

SECOND EDITION

SUMMIT

with ActiveBook and MyEnglishLab

2

Joan Saslow • Allen Ascher



eBOOK & LMS



ALWAYS LEARNING

PEARSON

Learning Objectives

این فایل توسط آموزشگاه زبان ملل، تهیه و تنظیم شده است

Unit	Communication Goals	Vocabulary	Grammar	Conversation Strategies	Listening/Pronunciation	Reading	Writing
1 Dreams come true page 2	<ul style="list-style-type: none"> Explain your life choices and plans Describe someone's continuing activities Share your dreams and goals in life Describe your job qualifications and experience 	<ul style="list-style-type: none"> Expressions to describe life choices and plans Dreams and goals <p>Word Skill:</p> <ul style="list-style-type: none"> Using collocations with <u>have</u> for job qualifications 	<ul style="list-style-type: none"> The present perfect for past events related to the present The present perfect and the present perfect continuous for unfinished or continuing actions <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> Stative verbs: non-action and action meanings 	<ul style="list-style-type: none"> Use <u>You know</u> to ease into a conversation Respond with <u>That's great</u> to convey enthusiasm or encouragement Preface a statement with <u>I guess</u> to soften an opinion Begin a response with <u>True, but</u> to present an alternate view 	<p>Listening Skills:</p> <ul style="list-style-type: none"> Activate vocabulary and summarize Listen to take notes Express and support an opinion <p>PRONUNCIATION BOOSTER</p> <ul style="list-style-type: none"> Sentence stress and intonation 	<p>Texts:</p> <ul style="list-style-type: none"> An online magazine table of contents A profile of Dr Robert Ballard A biographical article about Jane Goodall A job advertisement Resumes <p>Skills/strategies:</p> <ul style="list-style-type: none"> Express and support an opinion Confirm content Draw conclusions 	<p>Task:</p> <ul style="list-style-type: none"> Write a biography <p>Writing Skill:</p> <ul style="list-style-type: none"> Common sentence errors' review and extension
2 Character counts page 14	<ul style="list-style-type: none"> Discuss the social uses of lying Express regret and take responsibility Discuss ways to help people in need Tell a story with a "moral" 	<ul style="list-style-type: none"> Ways to express regret Ways to take and avoid responsibility Expressions related to compassion and admiration 	<ul style="list-style-type: none"> Adjective clauses <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> Adjective clauses: overview Adjective clauses with quantifiers Grammar for Writing: adjective clauses reduced to adjective phrases 	<ul style="list-style-type: none"> Use <u>I hate to tell you this, but</u> to soften bad news Begin a sentence with <u>Well</u> to allow time to think Use expressions such as <u>I feel awful about it</u> to convey regret Use <u>That's not necessary</u> to decline help politely Say <u>Please accept my apology</u> to repeat a regret 	<p>Listening Skills:</p> <ul style="list-style-type: none"> Infer information Listen for details Listen to summarize <p>PRONUNCIATION BOOSTER</p> <ul style="list-style-type: none"> Emphatic stress and pitch 	<p>Texts:</p> <ul style="list-style-type: none"> A magazine article about why people tell lies A traditional tale Fables <p>Skills/strategies:</p> <ul style="list-style-type: none"> Relate to personal experience Critical thinking Express and support an opinion Associate ideas 	<p>Task:</p> <ul style="list-style-type: none"> Describe an experience that taught you a lesson <p>Writing Skill:</p> <ul style="list-style-type: none"> Punctuating adjective clauses
3 Dealing with adversity page 26	<ul style="list-style-type: none"> Describe a dangerous or challenging experience Express frustration, empathy, and encouragement Describe how people confront adversity Discuss the nature of heroism 	<ul style="list-style-type: none"> Frustration Empathy Encouragement and discouragement <p>Word Skill:</p> <ul style="list-style-type: none"> Using parts of speech 	<ul style="list-style-type: none"> Describing the relationship of past events and actions to each other Clauses with <u>no matter</u> <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> Describing past actions and events: review 	<ul style="list-style-type: none"> Use expressions such as <u>Give up</u> and <u>I've had it</u> to get a listener's attention Soften a suggestion with <u>Maybe</u> Use expressions like <u>I know what you mean</u> to encourage the listener to say more 	<p>Listening Skills:</p> <ul style="list-style-type: none"> Infer a speaker's purpose Activate word skills Listen to summarize <p>PRONUNCIATION BOOSTER</p> <ul style="list-style-type: none"> Vowel reduction 	<p>Texts:</p> <ul style="list-style-type: none"> Quotations on dealing with adversity A newspaper article about a rescue A biographical article about Helen Keller Profiles of three heroes <p>Skills/strategies:</p> <ul style="list-style-type: none"> Draw conclusions Summarize 	<p>Task:</p> <ul style="list-style-type: none"> Narrate past events logically <p>Writing Skill:</p> <ul style="list-style-type: none"> Using adverbial clauses and phrases to clarify time relationships in a story
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5 It's all in your mind page 50	<ul style="list-style-type: none"> Present your views on superstitions Evaluate suspicious claims Discuss fears and phobias Describe and interpret a dream 	<p>Vocabulary</p> <ul style="list-style-type: none"> Ways to express disbelief Expressions with <u>mind</u> <p>Word Skill:</p> <ul style="list-style-type: none"> Using participial adjectives 	<ul style="list-style-type: none"> Non-count nouns made countable Indefiniteness and definiteness: article usage <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> More phrases that make non-count nouns countable More non-count nouns with both a countable and an uncountable sense 	<ul style="list-style-type: none"> Use <u>It says here</u> to share information from an article Use expressions such as <u>You don't believe that, do you?</u> to invite someone to reconsider a belief Ask <u>Why not?</u> to defend a position 	<p>Listening Skills:</p> <ul style="list-style-type: none"> Listen for details Compare and contrast <p>PRONUNCIATION BOOSTER</p> <ul style="list-style-type: none"> Linking sounds 	<p>Texts:</p> <ul style="list-style-type: none"> A website homepage on superstitions "Sensationalist" ads A magazine article about phobias <p>Skills/strategies:</p> <ul style="list-style-type: none"> Scan for information 	<p>Task:</p> <ul style="list-style-type: none"> Describe a superstition <p>Writing Skill:</p> <ul style="list-style-type: none"> Subject-verb agreement

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6 Travel hassles and experiences page 62	<ul style="list-style-type: none"> Express regret or relief Ask someone for a favor Describe a "travel nightmare" Explain a life-changing event 	<ul style="list-style-type: none"> Ways to ask for a favor Word Skill: <ul style="list-style-type: none"> Using participial adjectives as noun modifiers 	<ul style="list-style-type: none"> Conditional sentences with mixed time frames GRAMMAR BOOSTER <ul style="list-style-type: none"> The conditional: overview and special cases 	<ul style="list-style-type: none"> Use expressions such as <u>I wonder if you could...</u> and <u>Do you think you could...?</u> to soften a request for a favor Respond with <u>Of course</u> and <u>I'd be happy to</u> to indicate willingness to help 	Listening Skills: <ul style="list-style-type: none"> Listen to activate vocabulary Confirm facts Summarize Critical thinking PRONUNCIATION BOOSTER <ul style="list-style-type: none"> Regular past participle endings Reduction in perfect modals 	Texts: <ul style="list-style-type: none"> A travel supplies catalogue An advice column on handling travel problems Skills/strategies: <ul style="list-style-type: none"> Apply ideas Express and support an opinion 	Task: <ul style="list-style-type: none"> Compare two cities Writing Skill: <ul style="list-style-type: none"> Organizing a comparison and contrast essay
7 Minds at work page 74	<ul style="list-style-type: none"> Compare your strengths and weaknesses Define an idea Explain how you produce your best work Debate preferential treatment for the gifted 	<ul style="list-style-type: none"> Expressions to describe talents Intelligence and its origin 	<ul style="list-style-type: none"> Subordinating conjunctions and transitions GRAMMAR BOOSTER <ul style="list-style-type: none"> Grammar for Writing: more conjunctions and transitions 	<ul style="list-style-type: none"> Use <u>I mean</u> to restate or support an opinion Use <u>I guess that's true</u> to validate an opposing opinion Use <u>If you ask me</u> to call attention to your own opinion Use <u>Do you think so?</u> to acknowledge an opinion you may not agree with 	Listening Skills: <ul style="list-style-type: none"> Identify the main idea Identify supporting details PRONUNCIATION BOOSTER <ul style="list-style-type: none"> Intonation with conjunctions and transitions 	Texts: <ul style="list-style-type: none"> An article about IQ and EQ A magazine article about staying focused A biographical article about Sigmund Freud's childhood Skills/strategies: <ul style="list-style-type: none"> Express your ideas Apply ideas Relate to personal experience 	Task: <ul style="list-style-type: none"> Describe your weaknesses Writing Skill: <ul style="list-style-type: none"> Explaining cause and result
8 Humor page 86	<ul style="list-style-type: none"> Discuss the health benefits of laughter Respond to a joke Explain why something is funny Explore the limits of humor 	<ul style="list-style-type: none"> Ways to respond to a joke Types of verbal humor Discussing practical jokes 	<ul style="list-style-type: none"> Indirect speech: changes to preserve meaning GRAMMAR BOOSTER <ul style="list-style-type: none"> Indirect speech: review 	<ul style="list-style-type: none"> Use <u>Did you hear the one about...?</u> to signal that a joke will follow Say <u>So?</u> to encourage someone to continue a funny story Use expressions such as <u>What a riot</u> and <u>That's hilarious</u> to praise a joke 	Listening Skills: <ul style="list-style-type: none"> Listen to activate vocabulary Apply ideas Listen to summarize Listen to take notes Support an opinion PRONUNCIATION BOOSTER <ul style="list-style-type: none"> Intonation of sarcasm 	Texts: <ul style="list-style-type: none"> An article about the therapeutic value of laughter A journal article about theories of humor Skills/strategies: <ul style="list-style-type: none"> Critical thinking Classify 	Task: <ul style="list-style-type: none"> Write a story that includes dialogue Writing Skill: <ul style="list-style-type: none"> Punctuation of dialogue
9 What lies ahead? page 98	<ul style="list-style-type: none"> Discuss the feasibility of future technologies Describe applications of innovative technologies Discuss future trends Discuss ways to protect the environment 	<ul style="list-style-type: none"> Ways to express a fear of consequences Innovative technologies Demographics 	<ul style="list-style-type: none"> The passive voice: the future, the future as seen from the past, and the future perfect The past voice in unreal conditional sentences GRAMMAR BOOSTER <ul style="list-style-type: none"> Grammar for Writing: when to use the passive voice 	<ul style="list-style-type: none"> Use <u>they say that...</u> to support an opinion with generally known information Use expressions such as <u>It's like opening a can of worms</u> and <u>It's a slippery slope</u> to warn about consequences Introduce a concern or doubt indirectly with <u>Who's to say...?</u> 	Listening Skills: <ul style="list-style-type: none"> Listen to activate vocabulary Identify point of view Listen to infer Listen for main ideas Support an opinion PRONUNCIATION BOOSTER <ul style="list-style-type: none"> Formal pronunciation, rhythm, and intonation 	Texts: <ul style="list-style-type: none"> An article about Jules Verne's vision of the future Descriptions of failed predictions from the past An article about a "green" car dealership Skills/strategies: <ul style="list-style-type: none"> Express your ideas Activate vocabulary from a text Explain a process Infer information 	Task: <ul style="list-style-type: none"> Predict life in the future Writing Skill: <ul style="list-style-type: none"> The essay
10 An interconnected world page 110	<ul style="list-style-type: none"> Describe the cultural impact of foreign imports React to news about global issues Discuss the economic impact of globalization Discuss the role of English in international communication 	<ul style="list-style-type: none"> Ways to react to world issues and news Phrasal verbs to discuss global issues Economic terms Word Skill: <ul style="list-style-type: none"> Using a dictionary 	<ul style="list-style-type: none"> Separability of transitive phrasal verbs GRAMMAR BOOSTER <ul style="list-style-type: none"> Phrasal verbs: expansion 	<ul style="list-style-type: none"> Use <u>Can you believe...?</u> to indicate shock or disapproval Use <u>It just goes to show you</u> to make a point Begin a statement with <u>You'd think</u> to indicate dissatisfaction with a current situation 	Listening Skills: <ul style="list-style-type: none"> Listen to activate vocabulary Listen to summarize Draw conclusions PRONUNCIATION BOOSTER <ul style="list-style-type: none"> Intonation in tag questions 	Texts: <ul style="list-style-type: none"> A description of UN efforts to relieve world hunger Newspaper clippings about global problems A magazine article presenting the pros and cons of economic globalization Skills/strategies: <ul style="list-style-type: none"> Summarize ideas Activate prior knowledge 	Task: <ul style="list-style-type: none"> Express your point of view on the impact of globalization Writing Skill: <ul style="list-style-type: none"> Persuasion

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 Verbs followed directly by an infinitive..... page A3
 Verbs followed by an object before an infinitive..... page A3
 Verbs that can be followed by a gerund or an infinitive..... page A3
 Adjectives followed by an infinitive..... page A3

Participial adjectives..... page A3
 Stative verbs / Transitive phrasal verbs..... page A4
 Intransitive phrasal verbs..... page A5
 Three-word phrasal verbs / Verb forms: overview..... page A6
 Pronunciation table / Pronunciation Booster..... page P2
 Grammar Booster..... page G1

To the Teacher

What is Summit?

Summit is a two-level* high-intermediate to advanced communicative course for adults and young adults that can follow any intermediate-level course book.

The goal of the Summit course is to make English unforgettable, enabling post-intermediate learners to understand, speak, read, and write English accurately, confidently, and fluently through:

- ▶ Multiple exposures to new language
- ▶ Numerous opportunities to practice it
- ▶ Deliberate and intensive recycling

Each full level of Summit contains enough material for 60 to 90 hours of classroom instruction. Alternatively, Summit Student's Books are available in split editions with bound-in Workbooks. A wide choice of supplementary components makes it easy to tailor Summit to the needs of your classes.

*Summit is designed to follow the Top Notch series, forming the top two levels of a complete six-level course.

The Summit Instructional Design

Balanced development of fluency and accuracy

Every two-page lesson culminates in a free discussion, debate, presentation, role play, or project. Planning activities such as idea framing and notepadding lead students to confident spoken expression in those activities. Grammar is tightly integrated with the speaking syllabus for memorability. Grammar charts include clear rules, examples, and explanations of meaning and use. Authentic readings further reinforce target grammar in natural contexts.

Essential conversation models for post-intermediate students

Because post-intermediate students continue to need intensive development of spoken communication, Summit provides ten essential conversation models that embed crucial conversation strategies and provide a starting point for personalized communication. Subsequent free communication activities are crafted so students can continually retrieve and use the language from the models. All conversation models are informed by the Longman Corpus of Spoken American English.

Academic skills and strategies

Each unit in the Summit course contains exercises that build key reading, listening, and critical thinking skills and strategies, such as paraphrasing, drawing

conclusions, expressing and supporting an opinion, and activating prior knowledge. These exercises develop analytical skills while providing additional opportunities for learners to support their answers through speaking.

A high-impact vocabulary syllabus

Vocabulary in Summit is presented at word, phrase, and sentence levels, and includes expressions, idioms, and collocations. A concurrent emphasis on word skills enables students to expand their vocabulary by learning word transformation, classification, association, and other skills. Word skills practice increases students' mastery in both comprehending and producing new

A writing syllabus and conventions of written English

Summit teaches the conventions of English writing so students will be prepared for standardized tests as well as further academic study. Key writing and rhetorical skills such as using parallel structure, avoiding sentence fragments, expressing and supporting an opinion, and persuading the reader are clearly presented and applied in carefully structured writing tasks. Additional Grammar for Writing sections build further awareness of these conventions.

ActiveBook

Summit 2 ActiveBook

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- Unit 1: Dreams come true
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- Unit 3: Dealing with adversity
- Unit 4: Personality and life
- Unit 5: It's all in your mind
- Unit 6: Travel hassles and experiences
- Unit 7: Minds at work
- Unit 8: Humor
- Unit 9: What lies ahead?
- Unit 10: An interconnected world
- Appendices
- Pronunciation Booster
- Grammar Booster

GOALS After Unit 10, you will be able to:

1. Evaluate the cultural impact of human events.
2. Track the news about global issues.
3. Discuss the economic impact of globalization.
4. Discuss the role of English in international communication.

Sound Bites Read and listen to a conversation about globalization.

EVAL: You may want to head home soon. They're closing off the streets for that anti-globalization demonstration.

CRAG: Another one? What is with these people? What's the big deal about globalization, anyway?

EVAL: There are a lot of reasons to be against it. I think they have a point.

CRAG: No offense, Eva, but don't you think you're talking out of both sides of your mouth? I mean, you've got your Brazilian shoes, your Chinese wine, your German car. How can you be against globalization?

EVAL: OK, maybe I'm being a bit hypocritical. But not everyone benefits like we do. I still think we've got to stand up for what's right.

Think and Explain. With a partner, discuss the questions and support your answers with information from Sound Bites.

1. Why does Craig think Eva is being hypocritical?
2. What benefits of globalization is Eva referring to?
3. Why does Eva think the demonstrators have a point?

STARTING POINT

Support an Opinion. With a partner, decide which of the following you think are not examples of globalization. Explain your answers according to the definition of globalization.

Every year, New York City hosts a flamenco festival featuring artists from around the world who sing and dance in this traditional Spanish gypsy style.

Unemployed communications workers in Italy complain that their jobs are being taken by lower-paid workers in Sri Lanka.

Members of the United States and Canada agree to eliminate trade barriers and permit sales of products from one country to the other without taxes.

Nike, the U.S. sports apparel company, calls a news conference to answer further charges that workers in their factories in Southeast Asia are being paid poverty wages.

Express Your Ideas. Which of the quotations comes closest to your own views?

"Across the world, as the 'free market' leeches and borrows everything (including to fill their trade barriers, the poor are getting poorer, and the rich richer."

"If we cannot make globalization work for all, in the end it will work for no one."

