of everyday life:

- ◆ Lying about your age or your kid's age to get a cheaper ticket.
- ◆ Telling the host of a dinner party that the awful food he prepared was wonderful.
- ◆ Lying to your aunt about how much you love the gift she gave you – the one that you really hate.
- ◆ Telling a friend with a terrible haircut that she looks fantastic.
- ◆ Lying to a friend about how much you want to see her again when you really don't.
- ◆ Telling the salesperson who calls when you're watching TV that you're extremely busy.

Are these serious lies? Probably not, but if you would lie about your age to a stranger, what's going to stop you from lying about something more serious later? If we tell a lie or act dishonestly and get what we want, that might make us feel good today. But what about tomorrow? The future effects of our lies are uncertain.

Still, no one is saying that everyone can or should be completely honest all the time. Most people lie, often for a good reason. Lies are

told all the time and are part of our everyday social life. Many times people lie to protect the feelings of other people, and there's nothing wrong with that. So it might be all right to tell a cook you loved the dinner even if you could barely eat it, or to tell a friend you loved the shirt you got as a gift even though you know you'll never wear it. And who would criticize a child's piano playing even if it were truly annoying? Honesty is usually the best policy, but like any other policy, you have to make exceptions.

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

1. Do you agree that there's nothing wrong with lying to protect people's feelings? Why or why not?
2. Can you think of some examples of social lies that are common in your culture?
3. Which of the little lies listed in the article do you think are acceptable? Which aren't? Why?

Annoying customers

A People are often annoyed by the service they receive on buses, planes, etc. But what about the employees working in these situations? What do you think annoys them about their passengers or customers?

bus drivers salesclerks
flight attendants taxi drivers
restaurant staff

One thing that annoys bus drivers is when people complain about the service. It usually isn't their fault!



B Pair work Take turns playing the role of a customer and an employee. Make complaints and try to find resolutions to those complaints.

Passenger: I've been waiting for this bus for almost an hour!

Bus driver: I'm really sorry, but there was a lot of traffic.

Passenger: Also, this bus is really crowded!

Bus driver: There's a bus right behind this one. Why don't you take that one?

8

The service was terrible.

Group work Tell the group about a consumer problem you or someone you know has had. They will offer suggestions about how to deal with the complaints. The following words may be useful.

bargain guarantee
bill receipt
credit refund
deposit warranty
discount

A: A friend of mine recently bought a used car. At first everything was OK. Then he discovered that the engine needed expensive repairs.

B: Sometimes there are warranties for used cars. Do you know whether there was a warranty or not?



9

The safe tourist

A Pair work What are the three most important tips to remember when planning a trip abroad?

You should always keep important telephone numbers handy in case your flight is delayed and you need to call someone from the airport.

B Listen to Terry getting advice on the preparation for his trip abroad. Who's giving the advice? What does she say?



Who's giving the advice

Advice being given

C Pair work Which pieces of advice do you think were most useful? Why?

10

Do the right thing.

A What would you do in these situations? Choose one of the options, or write one of your own.

What would you do?

Your child is failing a very important class.

- Would you do your child's homework so that he or she would be certain to pass the class?
- Would you sit back and watch your child fail the class so that he or she could learn about taking responsibility?
- Other: _____

You're pulling your car out of a parking space when you accidentally hit another parked car.

The other car looks very expensive.

- Would you leave a note on the other person's car, apologizing and offering to pay for any damages?
- Would you drive away quickly without doing anything, and hope that no one had seen you?
- Other: _____

You need to buy a very expensive outfit that you will wear for a special occasion only once.

- Would you buy the outfit, wear it once, and then return it to the store for a refund, claiming that it didn't fit quite right?
- Would you buy it, wear it only once, hang it in your closet, and forget about it?
- Other: _____

B Group work Explain your answers to the group. Together, agree on the best solution to each dilemma.

unit 1

Noun clauses after *be*

Noun clauses after *be* can often be shortened to gerund phrases.