Bill Clinton, USA former president

"Globalization is not something we can just turn off or turn on. It is the economic equivalent of a hole of nature 'the world of water'."

Benazir Bhutto, Pakistani politician and leader

"When processors about about the world, we need to find a way to return to the borders of globalization to be respected, for trade to be linked to labor rights, environmental protection, and democracy."

Benazir Bhutto, Pakistani politician and leader

Unit 10: An Interconnected World • Grammar and Vocabulary • B Drag and drop

1. Even if your old cell phone is broken, don't _____ . It can be recycled.
2. When the pickpocket stole my wallet, I _____ , but he quickly disappeared into the crowded streets.
3. That photocopier will work better for you if you _____ .
4. You _____ .
5. If we _____ .
6. The _____ .

Interactive practice (with daily activity records)

- ▶ Extra listening and reading comprehension
- ▶ Record-yourself speaking
- ▶ Grammar and vocabulary practice
- ▶ Games and puzzles

A Digital Student's Book (with complete audio)

"Can-Do" Self-Assessment Chart (Unit 10)

This chart will help you evaluate your own progress and identify language you may want to spend more time studying and practicing. After you have completed the unit, complete the chart below. Evaluate your confidence about each "Can-Do" statement in the following way: Check "1" if you feel very confident in your ability to use the language described. Check "2" if you are not completely confident. Check "3" if you are not confident at all. If necessary, go to the indicated page(s) for the place in the unit where the language was presented and practiced.

Grammar	Can-Do Statements	Pages			
		1	2	3	
Vocabulary	I can use tr	112, 113	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I can use pr	114	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I can expres	114	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	I can use ke	117	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I can understand the format and abbreviations used in dictionaries.	118	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I can read comments from world leaders and intellectuals about globalization.	110	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I can understand a conversation about globalization.	111	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening	I can read three comments of globalizations.	111	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I can understand newspaper clipping about foreign imports.	112	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I can read a text and chart about the economic impact of globalization.	115	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I can listen to four conversations and identify the topics.	116	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking	I can understand four speakers talking about using English for international communication.	117	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I can understand three news reports on globalization-related topics.	118	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I can make notes on and describe	121	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

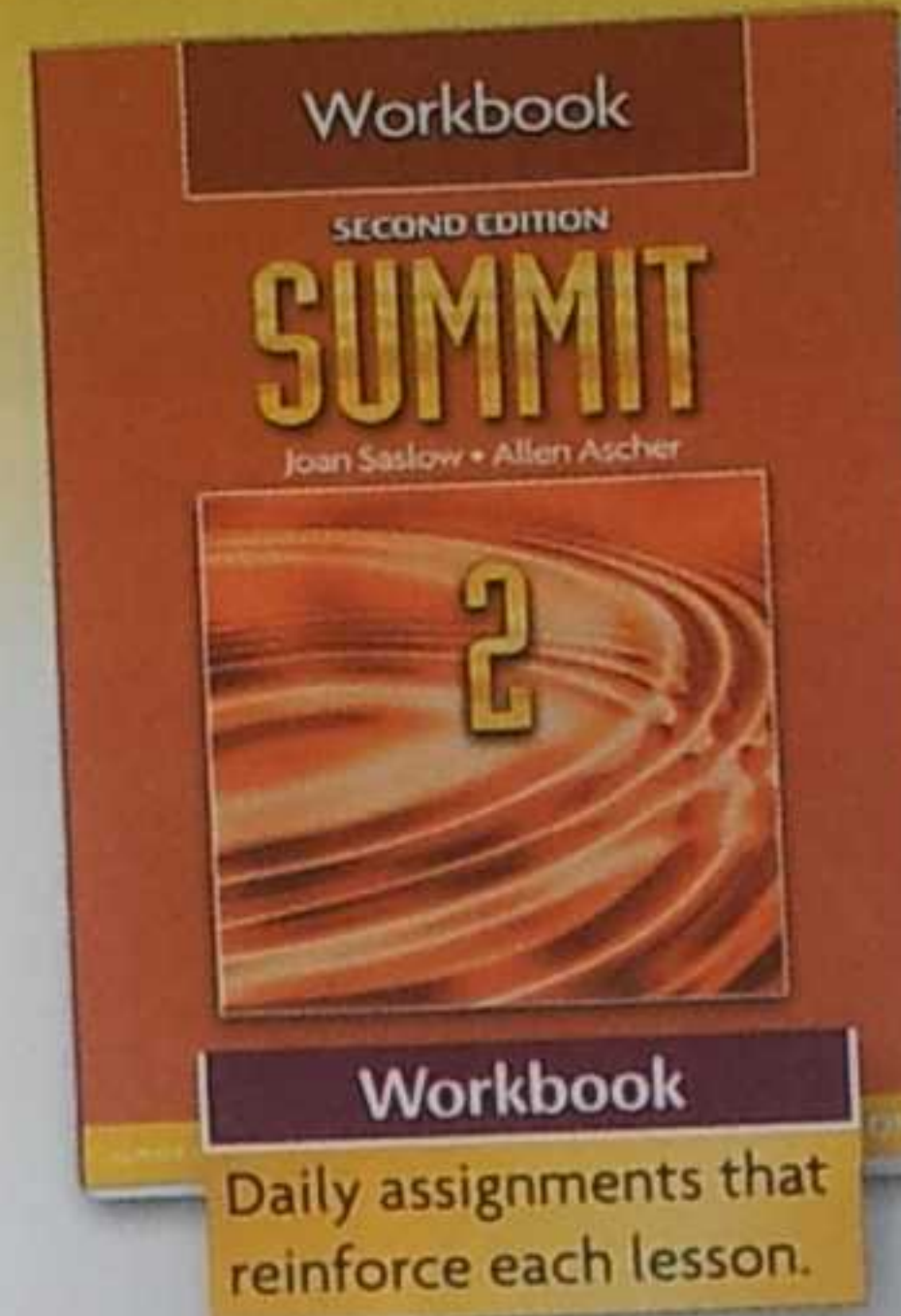
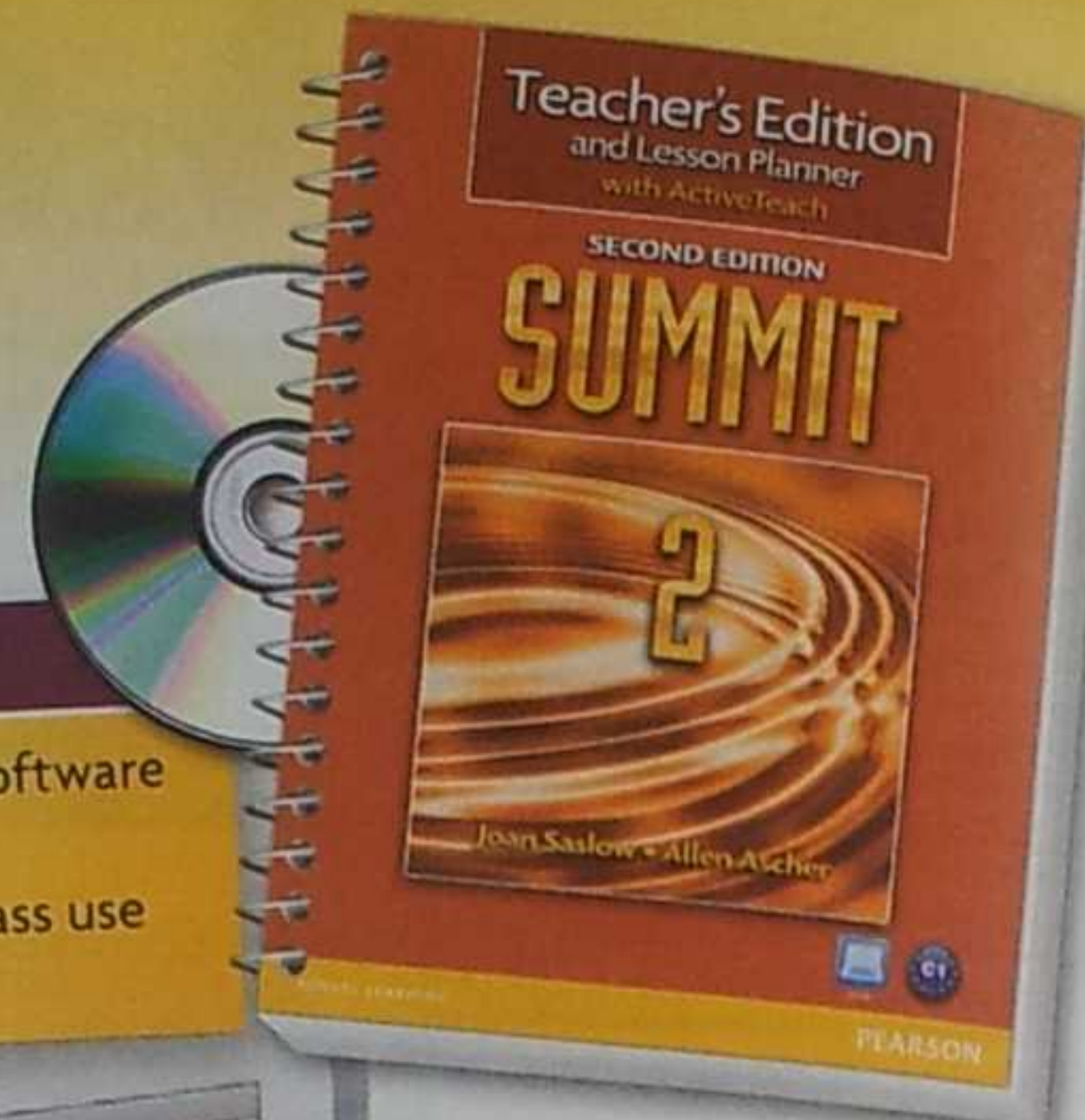
The Teacher's Edition and Lesson Planner

Includes:

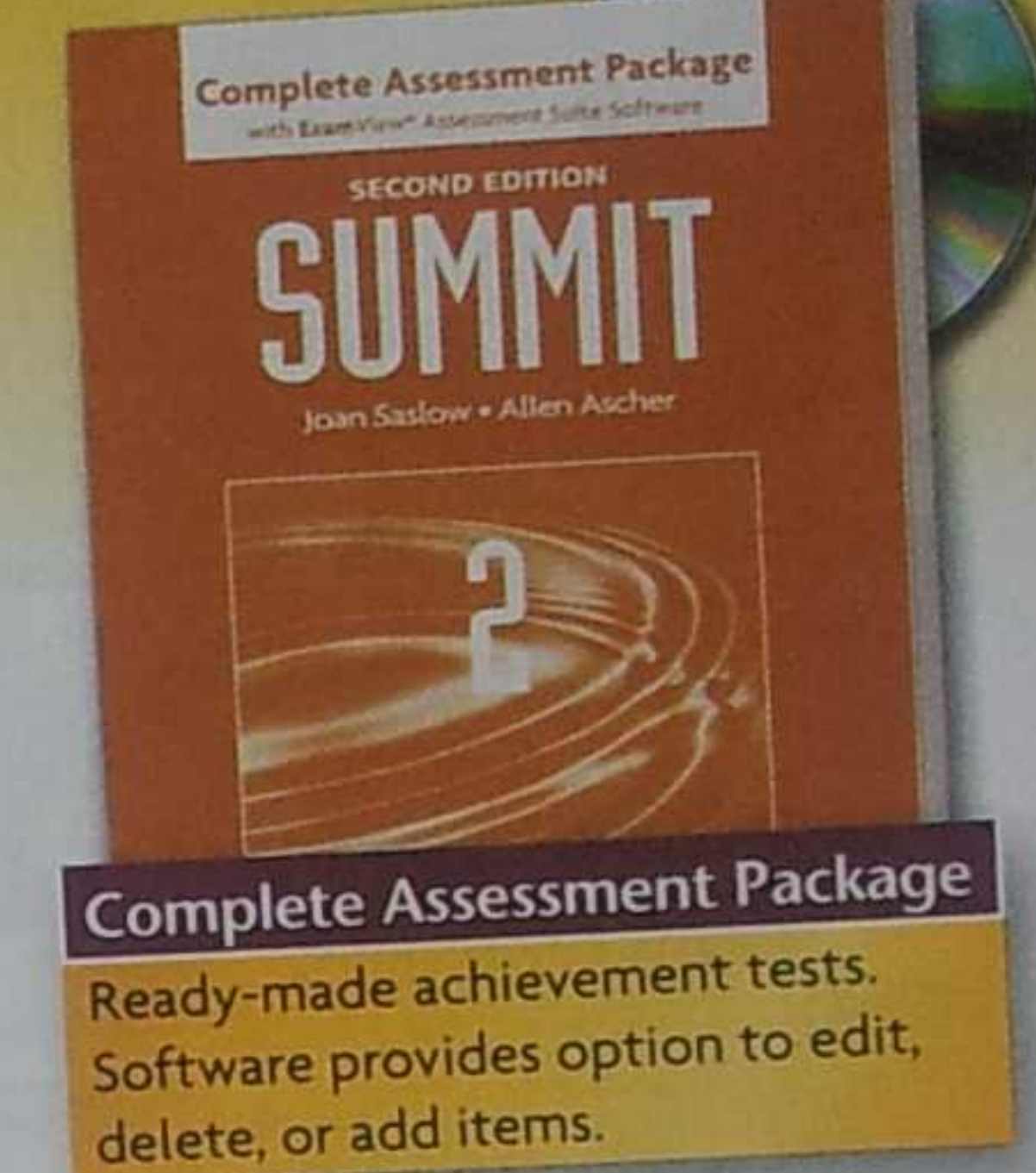
- ▶ A bound-in Methods Handbook for professional development
- ▶ Detailed lesson plans with suggested teaching times
- ▶ Language, culture, and corpus notes
- ▶ Student's Book and Workbook answer keys
- ▶ Audioscripts
- ▶ Summit TV teaching notes

ActiveTeach

- ▶ A Digital Student's Book with interactive whiteboard (IWB) software
- ▶ Instantly accessible audio and Summit TV video
- ▶ Interactive exercises from the Student's ActiveBook for in-class use
- ▶ A complete menu of printable extension activities



Classroom Audio Program
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Full-Course Placement Tests
Four test forms to choose from.

MyEnglishLab
An optional online learning tool with:

- ▶ An interactive Summit Workbook
- ▶ Speaking and writing activities
- ▶ Pop-up grammar help
- ▶ Student's Book Grammar Booster and Pronunciation Booster exercises
- ▶ Summit TV with extensive viewing activities
- ▶ Automatically-graded achievement tests
- ▶ Easy course management and record-keeping

Printable Extension Activities
Including:

- Discourse strategies
- Extra writing skills practice
- Reading strategies

Discourse Strategies
(Unit 9, page 105)

Responding to complex or controversial questions
A. Use these expressions to respond to complex or controversial questions. This will let others know you realize your opinion may be controversial. Practice saying each.

Responding to complex or controversial questions
You may disagree, but I believe...
It's a complicated issue, but I guess...
It's a controversial subject, but I think...
There's not a simple answer, but I suppose...

B. Pair Work. Take turns asking the questions below. Use the expressions above when responding.

Student A	Student B
What do you think is the most serious problem the world is facing?	What do you think is the biggest problem in our country?
What do you think the biggest problem with the news media is?	What do you think the most serious problem in our education system is?

NAME: _____

Extra Writing Skills Practice
(Unit 6, page 72)

Organizing a Comparison and Contrast Essay
A. Complete the paragraph by filling in the blanks with an appropriate word or phrase.

like both unlike however while but similarly

If I could choose to live in either Honolulu or Los Angeles, I would choose Honolulu. _____ Honolulu and LA. are cities on the Pacific coast, but _____ LA. is a big, busy, and quite different. _____ Honolulu offers a small, slow-paced, and there isn't much traffic to deal with. You'll find _____ lifestyles are relaxed. _____ LA, Honolulu has some excellent restaurants. _____ you can find the same high fashions at the designer boutiques. _____ both cities have beaches, Honolulu's beaches are warmer than LA's. _____ the water at Honolulu's beaches are warm all year long, while _____ LA, but is more relaxed and has _____

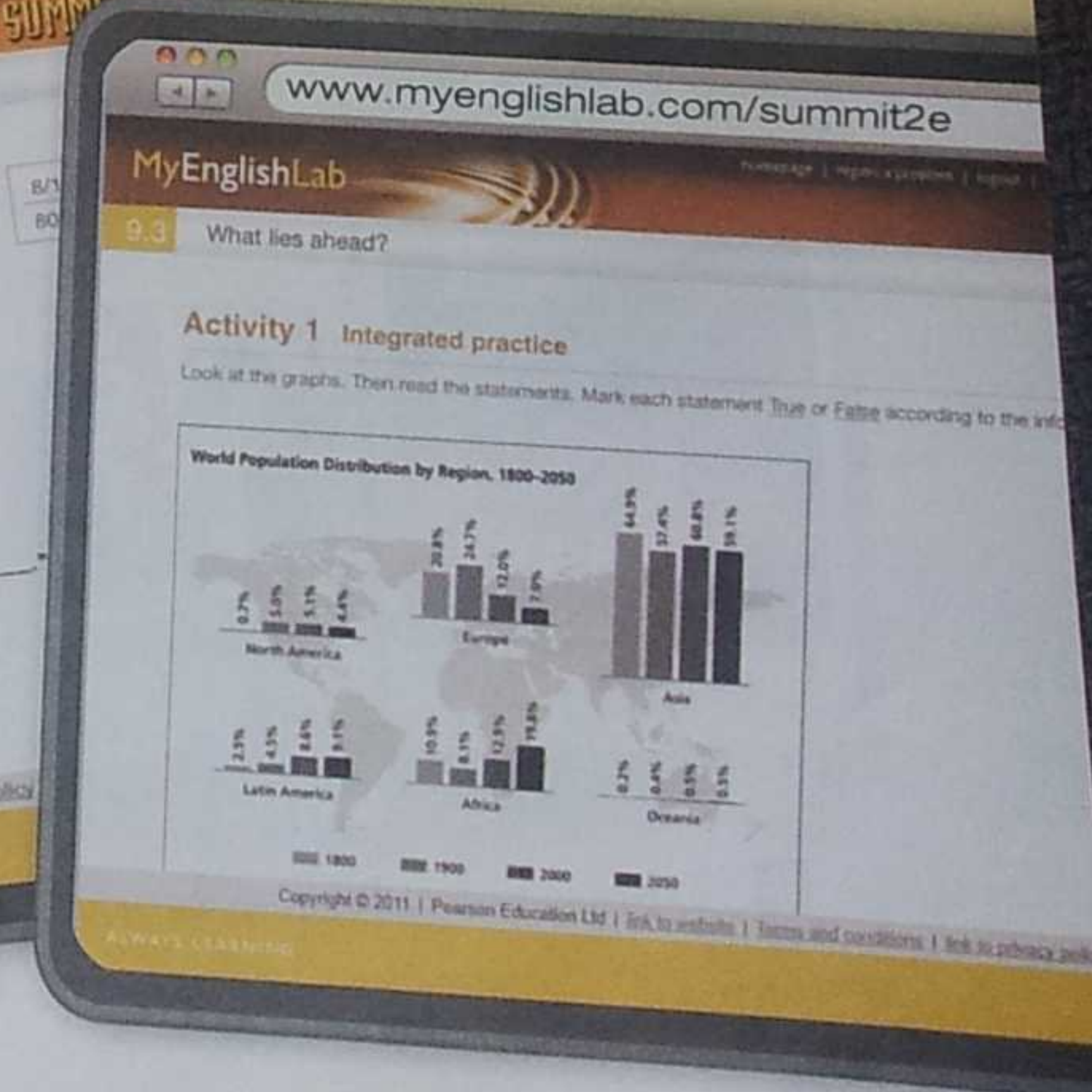
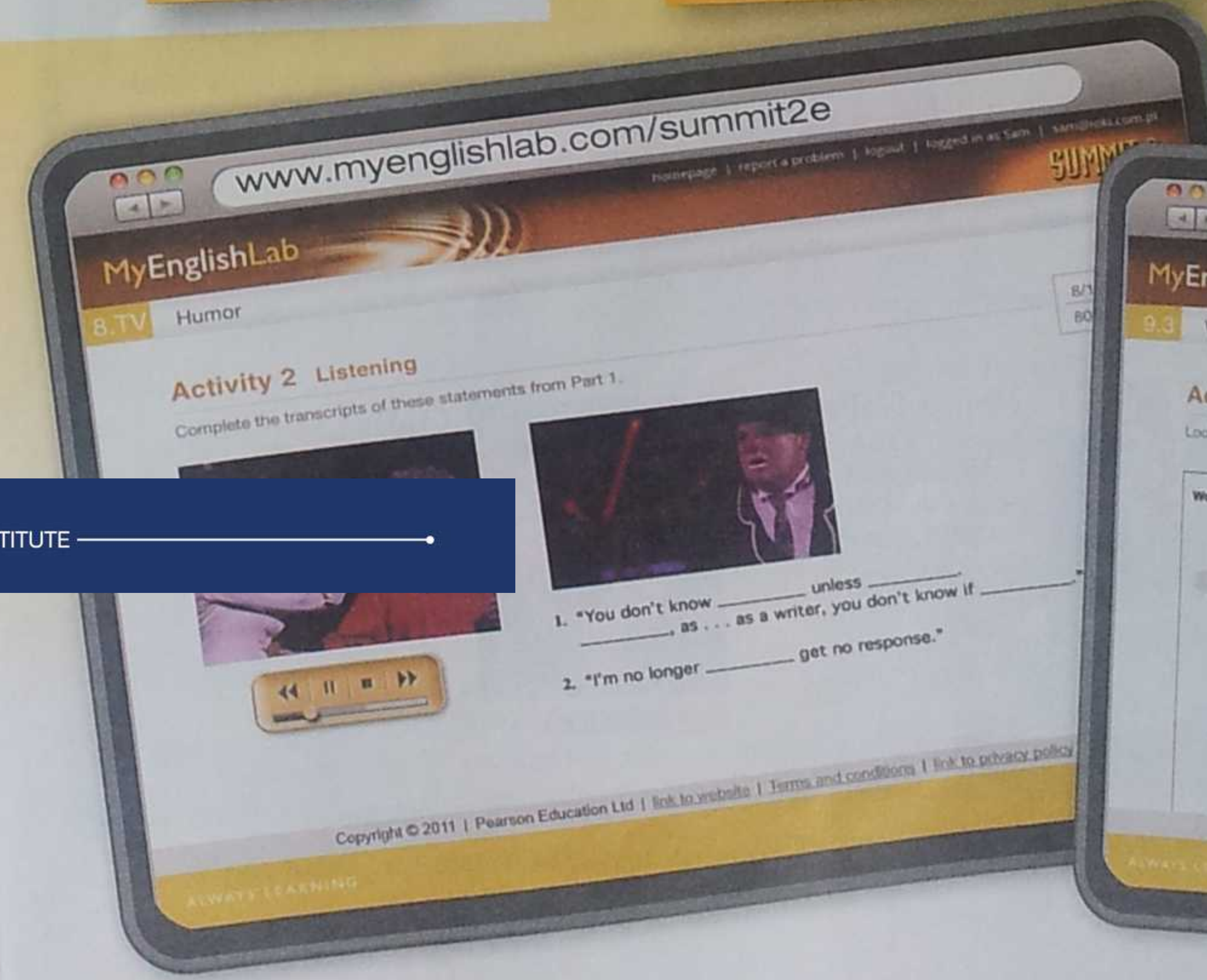
NAME: _____

Reading Strategies
(Unit 10, page 116)

Identifying supporting arguments
Recognizing supporting arguments will help you better understand the main arguments in a reading.

Practice. Fill in the chart below based on the Reading on page 116.

Arguments for globalization	Arguments against globalization
Benefits that have already occurred:	Problems that have already occurred:



UNIT 1

Dreams come true

Preview

A Topic Preview. Look at the Online Edition of *Global Voyager Magazine*. What types of articles would you expect to find on this website?

GOALS

After Unit 1, you will be able to:

- 1 Explain your life choices and plans
- 2 Describe someone's continuing activities
- 3 Share your dreams and goals in life
- 4 Describe your job qualifications and experience

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Readers' opinions
- Voyager Hot Picks**
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- [Among the Hmong](#)
- [The Ancient Fertile Crescent](#)
- [Pirate Ships of the Future](#)
- [Airline Food: Ups and Downs](#)



Dr. Robert Ballard—the man who discovered the *Titanic*. Learn how he turns sunken ships into underwater museums.



Primatologist and ethologist Jane Goodall. Insights into her life, her work, and her dreams.



Exotic Jobs
Tour guide Gonzalo Tejada shares breathtaking photos and scenes of matchless beauty. Download spectacular wallpaper images of Tejada's "outdoor office."

Working in Patagonia

Monthly Photo Contest



Register to enter

Photo Gallery
Experience a penguin parent-and-chick family reunion through the lens of wildlife photographer Frans Lanting.



The emperor penguin

Online Explorer
Explore the Gulf of Mexico seascape in a mini-submarine with the marine biologist with the *Time Magazine* named its first "hero for the planet."



Sylvia Earle



C ^{1:02} **Sound Bites.** Read and listen to a conversation between two friends about a career change.

MAX: Well, I gave notice at the bank. In two weeks, I'll be working as a full-time photographer.
SAM: Way to go! You've been talking about doing that for years! What made you finally take the plunge?
MAX: Frans Lanting, believe it or not.
SAM: You mean the guy that took those penguin pictures on your wall?
MAX: Right. I read that in order to get those shots he camped out on the ice in Antarctica for a month.
SAM: Wow! You know, I could really see you doing that.
MAX: So could I. After seeing those photos, I realized I didn't want to spend the rest of my life in a bank. I want to get out and see the world.

D Paraphrase. Read the conversation again. Then say each of these statements another way.

1. "I gave notice at the bank."
2. "Way to go!"
3. "What made you finally take the plunge?"
4. "You know, I could really see you doing that."

E Critical Thinking. Penguins and zebras live in very different parts of the planet, in different environments. What factors might have contributed to their black-and-white coloration?



STARTING POINT

person you admire. Tell your partner why you admire that person.



Wangari Maathai

"Have you heard of Wangari Maathai? She won the Nobel Peace Prize in 2004. I really admire her. She spent her whole life working to protect the environment. She founded the Green Belt Movement, which has planted more than 45 million trees in Kenya since 1977."



Steve Jobs

"One person I've always really respected is Steve Jobs, the guy who founded Apple Computers. I love how his company's products are both innovative and user-friendly. I think they've had a huge impact on how we live."

B Express Your Ideas. What would you click on first? Why? What does your choice "say" about you?

GOAL

Explain your life choices and plans



A ^{1:03} **Conversation Snapshot.** Read and listen. Notice the conversation strategies.

- A:** You know, I've always wanted to take up fashion design.
- B:** That's great. What's stopping you?
- A:** Well, I guess big changes are a little scary.
- B:** True, but life's short. Go for it!

^{1:04} **Rhythm and intonation practice**

PRONUNCIATION BOOSTER ▶ p. P2
• Sentence stress and intonation

B ^{1:05} **Vocabulary. Expressions to Describe Life Choices and Plans.**

Listen and practice.

take up something you're interested in
Joe was so inspired by the Frans Lanting exhibit that he decided to take up wildlife photography.

decide on a course of study or a career
She decided on a career as a veterinarian because she is interested in medicine and loves animals.

apply for a position or an opportunity to study
He wants to work in the field of conservation, so he applied for a job at the Forest and Wildlife Center.

be accepted to / into a school or a program
When Ann heard she was accepted to medical school, she called all her friends.

be rejected by a program or a school
It was very difficult for Dan to hide his disappointment when he was rejected by the law school.

sign up for a course or an activity
Over a hundred people signed up for that course because the teacher has such a great reputation.

enroll in a school, organization, or program
Matt plans to enroll in flight school to fulfill his dream of becoming a pilot.

switch to a new course of study or career
People who are unhappy in their career often switch to a completely different field.

C ^{1:06} **Listening. Activate Vocabulary and Summarize.** Listen to the conversations and listen again. After each conversation, summarize the person's situation by writing one sentence with the Vocabulary. Use each expression only once.

1. She has _____ engineering school.
2. She has _____ a career in music.
3. He has _____ meditation.
4. She has _____ two graduate programs.
5. He has _____ teaching.
6. She has _____ a position in a medical lab.

D **Grammar. The present perfect for past events related to the present**

Although the present perfect expresses a past event or state, it is used to convey information that has relevance to the present.

I love animals and the outdoors, so I've **decided** to become a naturalist.

The following adverbs and expressions are often used with the present perfect: **ever, never, already, yet, so far, still** (with the negative), **once, twice, (three) times**.

- Have you **ever** thought about a career in law?
- We've **never** considered that course of action.
- She's **already** decided on a career in business.
- I **still** haven't made up my mind about what I'll do after school.
- He's been rejected by medical school **three times**.

The adverbs **just, recently, and lately** describe past events that have occurred in recent time.

- She's **just** been accepted to a top business school.
- They've **recently** made plans to get married.
- Have you made any progress with your job search **lately**?

NOTE: The adverb **lately** is rarely used in affirmative statements in the present perfect.

REMEMBER

Use the simple past, not the present perfect, to talk about a specific time in the past.

She applied for the position at the Science Institute last week.

NOT She has applied for the position at the Science Institute last week.

E **Integrated Practice.** Using the present perfect and the Vocabulary in Exercise B, write questions you could ask someone about his or her life choices and plans.

IDEAS

- educational training
- career
- personal growth
- marriage and family
- change of studies
- change of job or career

Example: *Have you decided on a career yet?*

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

NOW YOU CAN Explain your life choices and plans

A **Notepadding.** On your notepad, answer the questions you wrote in Exercise E with true information about yourself.

Strategies. Using the Conversation Snapshot as a guide, explain your plans for the future to a partner. Use the Conversation Snapshot as a guide. Start like this: "You know, ..."

Your life choices and plans

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

GOAL

Describe someone's continuing activities

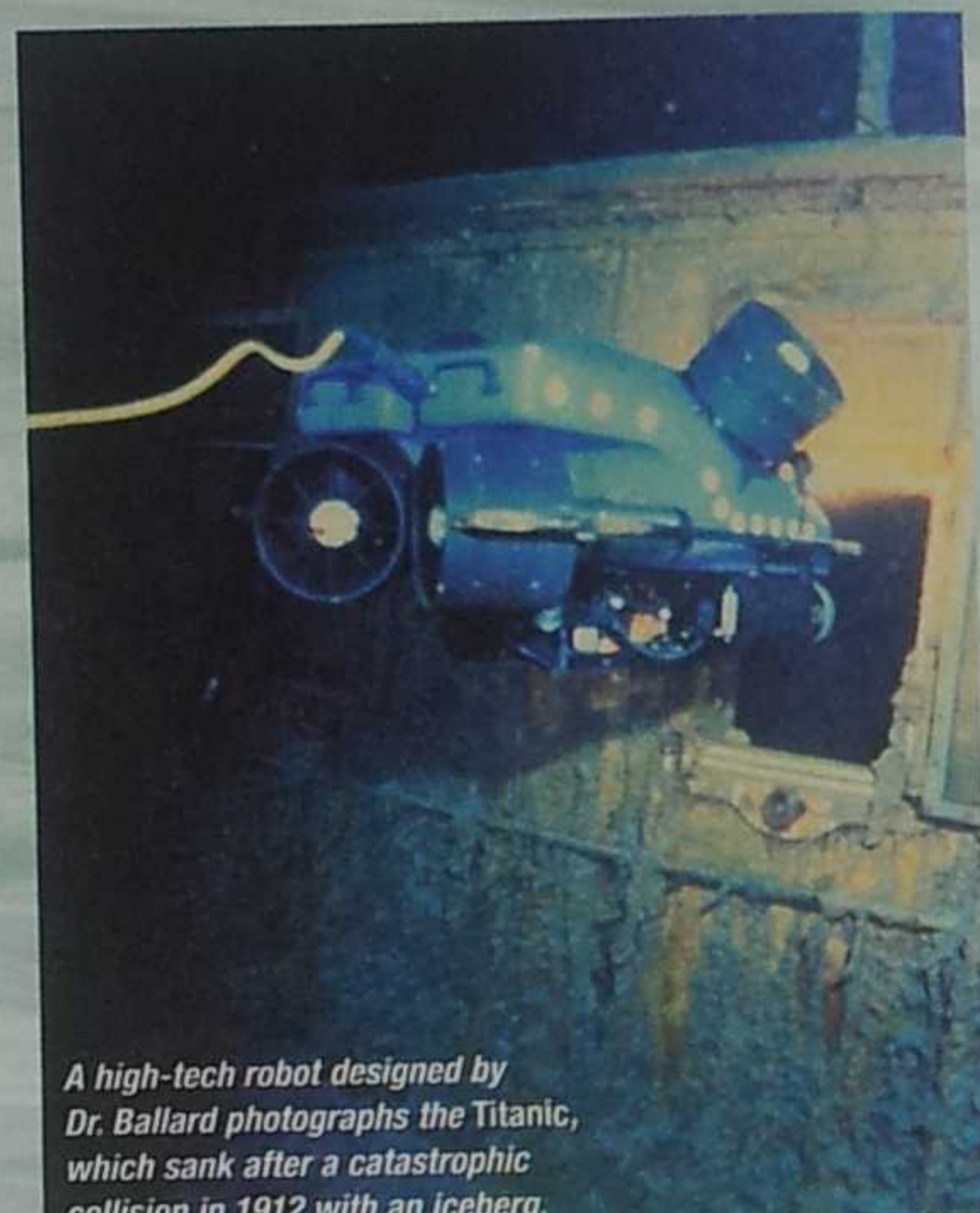
A ¹⁰⁷ Grammar Snapshot. Read the article and notice the use of the present perfect continuous.



Dr. Robert Ballard
DISCOVERER OF THE TITANIC

Scientist, historian, and adventurer Dr. Robert Ballard has in his professional life participated in over 100 deep-sea missions and spent innumerable hours exploring deep ocean waters. His expeditions have led to the discovery of a wide variety of shipwrecks ranging from ancient Roman ships to the *Titanic*; the latter has rested at a depth of 4,000 meters in the icy North Atlantic since hitting an iceberg and sinking in 1912.

Dr. Ballard, who **has been searching** for shipwrecks for over 30 years, has said that "there's probably more history preserved underwater than in all the museums in the world combined." However, he has rejected the pleas of those who would like him to remove artifacts from shipwrecks so others can study them. His respect for the people who perished has caused Ballard to take a stand against disturbing the wrecks, which he has come to see as monuments to the dead. So that we may observe these monuments, Ballard has designed a high-tech robot equipped with cameras to photograph their interiors.



A high-tech robot designed by Dr. Ballard photographs the *Titanic*, which sank after a catastrophic collision in 1912 with an iceberg.

Information sources: www.pbs.org and www.lordly.com

The 1985 discovery of the *Titanic* made Ballard an instant celebrity and has generated thousands of letters from students of all ages. Ballard has been involved in educational projects since then and **has been giving** speeches, **writing** books, and **working** on educational TV programs shown widely across the world.

B Express and Support an Opinion. Do you agree with Dr. Ballard's conviction that artifacts should not be removed from shipwrecks? Explain your reasons.

C Grammar. The present perfect and the present perfect continuous for unfinished or continuing actions

Use either the present perfect or the present perfect continuous to describe unfinished or continuing actions. Choose the present perfect continuous instead of the present perfect to suggest that the action may continue. Note that this is not a sharp distinction or rule.

Ballard **has searched** for shipwrecks for many years. (The speaker is not necessarily suggesting that Ballard will continue to search.)

He **has been searching** for shipwrecks for many years. (The speaker may be suggesting that Ballard will continue to search.)

BE CAREFUL! Certain stative (non-action) verbs are not used in the present perfect continuous: **be, believe, hate, have** (for possession), **know, like, love, own, seem, understand.**

I've known about his research for many years.
NOT I've been knowing about his research for many years.