An advantage of having a big family is **(that) you always have someone to talk to.**
 An advantage of having a big family is **always having someone to talk to.**

The best thing about living alone is **(that) you don't have to keep your apartment neat.**
 The best thing about living alone is **not having to keep your apartment neat.**

A problem with being disorganized is **(that) you waste time looking for things.**
 A problem with being disorganized is **wasting time looking for things.**

unit 2

Should and ought to in the active and passive

In addition to being used to express suggestions, *should* and *ought to* can also be used to express expectation.

The new computers **should arrive** next week.
 The equipment in the new school **ought to be** much better than what we have here.

unit 3

Defining and non-defining relative clauses

That can be used for people or things in defining relative clauses. However, it cannot be used as a replacement for *where*.

Many of the French **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 site for children.
 Pamplona is the city in Spain **where the bulls run through the streets during a summer festival.**

That cannot be used in non-defining relative clauses. *Who*, *which*, or *where* are used instead.

Cairo, **which has fascinated Europeans for a long time**, draws countless tourists from all over Europe every year.
 Our tour guide, **who knew a great deal about the souvenirs from the area**, helped us to buy some beautiful presents for our friends.

unit 4

Time relationships

Other clauses and phrases that show time relationships are *once*, *every time*, *till*, and *as*.

As soon as/**Once** I drink that first cup of coffee, I'm ready for the day.
 I always stay at the office until/**till** I've finished all my work.
 Whenever/**Every time** I stay out late, I have trouble getting up the next morning.
 I like to watch TV while/**as** I'm eating dinner.

Conditional sentences

In formal English, when the verb *be* is used in the *if* clause, *were* is used with all pronouns. (In informal, spoken English, *was* can be used with the pronouns *I* and *he/she/it*.)

If the mayor **were** more concerned with education, he would pass a law reducing class sizes in our schools.

I'd spend more time working for political reform if I **weren't** so busy with my work.

If crime **weren't** such a problem in the U.S., there wouldn't be a need for so many private home security companies.

Infinitive and gerund phrases

If the sentence is about someone or something specific, it is possible to follow the adjective with the preposition *for* and a pronoun/noun.

It's difficult **for her to talk** about her feelings openly.

It's customary **for North Americans to make** frequent eye contact when talking.

Some people think it's unusual **for women to shake** hands with men when they meet them.

Adjectives of feeling (*glad, happy, sad, pleased*) need a living subject instead of the subject *it*.

Most parents are both happy and sad to see their children grow up.

People are always pleased to get compliments.

Adverbs with the past and past perfect

The adverb *when* and the past tense can be used with various tenses in the other clause to express different time relationships.

When I arrived in Bangkok, it **was raining**.

When I arrived in Bangkok, my connecting flight **had already departed**.

When I arrived in Bangkok, my friend **met** me at the airport.

Noun clauses introduced by *it*

Adjectives that express urgency or desirability like these can be used in noun clauses introduced by *it*: *crucial, desirable, important, recommended, urgent, and vital*.

It's **desirable that** all children graduate from high school.

It's **vital that** adults serve as role models for troubled youths.

With these adjectives, use the simple form of the verb even with a third-person singular subject (*he, she, or it*).

It's **crucial that** a child *learn* to both respect and question authority.

It's **urgent that** he *solve* this problem.

It's **recommended that** my grandmother *not spend* all her time with people her own age.

It's **important that** older children *not set* a bad example for younger children.



To further elaborate on 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 very loyal and trusting? **If not**, you shouldn't tell them your personal secrets.

Other expressions used to express conditions are *provided that* and *whether or not*. *Provided that* is similar in meaning to *only if*, and *whether or not* is similar in meaning to *even if*.

I wouldn't feel bad about keeping something I had found **provided that** I'd tried very hard to find the original owner.

Some people wouldn't lie to their friends **whether or not** telling the truth would hurt their feelings.