GRAMMAR BOOSTER p. G1
• Stative verbs: non-action and action meanings

MELAL LANGUAGE INSTITUTE

D Grammar Practice. Complete the following biographical notes. Use the present perfect continuous for unfinished actions, except with the stative verbs that are not used in the continuous. Use the present perfect for finished actions. Explain your reason for each answer.

"The first sentence in number 1 is an unfinished action."



1 Sylvia Earle (study) the plant and animal life of the world's oceans for close to forty years. She (be) fascinated by the ocean ever since she moved to the Gulf of Mexico as a young girl. For more than twenty years, she (design) equipment for exploring the ocean floor.

2 For many years **Madan Kataria** (understand) that laughter can have health benefits. Since 1995, when he started the Laughter Club of India, he (teach) "laughter yoga," a technique for making people laugh in order to improve their health.



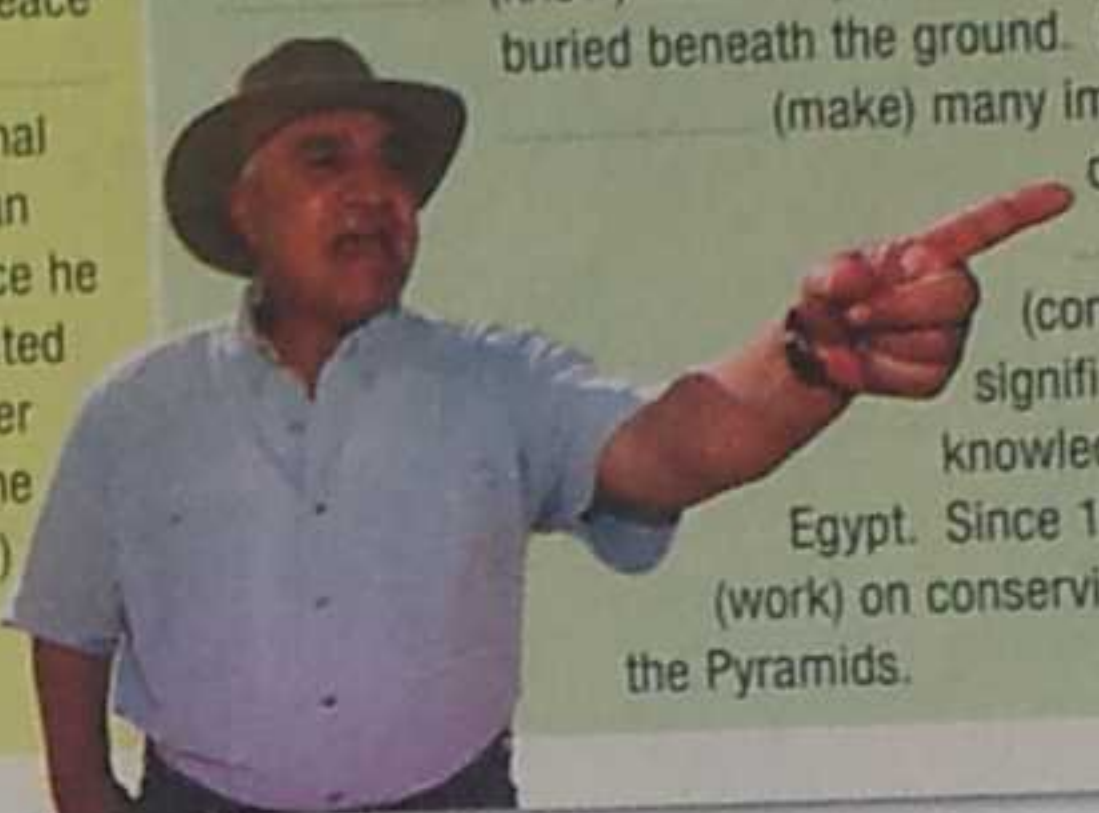
3 Ever since her childhood, when she accompanied her physician mother into remote areas of Venezuela and Colombia, **Magdalena Hurtado** (have) a great curiosity about different cultures. For many years now, she and her husband, anthropologist Kim Hill, (educate) people about the influence of biology and ecology on human life.

4 Millard and Linda Fuller created Habitat for Humanity, a worldwide organization that for almost thirty years (help) people build houses for themselves. Since its founding in 1976, Habitat for Humanity (build) more than 175,000 houses around the world.

5 Chiaki Mukai, a medical doctor as well as Japan's first female astronaut, (participate) in space flights since 1994. John Glenn, the famous U.S. astronaut, and many others (express) admiration for her achievements.



5 Martti Ahtisaari, who won the Nobel Peace Prize in 2008, (negotiate) international conflicts for more than thirty years. Ever since he began serving as United Nations Commissioner to Namibia in 1977, he (believe) that all conflicts can be resolved.



6 For a long time **Zahi Hawass**, an Egyptian archeologist, (know) that many great monuments still lie buried beneath the ground. Dr. Hawass (make) many important discoveries that (contribute) significantly to our knowledge of ancient Egypt. Since 1987 he (work) on conserving and restoring the Pyramids.

7 For many years **Charles Wang**, the successful businessman who founded Computer Associates, (believe) that people with means should help others in need. He (donate) money to worthy causes for many years.

NOW YOU CAN Describe someone's continuing activities

A Frame Your Ideas. Complete the questionnaire about your life, achievements, and beliefs.

Strongest-held belief about life *I believe if people communicated better, the world would be a better place.*

Name _____ Address _____ Where did you live before? _____

How long have you lived there? _____

How long have you been studying English? _____

What else have you studied? _____

Marital status _____ If married, when were you married? _____

Travel history _____

When did you develop that belief? _____

B Use the Grammar. Get to know your partner. Use the questionnaire as a guide to ask questions. Use the present perfect and the present perfect continuous correctly.

C Project. Write a one-page biography of your partner, using the information you learned about him or her in Exercise B. Either make a scrapbook of all your classmates or post the biographies on a bulletin board. Include pictures if you can.

"Have you traveled outside of the country anytime in the last year?"

GOAL

Share your dreams and goals in life

A Reading Warm-up. Have you ever heard of Jane Goodall? What do you know about her work?

B Reading. Read the biography of Jane Goodall. What factors in her early life contributed to her interest in Africa?

BIOGRAPHIES

JANE GOODALL

Born in London on April 3, 1934, world-renowned primatologist Jane Goodall got an early start on animal study, spending much of her childhood observing animals that lived right in the backyard of her house. Later, Kipling's *Jungle Book* and the Tarzan stories fascinated her as well, and those, coupled with her love for animals, led her to plan a life in the African jungle. When she finally ventured into Africa at the age of 23, Goodall was fulfilling her childhood dream.

Goodall worked as a secretary for a year in Kenya until, having learned that anthropologist Louis Leakey was doing research in Zaire, she made a trip to meet him. Leakey had been searching for someone to carry out a field study on chimpanzees at the Gombe National Reserve in Tanzania and decided Goodall would be ideal for the project because her lack of formal training would prevent prior knowledge from interfering with her observations and conclusions. Leakey told her the research might take ten years; she thought it might take just three. They were both mistaken. Goodall has been researching chimps at Gombe for over 40 years now.

Progress in the first months at Gombe was slow and discouraging, as the chimps would not let Goodall approach. Complicating matters, Goodall spent weeks in bed, sick with malaria. But one day Goodall observed a chimp in the camp looking at a banana on the table inside a tent. This was Goodall's first chance to get close to a chimp, and from that day on, bananas were always kept nearby for

any curious visitors. Patience enabled Goodall to win the chimps' trust and gradually make friends with them.

In a lifetime of study, Goodall has discovered many interesting and formerly unknown similarities between chimps and humans. Among those discoveries: chimps are not herbivorous—they also eat meat, just like humans; chimps make and use tools; they adopt orphan infants; they know and use medicinal plants (by chewing).



Today Goodall divides her time between traveling and lecturing about her findings at Gombe and running the Gombe Stream Research Center, where she has been the director since 1967. She has also established a home for injured or orphaned chimps and created a program for schoolchildren to learn about wild animals and conservation of the environment.

On your ActiveBook disc: *Reading Glossary* and *Extra Reading Comprehension Questions*

Information

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C Confirm Content. Complete the chart, based on information in the biography.

Difficulties at Gombe	Discoveries at Gombe	Other achievements
	<i>Chimps eat meat.</i>	

D Express and Support an Opinion. With a partner, create a description of Jane Goodall's personality. Use information from the text to support your description.

E Vocabulary. Dreams and Goals. Listen and practice.

childhood / lifelong dream

Living in the jungles of Africa had been her childhood dream.

fulfill / realize a dream

She finally fulfilled her dream of setting up a home for injured or orphaned chimpanzees.

short-term / long-term goal

Her short-term goal was to get to Africa. Her long-term goal was to have an impact on science.

set goals for oneself

When she heard that Leakey was in Zaire, she set a goal for herself to meet him.

take steps to achieve / reach a goal

It was clear that she needed to take some difficult steps to reach her goal.

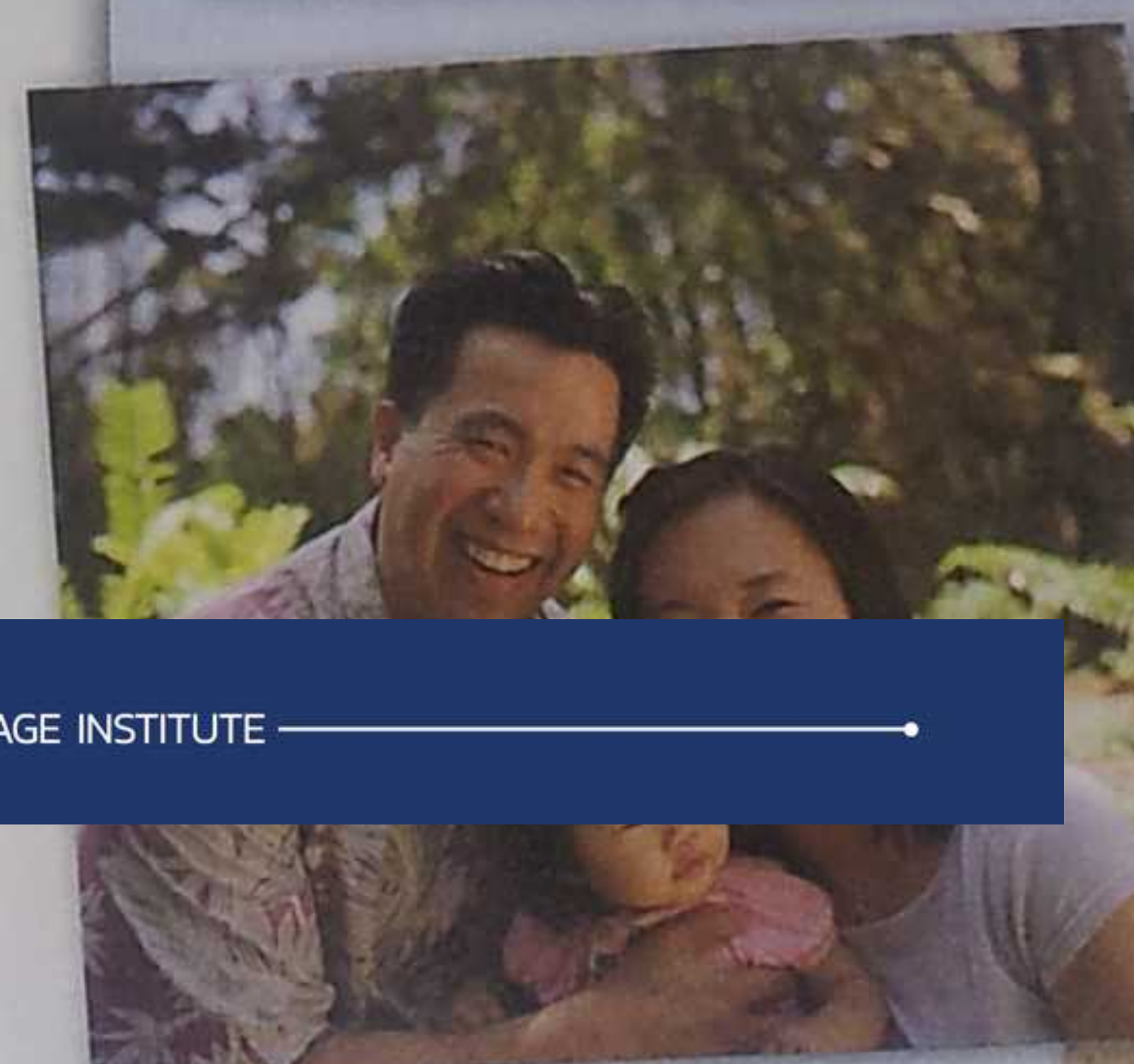
F Vocabulary Practice. Use the Vocabulary to complete the paragraph about Jane Goodall's dreams and goals. In some cases, more than one word is possible.

Jane's Goodall's (1) dream was to live in Africa. She (2) this dream when she was only in her twenties. She was able to do this because she (3) goals for herself at the beginning of her research. When she started her field study, her (4) goal was to win the chimps' trust, and her (5) goal was to discover new similarities between chimps and humans. It was not easy for Goodall to (6) her goals, but she was able to do so because she (7) all the necessary steps.

NOW YOU CAN Share your dreams and goals in life

A Frame Your Ideas. Complete the chart with your own goals. Use the pictures for ideas.

	Goal or dream	Steps taken to achieve it
a short-term goal		
a long-term goal		
a lifelong dream		



B Pair Work. Share the information in your chart with a partner.

C Presentation. Tell the class about your partner's dreams and goals. Your classmates ask questions to find out more.

GOAL

Describe your job qualifications and experience

A Word Skills. Using Collocations with Have for Job Qualifications.

- have experience (doing something)
- have experience with (equipment, a process)
- have experience in (a field)
- have training in (a field)
- have the ability to (do something)
- have knowledge of (a skill, a field)



"Tell me something about your experience."

"I've had some training in IT* and a fair amount of experience managing technical staff."

*IT = information technology

B Activate Word Skills. Read the ad and explain why you would or wouldn't apply for this job. Use the collocations with have.

ASSISTANT CRUISE DIRECTOR

Have you ever dreamed of seeing the world? Here's your opportunity to get paid to do it! One-World Vacation Lines has a number of openings for Assistant Cruise Directors, responsible for all shipboard entertainment. Interested candidates will have experience in the travel or hotel industry and will have the ability to arrange parties, games, and other events for large groups of people. You should love being around people from different cultures. Experience planning recreational activities a plus. Knowledge of languages desirable but not necessary.

"I wouldn't apply for this job because I've had no experience planning large events."

C Listening. Listen to Take Notes. Listen to the job interview with Marcos Ferrante. Then listen again and take notes about his qualifications for the job.

Experience: _____

Abilities: _____

Training: _____

Goals: _____

D Express and Support an Opinion. Do you think Ferrante is a good candidate for the job? Why or why not? Listen again if necessary for details to support your opinion.

E Draw Conclusions. Look at the resumés of the two candidates for the assistant cruise director job. With a partner, discuss their qualifications. Which candidate is better qualified for the job? Use the collocations with have.

Ivan Urban
Václavské nám. 32
11 525, Praha 1
Czech Republic

Goal: Seeking a position in the travel business in which I can use my knowledge of languages and ability to motivate people.

Experience:
Sept 08–present: East Euro Airlines (Prague, Czech Republic): Customer Service Representative
 Handle customer inquiries about flight schedules. Book flights and assist customers with other travel arrangements.
June–Aug 08: Camp Friendship (Quebec, Canada): Assistant Director of international summer camp for teens. Organized daily activities and weekly trips.

Languages: Fluent in Czech, English, German; some Spanish and Japanese.

Special Training: Lifesaving procedures

Alice Shanker
28 Lancer Street
Winter Park, FL 32793 USA

GOAL: To use my ability to work with people from different cultures and gain experience in the tourism industry.

EXPERIENCE:
(Feb 07–present) Front Desk Clerk, Beachfront Hotel and Resort, Miami Beach, Florida.
 Check in hotel guests and assist them during their stay.
(Jan 05–Jan 07) Executive Assistant, International Print Associates, Miami, Florida.
 Organized conferences, sales meetings, and customer events worldwide. Helped solve customers' problems.

NOW YOU CAN Describe your job qualifications and experience

A Notepadding. On your notepad, write notes to describe the details of your "dream job."

Position: _____

Type of employer: _____

Responsibilities: _____

Qualifications you might need: _____

Other: _____

- Ways to become qualified**
- get (some) experience (doing something)
 - get training in (something)
 - learn how to (do something)
 - get a degree / certificate in (something)
 - get certified in (something)

B Discussion. Take turns describing your dream jobs. Encourage each other by suggesting steps you can take to become qualified for those jobs.

"You may want to get some experience writing articles for your school newspaper."

"It seems like you might need to get a certificate in nursing first."

"I'd suggest you let them know you have the ability to build websites."

Writing: Write a biography

Common Sentence Errors: Review and Extension

Sentence Fragments

A dependent clause is not a complete sentence—it is a *sentence fragment*. To make a fragment a complete sentence, attach it to an independent clause. Use a comma if the dependent clause comes first.

- Although Isabel Carter has painted many portraits, she hasn't sold any yet.
- Although Carter has painted a lot of portraits, she hasn't sold any yet.
- Who paints a lot of portraits.
- Carter is an artist who paints a lot of portraits.

Run-on Sentences

Joining two independent clauses with neither a conjunction nor punctuation is a *run-on sentence*.

- Carter is a very talented artist she has won many awards.
- Joining two independent clauses with a comma but no conjunction is a type of run-on sentence called a *comma splice*.

Carter is a very talented artist, she has won many awards.

To correct run-on sentences:

- Add a coordinating conjunction. (A comma is optional.)
Carter is a very talented artist **and** she has won many awards.
- Separate the clauses into two sentences. Use a transition word if possible.
Carter is a very talented artist. **In fact**, she has won many awards.
- Add a subordinating conjunction.
Since Carter is a very talented artist, she has won many awards.
- Use a semicolon. (However, it is a good idea to avoid overusing semicolons.)
Carter is a very talented artist; she has won many awards.

ERROR CORRECTION

Find and correct the errors.

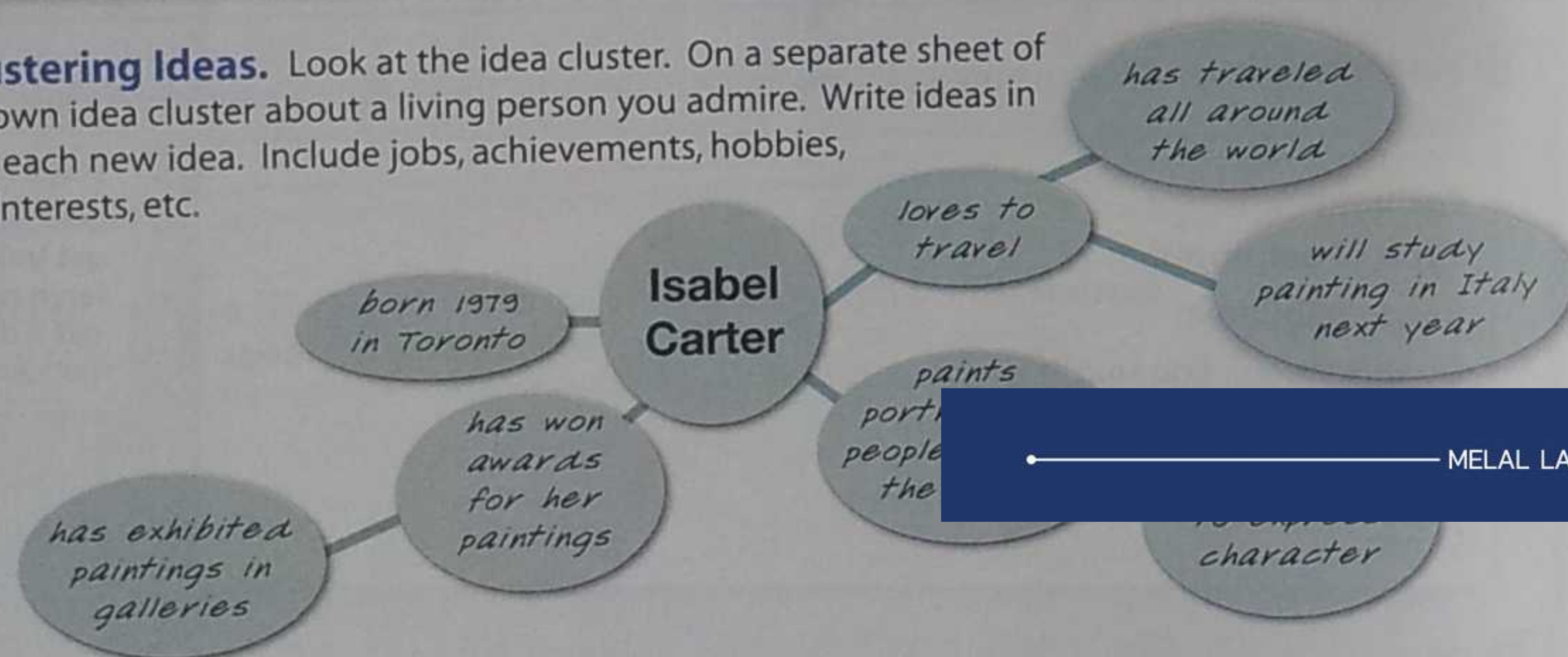
An Artist in Our Community

Isabel Carter is a talented portrait painter. Who is much admired in our community. She is quite young she has already achieved a great deal. Her portraits, which have been exhibited in local galleries and art shows, use bold strokes of color to express character and mood. Everyone in our community is familiar with Ms. Carter's portraits. Because many of them depict people we all know. Her vision and technique make you see a person you thought you knew in a completely different way, which is quite remarkable. Ms. Carter has painted many beautiful portraits of people whom she has encountered around the world, they are as fascinating to us as the portraits of people we know. If she can get financial support. She will study painting in Italy next year.

Coordinating Conjunctions
and for
but so
or yet
nor

Subordinating Conjunctions
because
although
even though
if

A Prewriting. Clustering Ideas. Look at the idea cluster. On a separate sheet of paper, create your own idea cluster about a living person you admire. Write ideas in circles and expand each new idea. Include jobs, achievements, hobbies, places traveled to, interests, etc.



B Writing. On a separate sheet of paper, write a biography of the person you chose, using your ideas.

C Self-Check.

- Did you write any sentence fragments? If so, correct them.
- Did you write any run-on sentences or comma splices? If so, correct them.

Review

ActiveBook: More Practice
grammar • vocabulary • listening
reading • speaking • pronunciation

A Listening. Listen to the conversations. Then read the questions in the chart and listen again. Complete the chart after each conversation.

	What is the speaker's dream or goal in life?	Is the speaker confident about achieving his / her dream or goal?	
1		<input type="checkbox"/> yes	<input type="checkbox"/> no
2		<input type="checkbox"/> yes	<input type="checkbox"/> no
3		<input type="checkbox"/> yes	<input type="checkbox"/> no
4		<input type="checkbox"/> yes	<input type="checkbox"/> no

B Complete the sentences with the correct prepositions from the box.

1. She has always wanted to take _____ the piano and has enrolled _____ a program that teaches the basics of music.
2. Anyone applying _____ a job in the newspaper business should have training _____ journalism.
3. He has decided _____ a career as a chef and has been accepted _____ a world-renowned cooking school in France.
4. Her experience _____ the diplomatic service and her knowledge _____ international law make her an excellent candidate for the position at the UN.
5. People who switch _____ a different line of work in mid-career must be prepared to start at the bottom.
6. The ability _____ solve problems is a valuable skill in all professions.
7. There is almost no field in which experience _____ computers is not important.

for
in
of
on
to
up
with

C Complete the biographical notes about people who have had an impact on the world. Use the present perfect continuous for unfinished actions, except with the stative verbs that are not used in the continuous. Use the present perfect for finished actions.

1. Robert Ballard's achievements as a deep-sea explorer and inventor are impressive. He _____ (publish) over 50 scientific articles and _____ (receive) more than 30 awards. He _____ (design) a robot that can enter sunken ships and photograph them. Ballard _____ (always believe) that more history is preserved underwater than in museums.
2. Frans Lanting _____ (document) wildlife from the Amazon to Antarctica for more than two decades. His photographs _____ (dazzle) people for just as long, and he _____ (be) an inspiration for nature photographers and environmentalists all over the world. Lanting _____ (have) a deep love of the natural world ever since he was a child.

_____ (win) worldwide acclaim and literary prizes for her novel, *The* _____ publication, however, she _____ (devote) her energies to political writing on a number of global issues. For example, she _____ (speak) at various events worldwide, such as at protests against nuclear weapons tests and against large hydroelectric dam projects.

UNIT
2

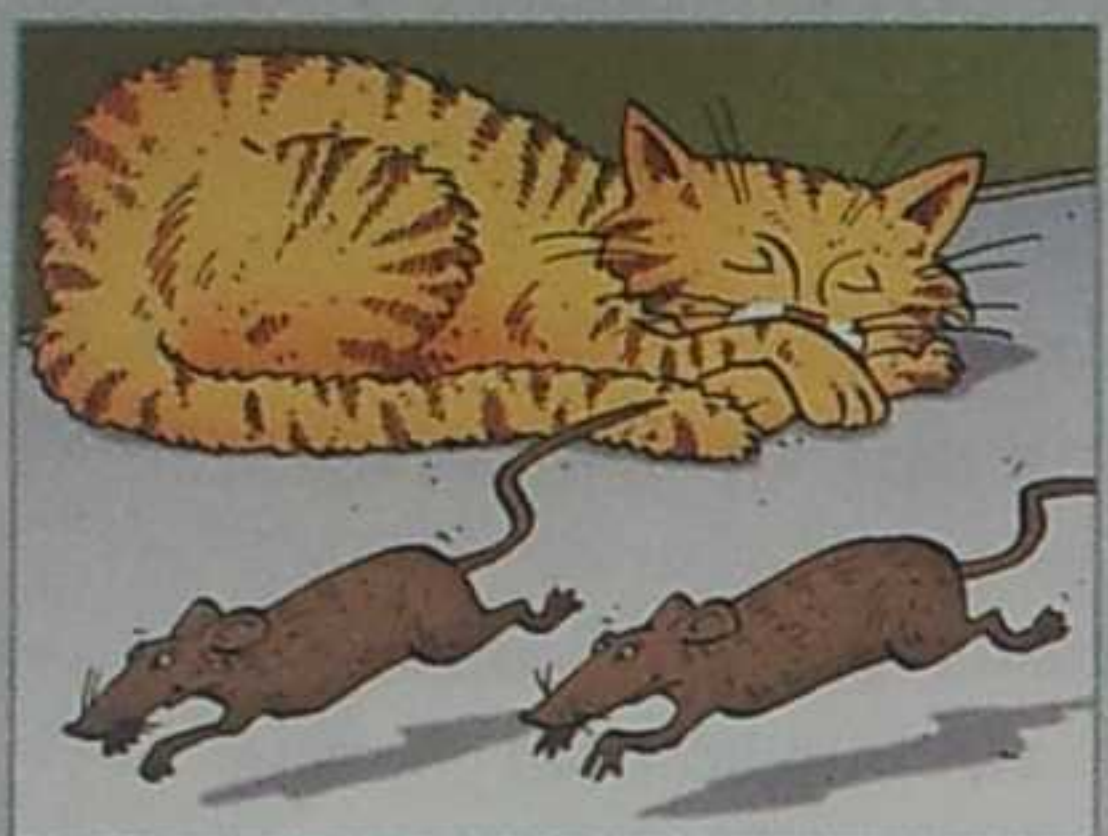
Character counts

Preview

GOALS After Unit 2, you will be able to:

- 1 Discuss the social uses of lying
- 2 Express regret and take responsibility
- 3 Discuss ways to help people in need
- 4 Tell a story with a "moral"

A Topic Preview. Look at the proverbs and try to explain what each one means. Do you know any similar proverbs in your own language? Can you translate those proverbs into English?



1. A sleeping cat will not catch a rat. (India)



2. Write injuries in sand, kindnesses in marble. (France)



3. Because we focused on the snake, we missed the scorpion. (Egypt)



4. Tell the truth—and run. (Serbia)

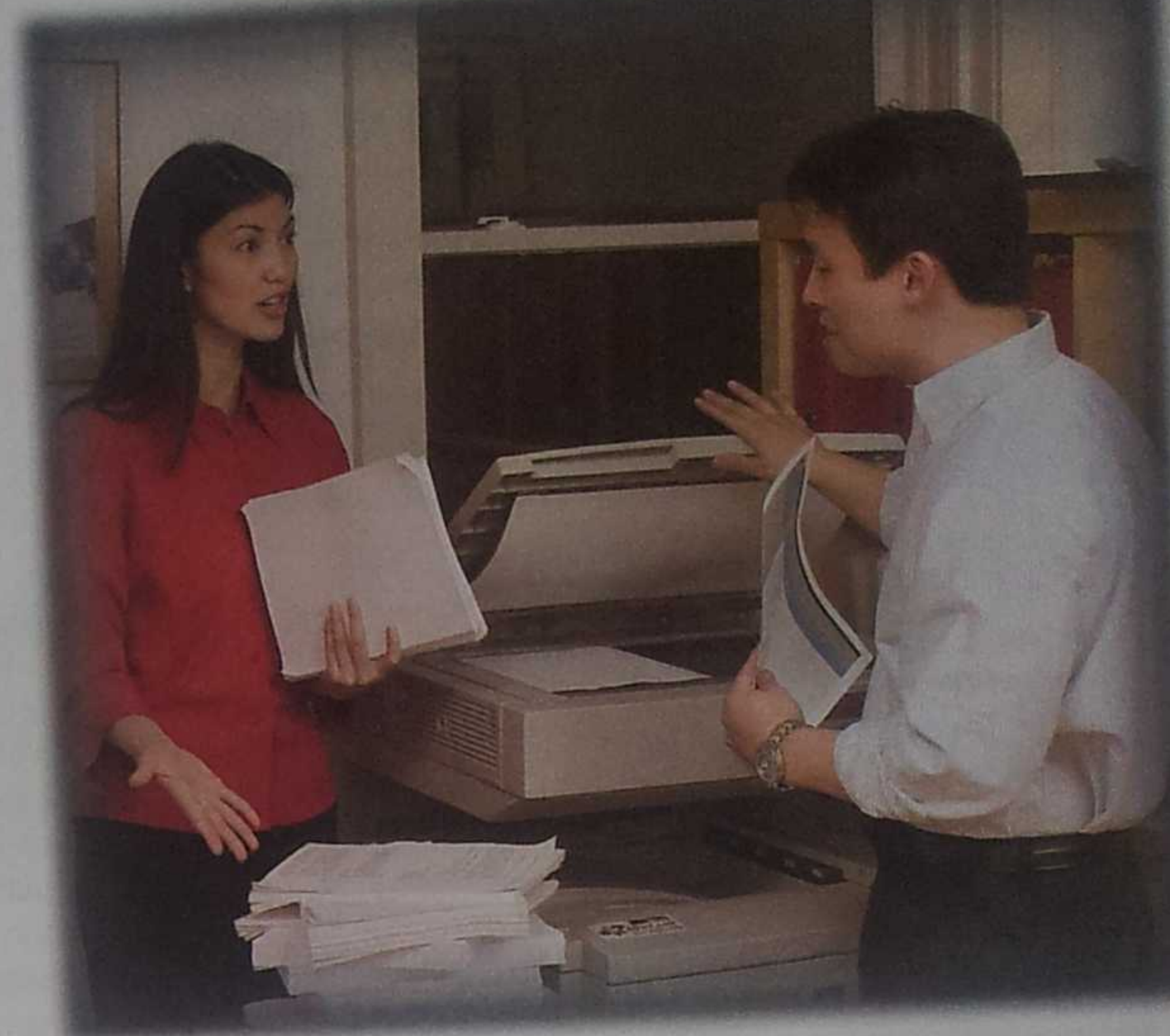


5. People who live in glass houses shouldn't throw stones. (Germany)

B Critical Thinking. With a partner, classify the proverbs according to their themes.

Themes	Proverb Number
Being honest	
Being lazy	
Criticizing others for faults we also have	
Paying too much attention to one thing while neglecting another	
Being mindful of the lasting effects of praise and criticism	

C Express Your Ideas. Which proverbs do you like best? Why?



D Sound Bites. Read and listen to a conversation between two colleagues about the difficulty of saying no.

SANDY: Why are you doing all that xeroxing? Isn't that procedures memo due today?
FRANK: Yeah, but Chris is in a real bind, and he asked me to help him out. I guess I have a hard time saying no.
SANDY: You really are a pushover, you know.
FRANK: But Chris helped me out last week. I figure I owe him one.
SANDY: I suppose. But don't go overboard. If you don't get that memo in on time, you're going to be in hot water.

E Paraphrase. Read the conversation again. Then say each of these statements another way.

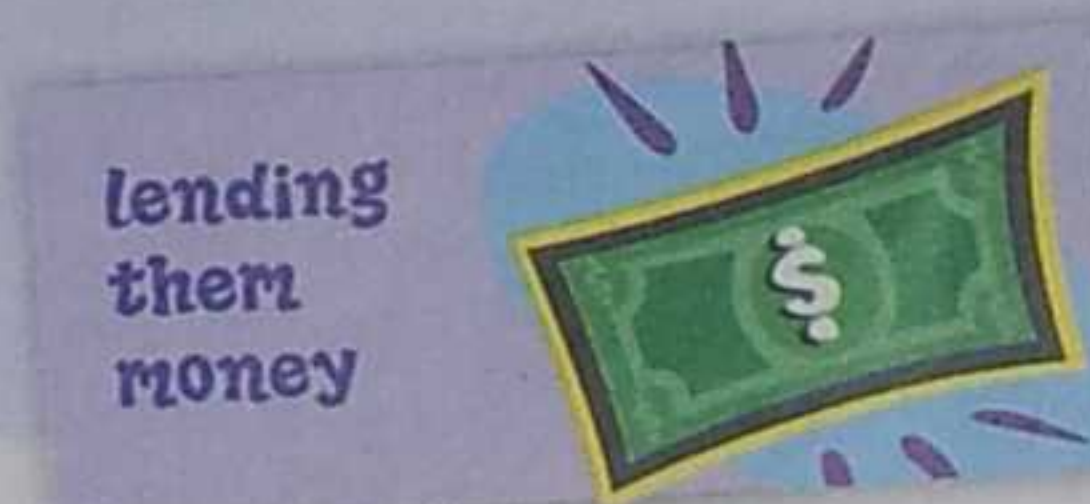
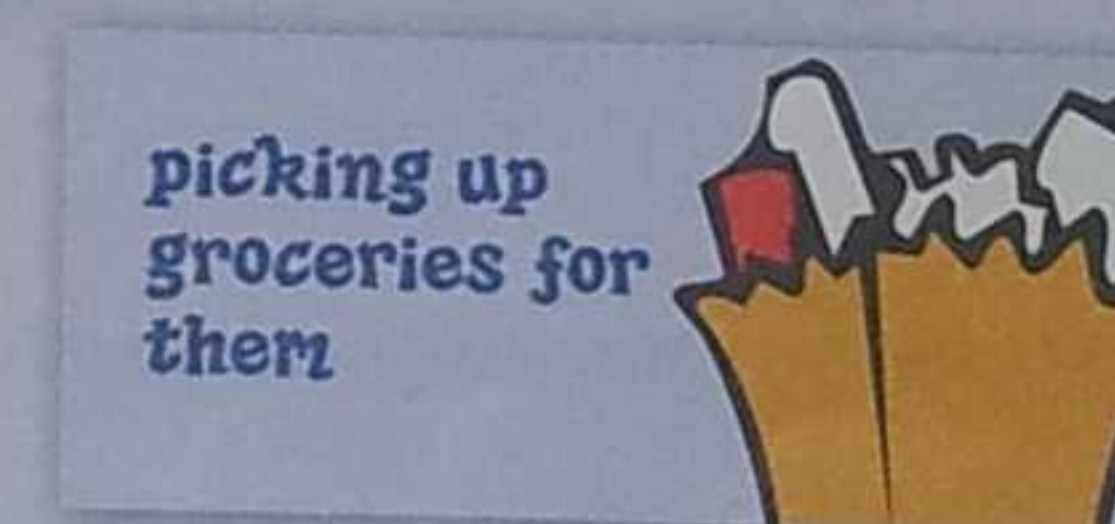
1. "Chris is in a real bind."
2. "You really are a pushover."
3. "I figure I owe him one."
4. "Don't go overboard."
5. "You're going to be in hot water."

F Relate to Personal Experience. Do you ever find it difficult to say no? Discuss the situations in which you have this difficulty. Use at least two of the expressions from Exercise E in the discussion.

STARTING POINT

Pair Work. Tell your partner about some favors others have asked you to do. How easy is it for you to ask others for favors? Are you a pushover?

Some favors people ask for



GOAL
Discuss the social uses of lying

A ^{1:14} **Grammar Snapshot.** Read the article. Notice how adjective clauses are introduced.

To Tell the Truth

Lying is part of everyday life, says psychologist Bella DePaulo, **who** carried out a study **in which** 147 people were asked to keep a diary of the lies they told over the course of a week. Here is what their diaries revealed:

- There wasn't a day **when** the participants didn't tell at least one lie.
- Over the week they deceived about 30 percent of the people **with whom** they interacted.

The most common lies **that** people tell are those **in which** they pretend to like something to avoid hurting others or those **in which** they make up excuses to get out of trouble.

According to psychologist Leonard Saxe, we live in a world **where** we are often rewarded for lying and punished for telling the truth. "If we admit we just overslept, we're punished much more than if we lie and say we were stuck in traffic."

Professor Jerald Jellison of the University of Southern California did an experiment. He proved that the people **whose** professions require the most social contacts—for example, shop assistants, salespeople, politicians, and journalists—tell the most lies.

The truth is, we *all* tell lies. Occasionally, one of the participants in Dr. DePaulo's study would insist that he or she could be entirely truthful for three or four weeks. None of them ever succeeded.

Information source: www.psychologytoday.com

B **Relate to Personal Experience.** Discuss and then make a list of times in your life when you . . .

told a lie to avoid hurting someone else's feelings.



told a lie to make an excuse.



were punished after telling the truth.



C **Critical Thinking.** With a partner, brainstorm one or more additional situations in which people are likely to lie. Explain why.

D **Express and Support an Opinion.** Do you agree with Saxe's view that we live in a society in which we are often rewarded for lying and punished for telling the truth? Explain, using examples from real life if possible.

E **Grammar. Adjective clauses**

Whose, where, and when introduce adjective clauses about possession, location, and time.
 People **whose jobs require frequent social contact** have the most opportunity to lie. (possession)
 There's no place in the world **where people are completely honest all the time.** (location)
 There has never been a time **when some form of lying wasn't a part of everyday life.** (time)

In formal English, when a relative pronoun is the object of a preposition, the preposition appears at the beginning of the clause. In informal English, the preposition usually appears at the end.

FORMAL: The participants in the study deceived many of the people **with whom** they interacted.
 INFORMAL: The participants in the study deceived many of the people **who** (or **that**) they interacted **with**.

FORMAL: Money is a subject **about which** people are rarely honest.
 INFORMAL: Money is a subject **which** (or **that**) people are rarely honest **about**.

FORMAL: The researcher **from whom** we received the survey is studying attitudes about lying.
 INFORMAL: The researcher **who** (or **whom**) we received the survey **from** is studying attitudes about lying.

FORMAL: Most people save their biggest lies for the person **to whom** they are closest.
 INFORMAL: Most people save their biggest lies for the person **who** (or **whom**) they are closest **to**.

BE CAREFUL! Use **whom**, not **who**, directly after a preposition. Use **which**, not **that**, after a preposition.

REMEMBER

Who, whom, and that introduce adjective clauses about people.
That and which introduce clauses about things.

GRAMMAR BOOSTER ▶ p. G2

- Adjective clauses: overview
- Adjective clauses with quantifiers
- Adjective clauses reduced to adjective phrases

F **Grammar Practice.** Complete the sentences with one of the words from the box.

1. The workplace is the place _____ people tend to tell the most lies.
2. The people _____ lies are discovered lose the trust of those they work with.
3. The people with _____ I work are trustworthy.
4. People _____ break their promises cannot be trusted.
5. There are situations in _____ it's impossible to tell the truth.
6. There are times _____ being honest can cause you problems.
7. The people to _____ I never lie are the people _____ are really close to me.
8. There are times _____ I lie to avoid getting into trouble and times _____ I lie to avoid hurting others.
9. Telling the truth is an action for _____ there is sometimes no reward.
10. The people _____ lies were recorded said they would tell about 75 percent of the lies again.

who whom
 which whose
 where when

NOW YOU CAN *Discuss the social uses of lying*

A **Notepadding.** Write examples for each category.

Situations in which we shouldn't tell lies	Situations in which lying is the best solution	People to whom I'd never lie

B **Use the Grammar.** Write three paragraphs about lying, with each paragraph based on one of the categories above. Use the examples from your notepad as a guide. Use the formal forms with adjective clauses.

C **Discussion.** Why is it difficult to be entirely truthful all the time? Do you think it would be desirable? Compare your views.

GOAL
Express regret and take responsibility

A ^{1:15} **Conversation Snapshot.** Read and listen. Notice the conversation strategies.

- A:** Tim, I hate to tell you this, but I dropped the camera you lent me, and it can't be fixed.
B: Oh, no. How did *that* happen?
A: Well, I tripped, and it fell out of the bag. I feel awful about it.
B: Are you sure it can't be fixed?
A: Pretty sure. I took it to the camera shop, and they said to forget it. But I can replace it with a newer model.
B: That's really not necessary.
A: No, I insist. And please accept my apology.



^{1:17} **Ways to express regret**
 I'm so sorry.
 I feel awful (about it).
 I feel (just) terrible.

^{1:16} **Rhythm and intonation practice** **PRONUNCIATION BOOSTER** p. P3
 • Emphatic stress and pitch

B ^{1:18} **Vocabulary. Ways to Take and Avoid Responsibility.** Listen and practice.

Statement	Attitude or action
He said, "I'm sorry. I'll pay for the damage."	→ He took responsibility for the damage.
He said, "It wasn't my fault. I'm not paying for it!"	→ He avoided taking responsibility for the damage.
He said, "I'm sorry. It was my fault."	→ He admitted making a mistake.
He lied and said, "It was Bob's fault."	→ He shifted the blame to someone else.
He overslept but said, "Sorry. The train was late."	→ He made up an excuse.
After he broke the camera, he said, "I'll buy you a new one."	→ He made up for it. (He made up for breaking the camera by buying a new one.)

C ^{1:19} **Listening. Infer Information.** Listen to the conversations. Then listen again. After each conversation, choose the expression that best completes each statement.

- She ____ the damage.
 - took responsibility for
 - avoided taking responsibility for
- He ____ the damage.
 - took responsibility for
 - avoided taking responsibility for
- He ____ .
 - admitted making a mistake
 - shifted the blame to someone else
- She ____ .
 - admitted making a mistake
 - made up an excuse
- She ____ for being late.
 - made up an excuse
 - made up
- She ____ losing the scarf.
 - avoided taking responsibility for
 - made up for

NOW YOU CAN **Express regret and take responsibility**

A **Frame Your Ideas.** With a partner, discuss each question in the survey and fill in the answer that best describes what you would do.

How hard is it for you to accept responsibility?

What would you do if you ...	A	B	C
* made a serious mistake at work?			
* broke or lost something you had borrowed?			
* forgot to give back something you had borrowed?			
* forgot to do an assignment at work or in school?			
* fell behind schedule at work?			
* were late for an appointment?			
* were stopped for exceeding the speed limit?			
* were reminded about a promise you hadn't kept?			
* were caught telling a lie?			
* forgot a friend's birthday?			

- A** = I would tell the truth.
B = I would make up an excuse.
C = I would shift the blame to someone else.

B **Notepadding.** Choose two situations from the survey that have actually happened in your life. Make notes about what happened and what you said and did.

Situation:
I forgot a friend's birthday.

Situation:	Situation:
What I said:	What I said:
What I did:	What I did:

C **Use the Vocabulary.** Compare notes with a partner. Use the Vocabulary from page 18 to summarize what you did in each situation.

D **Use the Conversation Strategies.** Role-play a conversation in which you express regret and take responsibility for having lost or broken something of your partner's. Then change roles. Use the Conversation Snapshot as a guide. Start like this: "I hate to tell you this, but ..."

GOAL

Discuss ways to help people in need

A ¹²⁰ **Vocabulary. Expressions Related to Compassion and Admiration.** Listen and practice.

do (someone) a favor do something someone has asked you to do for him or her

help (someone) out do a kind or useful thing for someone

give (someone) moral support give someone encouragement by expressing approval or interest, rather than by giving practical help

find (something) rewarding feel happy and satisfied because you feel you did something useful or important

feel sorry for / have compassion for (someone) feel sympathy for someone because something bad has happened to that person or because he or she is suffering

look up to (someone) admire or respect someone for his or her experience or achievements

be proud of (someone) feel pleased with someone's achievements

B Vocabulary Practice. Complete the sentences with the Vocabulary, using the correct verb forms. More than one answer may be possible. Compare answers with a partner.

- They _____ their daughter because she has achieved so much already.
- She _____ her father because he worked hard to send his children to college.
- Mike's a nice guy. Whenever I ask him for a ride to work he always says yes, even if it's out of his way. He's always willing to _____.
- I _____ my cousin Mary. Her father died and her family has suffered.
- When someone is upset about something, you can help by _____. Often just being a good listener is enough to help someone through a time of trouble.
- I volunteer at a camp for children with disabilities. Whenever I have a free weekend, I _____ by setting up the equipment or preparing snacks for the kids. When I see the big smiles on their faces, it makes me feel really good. I _____.

C ¹²¹ **Listening. Listen for Details.** Listen to a radio program in which two people talk about helping others. Then read the statements and listen again. Check Vivian and/or James.

	Vivian	James
1.		work(s) with children.
2.		work(s) with the aged.
3.		volunteer(s) two days a week.
4.		work(s) in a public library.
5.		do(es) favors and run(s) errands.
6.		provide(s) snacks.
7.		was (were) inspired by a family member.
8.		has (have) compassion for others.

D ¹²² **Listening. Listen to Summarize.** Listen again and summarize what Vivian and James do. Explain how and why they got involved in their programs.

NOW YOU CAN *Discuss ways to help people in need*

A Pair Work. Discuss what kinds of people you admire and look up to and what kinds of people you have compassion for. Use the expressions from the Vocabulary on page 20.

*"I admire people who give up everything to help people who have nothing. I could never do that myself, but I really **look up to** them for their sacrifice."*

*"The people I **have the most compassion for** are those who are sick. If you don't have your health, everything is more difficult! It's important to **give these people the most moral support** you can."*

B Frame Your Ideas. If you were to volunteer to help other people, what types of activities on the questionnaire would you be most interested in? Compare choices with a partner.

- Visiting sick children in a hospital
- Visiting elderly people in a nursing home
- Running errands or doing favors for people who are sick or shut in
- Tutoring children who are having trouble in school
- Driving an ambulance
- Cooking and serving meals to the needy
- Collecting money or clothing to help the poor
- Donating money to a charity
- Raising money for a charity
- Traveling to another city or country to help



Raising money for disaster relief



Visiting an elderly person in a nursing home



Tutoring a young child

C Presentation. Present your ideas about what motivates people to help others, especially people they don't know. Use the questionnaire to help you provide specific examples from your own or others' experiences.

GOAL

Tell a story with a "moral"

A Reading Warm-up. Why do you think stories that "teach a lesson" exist in all cultures? What purpose do they serve?

B ¹²³ **Reading.** Read the story about a newlywed couple. Do you think they will have a good marriage?

The Silent Couple

There was once a very stubborn young man and an equally stubborn young woman who met, fell in love, and got married. After the wedding ceremony, they had a grand feast at their new house. The celebration lasted all day.

When all the guests had left, the husband noticed that the last guest had failed to close the door.

"My dear," he said, "would you mind getting up and shutting the door?"

"Why should I shut it?" yawned the wife. "I've been on my feet all day. You shut it."

"So that's the way it's going to be!" snapped the husband.

"Just as soon as you get the ring on your finger, you turn into a lazy good-for-nothing!"

"How dare you!" shouted the bride. "We haven't even been married a day, and already you're calling me names and ordering me around!"

They sat glaring at each other for a full five minutes. Then an idea popped into the bride's head.

"My dear," she said, "neither of us wants to shut the door, and both of us are tired of hearing the other's voice. So I propose a contest. The one who speaks first must get up and close the door."

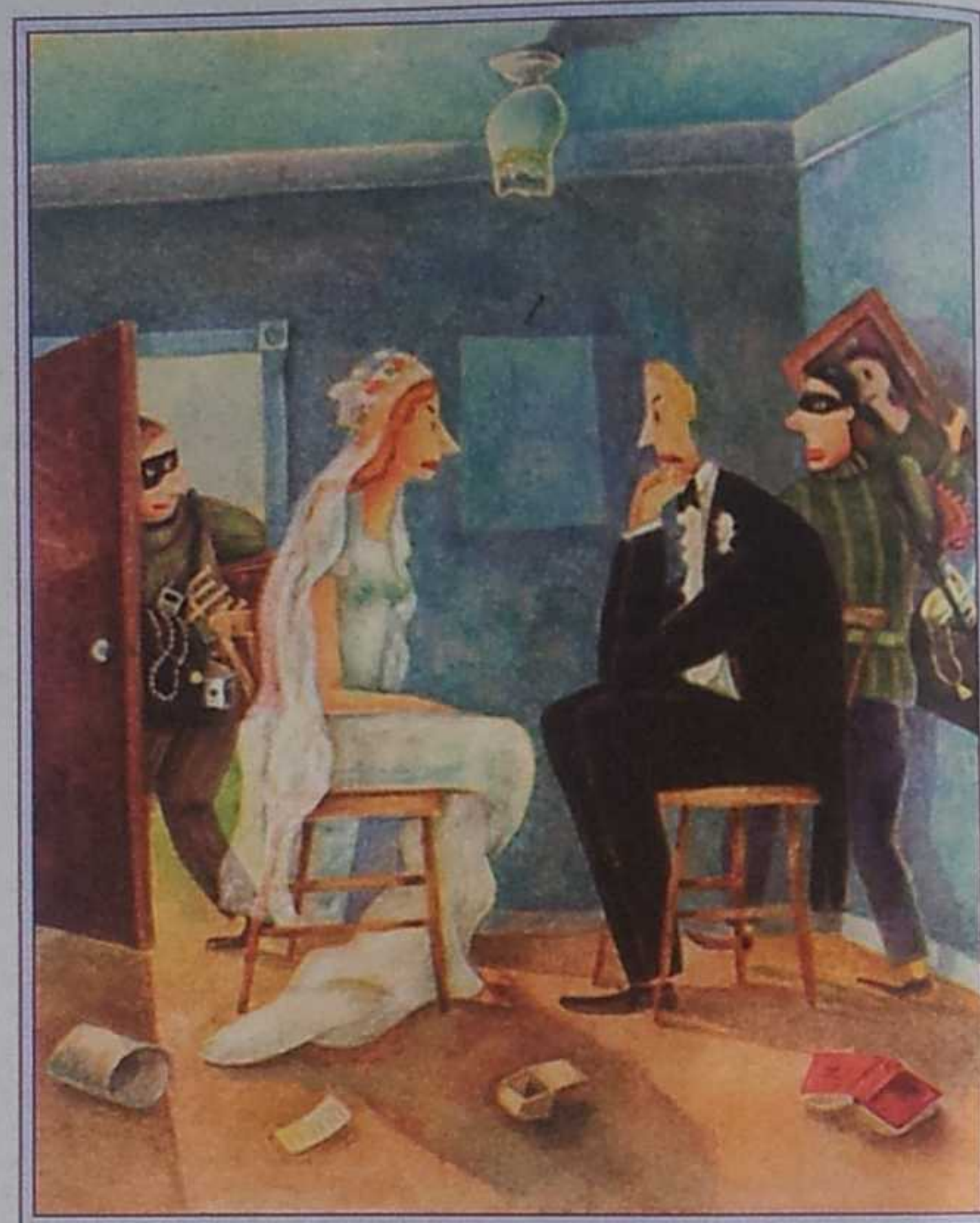
"It's the best idea I've heard all day," replied her husband.

So they made themselves comfortable and sat face-to-face without saying a word.

They had been that way for about two hours when a couple of thieves passed by and saw the open door. They crept into the house, which seemed perfectly deserted, and began to steal everything they could lay their hands on. They took tables and chairs, pulled paintings off walls, even rolled up carpets. But the newlyweds neither spoke nor moved.

"I can't believe this," thought the husband. "They'll take everything we own, and she won't make a sound."

"Why doesn't he call for help?" the wife asked herself.



Eventually the thieves noticed the silent, motionless couple and, mistaking them for wax figures, stripped them of their jewelry, watches, and wallets. But neither husband nor wife uttered a sound.

The robbers hurried away with their loot, and the newlyweds sat through the night. At dawn a policeman walked by and, noticing the open door, stuck in his head to ask if everything was all right. "Is this your house? What happened to all your furniture?" And getting no answer, he left.

"Don't you dare!" cried the wife, jumping to her feet. "That's my new husband, and if you lay a finger on him, you'll have to answer to me!"

"I won!" yelled the husband. "Now go and close the door."

On your ActiveBook disc: *Reading Glossary* and *Extra Reading Comprehension Questions*

Source: Traditional tale adapted from *The Book of Virtues*, 1993

C Express and Support an Opinion. Discuss the questions. Do you think the wife should have closed the door when her husband first asked her to? Why? Do you agree that the husband "won"? In what way? If you had to write a moral for this story, what would it be?

D Associate Ideas. With a partner, decide which proverb gives the same message as the story. Explain your answer.

"A sleeping cat will not catch a rat."

"Write injuries in sand, kindnesses in marble."

"Because we focused on the snake, we missed the scorpion."

"Tell the truth—and run."

"People who live in glass houses shouldn't throw stones."

NOW YOU CAN Tell a story with a "moral"

A Pair Work. Read the stories. What do you think is the moral of each story? Which one do you prefer? Why?

The Frogs and the Well

from Aesop's Fables



Two frogs lived together in a pond. One hot summer the pond dried up, and they set out to look for a new place to live. Eventually they passed by a deep well, and one of them looked down into it and said, "There's plenty of water here, and it looks like a nice cool place! Let's jump in and make this our home."

But the other, who was wiser and more cautious,

we get out?"

A Traditional Chinese Tale

There was a young man living in the north of China whose horse ran away. Everyone felt sorry for him.

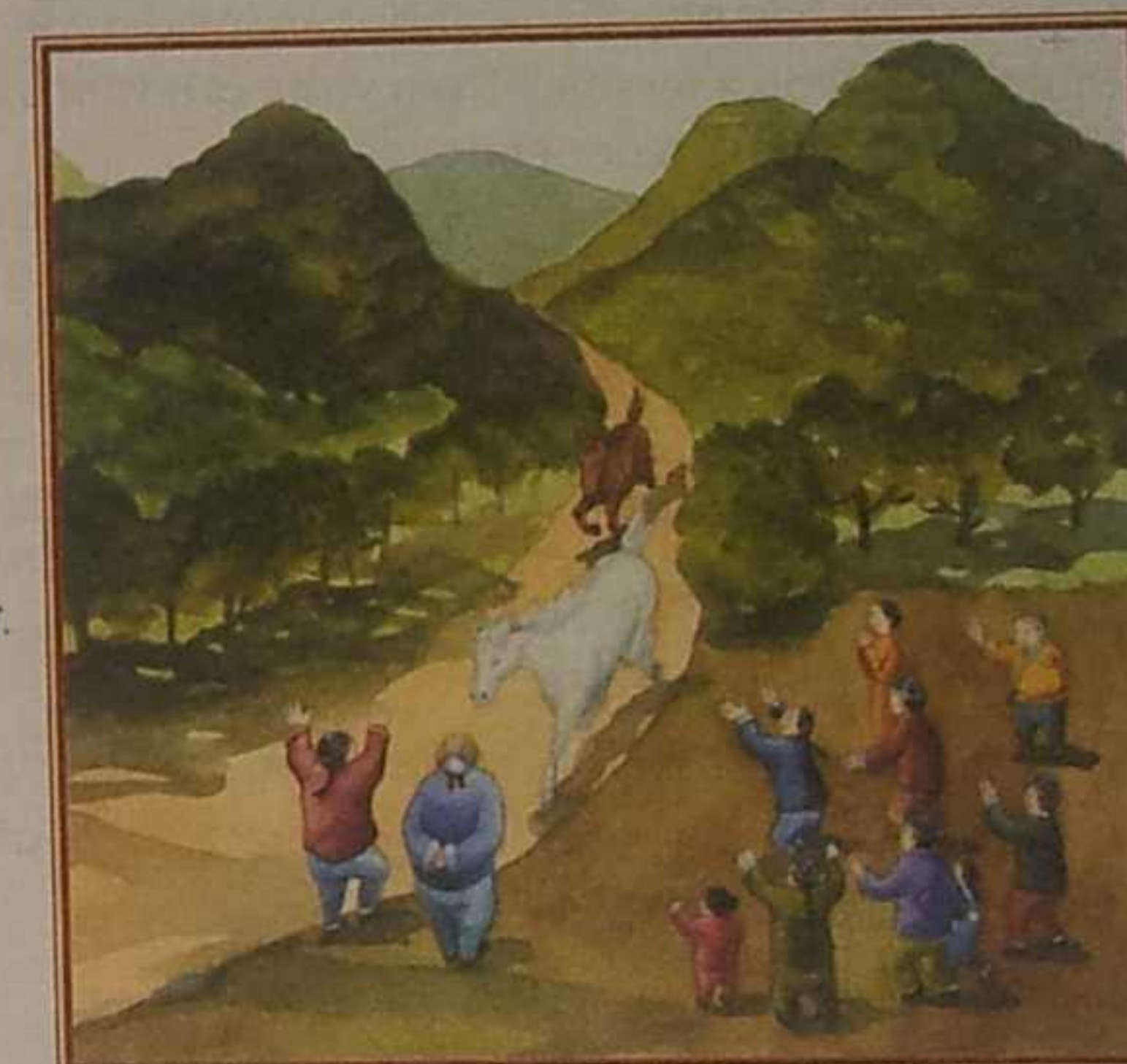
"Perhaps this will soon turn out to be a blessing," said his father.

After a few months, the horse came back followed by another, very beautiful, horse. Everyone congratulated the man for his good fortune.

"Perhaps this will soon turn out to be a cause of misfortune," said his father.

The man loved to go riding, and one day he fell from the beautiful horse and broke his leg. Everyone felt sorry for him.

"Perhaps this will soon turn out to be a blessing," said his father.



A month later, war broke out, and there was a big invasion in the north. All able-bodied young men had to join the army to fight the invaders. Nine out of ten men died in the terrible battles that were fought. The man had not joined in the fighting because of his injured leg, and so he survived.

B Project. With a small group, create a story that teaches a lesson. (It can be an original story or one you already know.) Collect your stories and with your class write a moral for each story.

IDEAS

This story / tale takes place in a town where . . .
It's set in a time when . . .
It's about a . . . who / to whom / for whom . . .
The moral of the story is . . .

Writing: Describe an experience that taught you a lesson

Punctuating Adjective Clauses

A **restrictive adjective clause** gives *essential* information: information that is needed to identify the noun or pronoun it modifies. It is not set off from the sentence by commas.

The person **who had cheated me** used to be my friend.
(information needed to identify the person)

A **non-restrictive adjective clause** gives *additional* information: information that is not needed to identify the noun or pronoun it modifies. It requires commas before and after (except at the end of a sentence, when it ends with a period).

Lara Stevens, **who had cheated me**, used to be my friend.
(information not needed to identify the person)

ERROR CORRECTION

Correct the errors in punctuating adjective clauses.

While working at my first job, which was at a clothing store, I had a co-worker who got me into a lot of trouble. She had stolen some money from the cash register and then blamed me. I insisted on my innocence, but my supervisor who did not believe me fired me that day.

Ten years later, I got an e-mail, that stunned me. It was from the woman who had gotten me fired. She was writing to tell me how sorry she was for what she had done! I now realize that the experience that cost me my job also taught me a valuable lesson. Sometimes people hurt themselves when they cheat or lie more than the people they lie to or about. This incident which I had almost forgotten still troubled my former co-worker, even after all these years.

IDEAS

Forgiving someone
Helping out a person in need
Cheating or lying
Taking responsibility for a mistake
Other: _____

A Prewriting. Using Information Questions to Generate Ideas. Think about an incident in your life that taught you a lesson. Then write questions about the incident to help generate ideas.

Example: Who *was involved*?

Who _____
What _____
When _____
Where _____
Why _____
How _____

Answer your questions on a separate sheet of paper. Read what you wrote and add other ideas.

B Writing. On a separate sheet of paper, describe the experience that taught you a lesson, using the answers to your questions. Include details, using adjective clauses when possible.

C Self-Check.

- Did you include adjective clauses?
- Did you set off non-restrictive adjective clauses with commas?
- Were you able to add any more details, using adjective clauses?

Review



ActiveBook: More Practice

grammar • vocabulary • listening
reading • speaking • pronunciation

A **Listening.** Listen to the conversations. Then listen again and complete the chart after each conversation.

	What is the person concerned about?	What will he or she do about it?
1		
2		
3		

B Complete the sentences with phrases from the box.

shift the blame express regret make up for it
tell the truth make up an excuse

- If Matt makes a mistake, he never admits it and instead tries to _____ to other people in his office.
- Dan forgot to prepare his report for the sales meeting. He didn't want to admit his mistake, so he decided to _____. He told his boss that his computer deleted the file.
- After borrowing my umbrella, Alice forgot it on the train. She offered to buy me a new one to _____.
- Jane has really poor manners. For example, she never thinks to _____ when she does something wrong. I believe it's important to say that you're sorry when you make a mistake or cause problems for other people.
- I really believe that in some situations it's better not to _____, especially when you are protecting someone's feelings. For example, if my grandmother spent all day cooking dinner, but it tasted terrible, I would still tell her it was delicious.

who whom
that which
where when

C Complete the paragraph with words from the box.

Nora Richards, with _____ (1) I worked for five years, was a person _____ (2) could never get her work done on time. I still remember the time _____ (3) she asked me to help her write a long report _____ (4) was due the next day! The report, on _____ (5) she had been working for an entire month, was needed for a business deal with a very important client. The deal, about _____ (6) Nora talked all the time (instead of writing the report), fell through, and Nora was fired. There are situations in _____ (7) lines. Nora was one of those persons _____ (8) fails to understand _____ (9) the proverb says, "Actions speak louder than words."

D On a separate sheet of paper, give a personal example of each of the following situations. Explain what happened in each case.

- A favor I did for someone or that someone did for me
- A person (or group of people) I feel sorry for
- A person I look up to or feel proud of
- An experience I found rewarding

Dealing with adversity

Preview

GOALS After Unit 3, you will be able to:

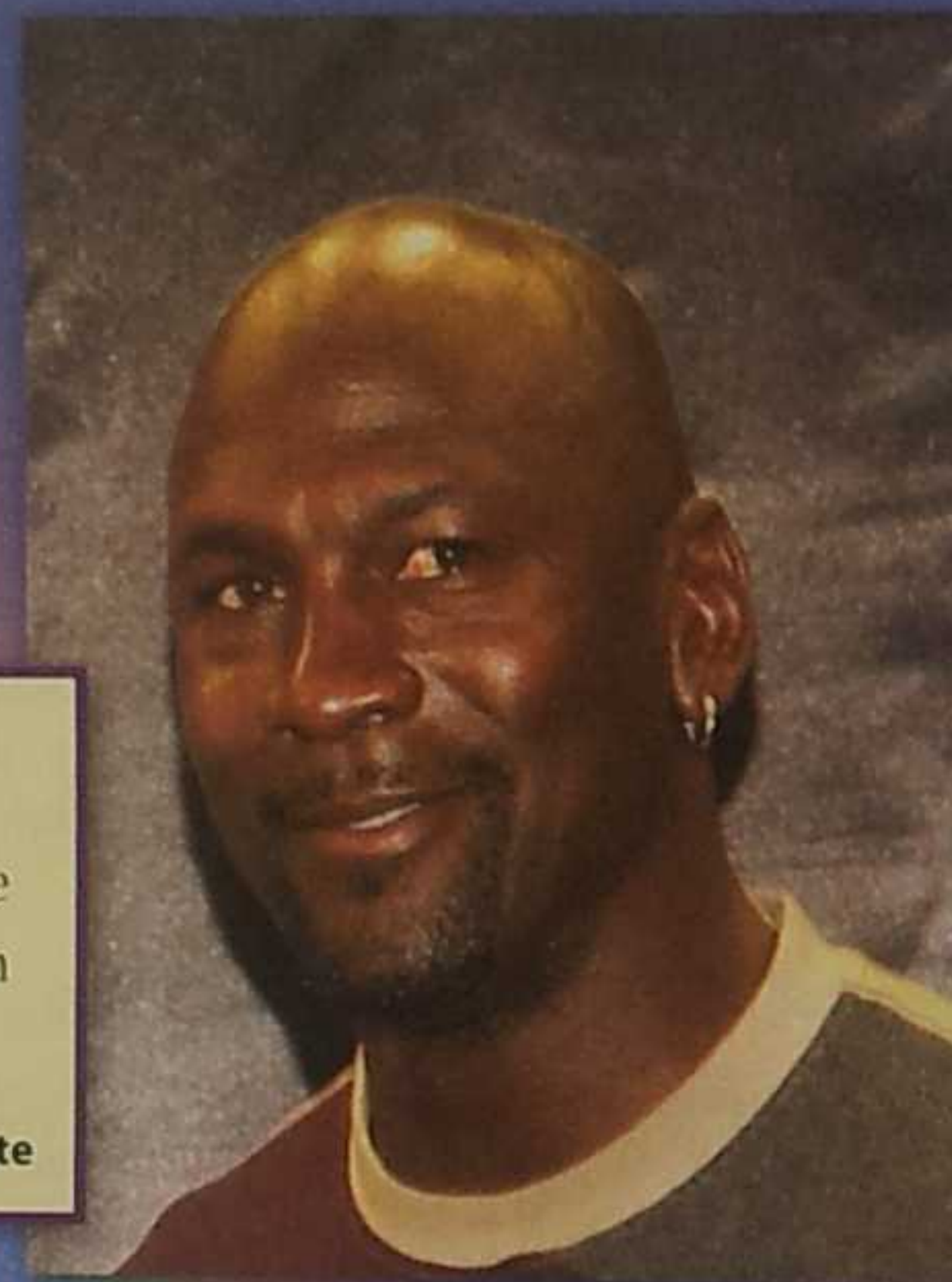
- 1 Describe a dangerous or challenging experience
- 2 Express frustration, empathy, and encouragement
- 3 Describe how people confront adversity
- 4 Discuss the nature of heroism

A Topic Preview. Read the quotations. What attitude toward adversity do they express?



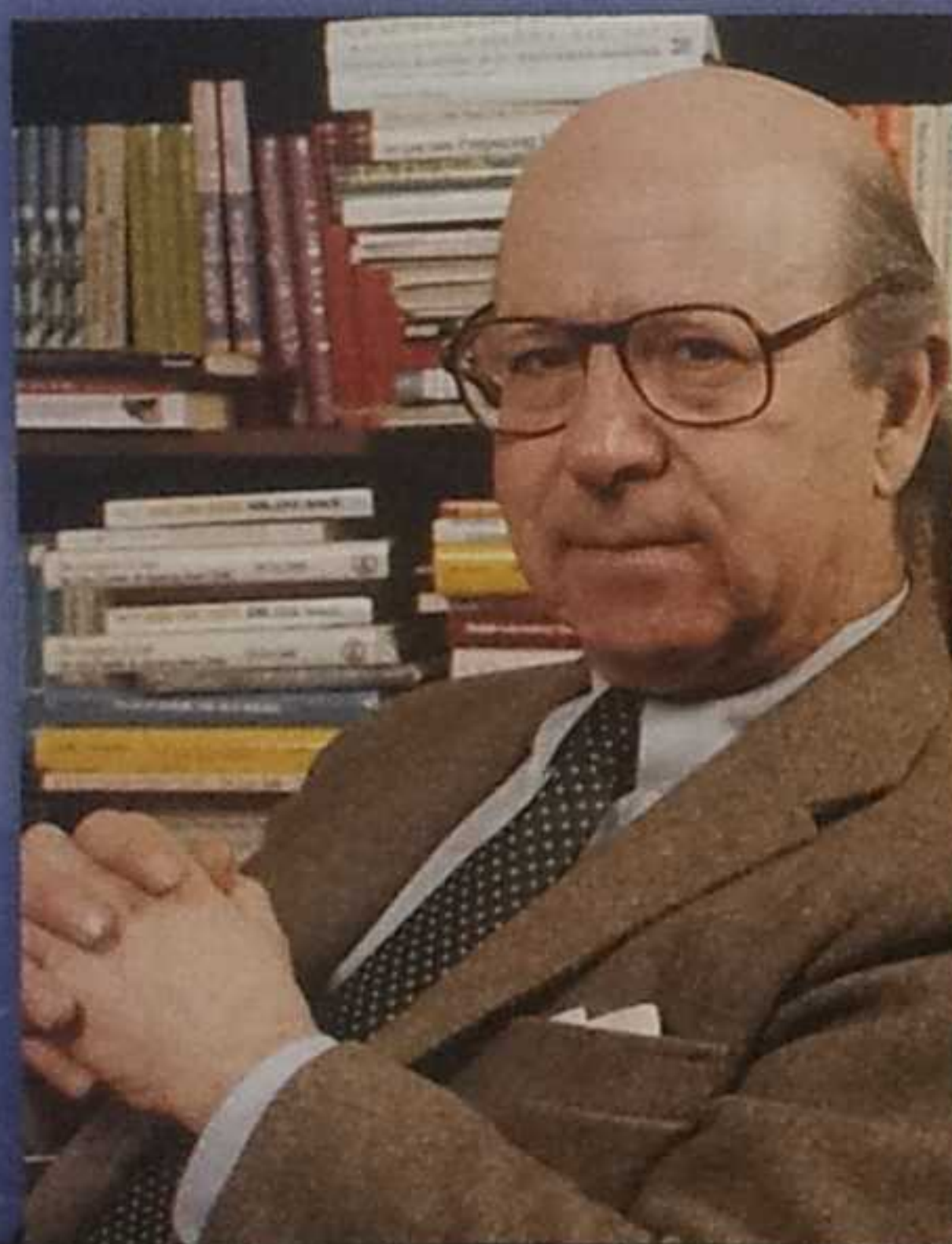
“I’m not afraid of storms for I’m learning to sail my ship.”

Louisa May Alcott, writer



“Obstacles don’t have to stop you. If you run into a wall, don’t turn around and give up. Figure out how to climb it, go through it, or work around it.”

Michael Jordan, athlete



“When it gets dark enough, you can see the stars.”

Lee Salk, psychologist

B Express Your Ideas. Do you agree that adversity can be a positive experience? Do you find any of the quotations inspiring or relevant to your own life? Explain.

C **Sound Bites.** Read and listen to a conversation between two friends about a scary experience.

MATT: Hey! You look a little shaky. Are you OK?

ANNE: I’m not sure. I was just stuck in the elevator.

MATT: Are you serious? You mean when the power went off? How long were you in there?

ANNE: Like twenty minutes. And it was pitch black, and I couldn’t see a thing.

MATT: You must have been going out of your mind.

ANNE: Yeah. I was scared to death.

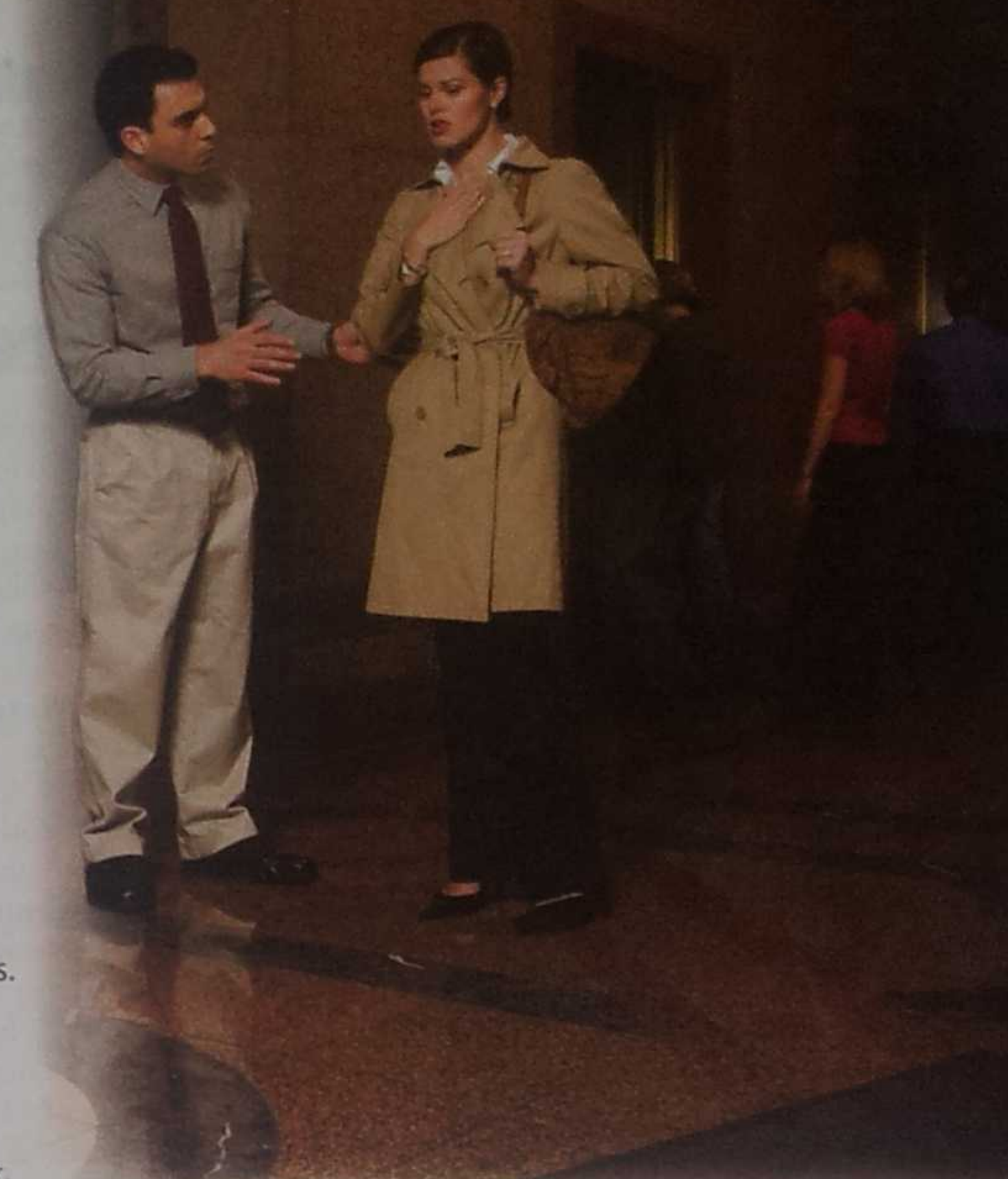
D Paraphrase. Read the conversation again. Then say each of these statements another way.

1. “You look a little shaky.”
2. “It was pitch black.”
3. “You must have been going out of your mind.”
4. “I was scared to death.”

E Think and Explain. Mark each statement true or false. Then explain your answer with a quotation from Sound Bites.

1. Matt is concerned about Anne.
2. Anne couldn’t get out of the elevator.
3. Anne spent the time in the elevator reading.
4. Matt imagines that Anne was scared.

F Make Personal Comparisons. Discuss the questions. If you were stuck in an elevator, would you be scared, or would you keep your cool? Why does getting stuck in an elevator frighten some people?



STARTING POINT

A Frame Your Ideas. What scares you? Rate the following situations from 1 to 3, with 1 being very frightening, 2 being somewhat frightening, and 3 being not at all frightening.

<input type="radio"/> getting stuck in an elevator	<input type="radio"/> being caught in a burning building
<input type="radio"/> driving in very bad weather	<input type="radio"/> riding in a speeding car
<input type="radio"/> eating in a dirty restaurant	<input type="radio"/> going to the dentist
<input type="radio"/> riding a horse	<input type="radio"/> walking down a dark street
	<input type="radio"/> experiencing turbulence during a flight

B Pair Work. Compare and explain your ratings.

GOAL

Describe a dangerous or challenging experience

A Grammar Snapshot. Read the article and notice how past actions and events are described.

Stranded climbers rescued by text message

Two climbers stranded on a Swiss mountain during a snowstorm **were rescued** by a helicopter yesterday. Two days before, they **had sent** an SOS text message from a cell phone to a friend in London.

Rachel Kelsey, 34, and Jeremy Colenso, 33, both experienced climbers, **had checked** the weather forecast for a week before they **set out**. And on the way up the weather **was** perfect. However, as they **were climbing** down from the summit of Piz Badile, they **were forced** to stop and take shelter behind a large rock. A severe snowstorm **had** suddenly **begun** and their descent **had become** impossible. At 1:30 A.M., Kelsey **sent** a text message asking for help and providing details of their location. By 5:00 A.M., her friend in London **had responded**, saying that he **had made** contact with a team of rescuers.

It **was snowing** heavily and the winds **were** fierce. The climbers **got** several messages from the rescue team, telling them to be strong. The rescuers' helicopter **had been unable to take off** because of the severe weather. By the time the helicopter **found** the climbers, their food supplies **were running out**—they **had eaten** just two peanuts each in 12 hours—and they **had** already **spent** a night in temperatures of -15° C. Kelsey **explained**, "We **knew** if they **didn't reach** us, we **had** little chance of surviving. It **was** such a relief when they finally **reached** us."



Rachel Kelsey

Jeremy Colenso

Information source: www.guardian.co.uk

B Draw Conclusions. What problems did the climbers face while waiting for the rescuers? Why do you think they survived?

C Grammar. Describing the relationship of past events and actions to each other

The **simple past tense** can be used to describe a past event or action that occurred right after another past event or action.

When they arrived, I **sent** an SOS message.
(First they arrived. Then I sent the message.)

The **past perfect** can be used to describe an event or action that occurred before another past event or action.

When they arrived, I **had** already **sent** an SOS message.
(First I sent the message. Then they arrived.)

The **past continuous** can be used to describe an event or action that continued at the same time as another past event or action.

When they arrived, I **was sending** an SOS message.
(They arrived while I was sending the message.)

The **past perfect continuous** can be used to describe an event or action that had continued before another past event or action occurred.

When they arrived, I **had been trying** to send an SOS message for an hour.
(I was trying to send the message for an hour. Then they arrived.)

GRAMMAR BOOSTER
+ p. G4

• Describing past actions and events: review

D Grammar Practice. Look at the order in which the events occurred and complete the sentences with the simple past tense, the past perfect, the past continuous, or the past perfect continuous. Explain which event occurred first.

"First the plane took off."

- (The plane took off. Then they arrived.)
The plane had taken off when they arrived at the airport.
- (They left the airport. Then the plane took off.)
They had left the airport by the time the plane took off.
- (The plane took off at the same time they arrived.)
When they arrived at the airport, the plane was taking off.
- (They canceled the expedition. Immediately the sky cleared.)
When they cancelled the expedition, the sky cleared.
- (I locked all the doors. Then I went to bed.)
I had locked all the doors by the time I went to bed.
- (I lost my cell phone. That's why I didn't phone for help.)
I didn't phone for help because I lost my cell phone.
- (They were walking for an hour. Then they realized they were lost.)
When they realized they were lost, they had been walking for an hour.
- (I was working hard all day. That's why I was exhausted.)
I had been working hard all day, so I was exhausted when I went to bed.

E Grammar Practice. Read the article on page 28 again. On a separate sheet of paper, write the events in sequence.

F Summarize. Use your notes to retell the story of the climbers.

EXPRESSING SEQUENCE

- One day . . .
- Suddenly . . .
- Then . . .
- Afterwards . . .
- By the time that . . .
- When . . .
- In the meantime . . .
- Finally . . .

NOW YOU CAN Describe a dangerous or challenging experience

A Notepadding. Have you (or has someone you know) ever been in a dangerous or frightening situation? Write notes about it on the notepad.

The location, time, date, season:

The people involved:

The danger or fear:

The sequence of events:

"What happened next?"

IDIOMS

- be a little shaky
- be going out of one's mind
- be scared to death
- keep one's cool

"Well we **had told** our family where we were going, so they **knew** where to look for us."

GOAL

Express frustration, empathy, and encouragement

A ^{2:04} **Conversation Snapshot.** Read and listen. Notice the conversation strategies.

- A:** I give up!
B: What's the matter?
A: No matter how carefully I eat, my cholesterol just won't come down.
B: Well, *maybe* you just need to give it a little more time.
A: I've already given it six months! It's starting to get me down.
B: I know what you mean. I'd be frustrated, too.

^{2:06} **Frustration**
 I give up!
 I'm fed up!
 I can't take it any more!
 I've had it!
 I'm at my wits' end!



^{2:05} **Rhythm and intonation practice**



^{2:07} **Empathy**
 I know what you mean.
 That must be { discouraging.
 frustrating.
 disappointing.

B **Grammar. Clauses with no matter ...**

No matter often introduces clauses in statements that express frustration or encouragement.

No matter is commonly combined with **who, what, when, why, where**, or the intensifier **how** + an adjective or adverb.

- No matter how** carefully I eat, my cholesterol won't come down.
- No matter who** makes the coffee, it's always too strong.
- No matter who(m)** they asked, the answer was always the same.
- I can't seem to get it right, **no matter what** I do!
- No matter when** we call, it's always the wrong time.
- No matter where** she looked, she couldn't find what she needed.
- You have to keep trying, **no matter how** tired you are.

"No matter how much coffee I drink, I can't seem to stay awake."

C **Grammar Practice.** With a partner, take turns completing the following statements with personal information.

1. No matter how much coffee I drink, ...
2. No matter what everyone says, ...
3. No matter who(m) I talk to, ...
4. No matter how much money you make, ...
5. No matter how long you live, ...
6. No matter what my parents think, ...
7. ..., no matter what you want.
8. ..., no matter where my friends are.

D ^{2:08} **Vocabulary. Encouragement and Discouragement.** Listen and practice.

encourage someone (to do something)
My mother always encouraged me to become a dancer. When I was a child, she took me to dance classes and predicted that I would be a star one day.

cheer someone up / lift someone's spirits
It really cheered me up (OR lifted my spirits) when my friends visited me in the hospital. I smiled for the first time in weeks.

keep at it / stick with it / refuse to give up
At first, I could speak only a few words of French. I kept at it (OR stuck with it OR refused to give up), however, and after some hard work, I was finally able to speak with some fluency.

discourage someone (from doing something) / **talk someone out of** (something)
I wanted to quit school, but my mother discouraged me from doing it (OR talked me out of it). She thought it was important for me to complete my studies.

let something get to you / let something get you down
My boss has been very critical of my work recently. I try not to let it get to me (OR let it get me down), but I am still upset by his comments.

feel like giving up / feel discouraged
I've been a car salesman for six months, but I haven't sold a single car. It just makes me feel like giving up (OR feel discouraged).

E ^{2:09} **Listening. Infer a Speaker's Purpose.** Listen to the people discussing problems. Then listen again and circle the statement that best characterizes each person's advice.

1. He's telling his friend _____.
 - a. not to let it get to her
 - b. to cheer her son up
2. She's _____.
 - a. encouraging him to get the job done on time
 - b. trying to talk him out of it
3. She thinks he _____.
 - a. shouldn't let it get him down
 - b. should discourage his sister from doing it
4. She doesn't think her friend should _____.
 - a. talk her son out of it
 - b. feel discouraged

PRONUNCIATION BOOSTER ▶ p. P4
 • Vowel reduction



NOW YOU CAN Express frustration, empathy, and encouragement

A **Notepadding.** Look at the categories of problems on the notepad. Write typical examples of each type.

B **Use the Conversation Strategies.** Role-play a conversation in which you encourage your partner to overcome a difficulty. Use the Conversation Snapshot and ideas from your notepad as a guide. Start with an expression of frustration.

C **Use the Grammar.** In small groups, tell each other about other difficulties you face, using clauses with **no matter**. Give each other advice and encouragement, using expressions of empathy.

Career problems: *a boss who doesn't give enough recognition for employees' achievements*

Career problems:
Academic problems:
Money problems:
Family problems:
Health problems:

GOAL

Describe how people confront adversity

A Reading Warm-up. Are you familiar with Helen Keller's story? What do you know about her life?

B Reading. Read the article. What obstacles did Helen Keller have to face in her life?

On your ActiveBook disc: *Reading Glossary* and *Extra Reading Comprehension Questions*

TRIUMPH
Out of
TRAGEDY

For the first eighteen months of her life, Helen Keller was a normal infant who had learned to recognize the voices of her parents and take joy in looking at their faces. Then illness closed her eyes and ears and plunged her into a world of darkness and silence. The illness erased not only her vision and hearing but also, as a result, her power of speech.

Keller's life thereafter became a triumph over crushing adversity. In time, she overcame her disabilities and was a full and happy participant in life. She learned to see and hear in her own way, making use of her senses of touch and smell, and eventually she even learned to talk. She realized goals no similarly handicapped person had ever achieved — university study, success as a writer, worldwide recognition as a great humanitarian.

Although Keller was able to cope with some of her limitations, her early childhood was filled with frustration. She had to hold the hands of other people to learn what they were doing, and she was only able to recognize her parents and their friends by feeling their faces and clothes. She was able to communicate with her family, using signs she had invented to let them know what she wanted. For example, she would pretend to cut bread when she wanted to eat bread. However, communication with her family was one-sided. She wanted to communicate in the same way that her family did but was unable to talk. She expressed this frustration in outbursts of anger and bad behavior — “a wild, unruly child” who kicked, scratched, and screamed was how she later described herself.

Her parents were losing hope — until they found her a teacher. Anne Sullivan, partly blind



Helen Keller playing chess with her teacher, Anne Sullivan

herself, had learned to communicate with the deaf and blind through a hand alphabet. She came to live in the Keller home.

Keller's first lessons were far from encouraging. When Sullivan first arrived, Keller looked for candy in her bag. When she found none, she kicked and screamed. No matter how often Sullivan used the hand alphabet, Keller could not understand, which only made her frustrated and angry.

One day Sullivan had an idea. She took her student, who was not quite seven at the time, to the water pump and placed one of her hands under the spout while she spelled the word “water” into the other. Later Keller wrote about this experience, “Somehow the mystery of language was revealed to me. I knew then

that ‘w-a-t-e-r’ meant the wonderful cool something that was flowing over my hand. That living word awakened my soul, gave it light, hope, joy, set it free. There were barriers still, it is true, but barriers that in time could be swept away.”

Companions, tearing the world together. Keller worked tirelessly for the blind and inspired many other disabled people to similar accomplishments.

Keller once remarked, “I seldom think about my limitations, and they never make me sad. Perhaps there is just a touch of yearning at times, but it is vague, like a breeze among flowers. The wind passes, and the flowers are content.”

Information source: Alden Whitman, “Triumph Out of Tragedy,” *The New York Times*

“All the world is full of suffering; it is also full of overcoming it.”
Helen Keller

C Summarize. With a partner, complete the chart.

Obstacles Keller faced	Ways in which she overcame them

D Draw Conclusions. Using information from the text and your own ideas, discuss the questions.

1. What do you think there was in Helen Keller's character or experience that enabled her to be successful in her life?
2. What does Keller's life teach us about confronting adversity?

NOW YOU CAN Describe how people confront adversity

A Notepadding. Frame your ideas for the discussion. Think of a person who faces (or has faced) adversity. Write discussion notes about the person.

- IDEAS**
- Overcoming illness or a physical handicap
 - Facing racial, ethnic, or sexual discrimination
 - Coping with the effects of a natural disaster
 - Experiencing political instability or war
 - Lacking money, education, or support

Name:

Type of adversity:

Steps taken to overcome it:

The person's attitude:

What can be learned from this person's experience?

B Pair Work. Tell each other about the people you took notes about. As you listen, ask questions to find out more.

C Discussion. Generalizing from your notes and the Pair Work, how do people differ in the way they confront adversity in their lives? What do people who successfully overcome obstacles have in common?

Writing: Narrate past events logically

Using Adverbial Clauses and Phrases to Clarify Time Relationships in a Story

REMEMBER: Adverbial clauses are dependent clauses that contain a subject and verb and modify the time relationships of actions within sentences. They are always connected to an independent clause.

Adverbial clauses can be reduced to adverbial phrases when the subject of the independent clause and the adverbial clause are the same. Adverbial clauses and phrases help clarify the time relationship of events.

Adverbial clauses

When I fell off my bike, I hurt my back.
We saw a bear while we were hiking.
Before I left, I sent my parents a letter.
After I had shared my news, I felt better.

Reduced to adverbial phrases

Falling off my bike, I hurt my back.
We saw a bear while hiking.
Before leaving, I sent my parents a letter.
I felt better after having shared my news.

Be careful! When the subject of the adverbial clause is different from the subject of the independent clause, it should not be reduced.

Whenever **someone** tried to help me, I refused.
Kyle and I were close friends until **he** lied to me.
We told her the plan as soon as **she** arrived.

Punctuation note: When adverbial clauses or phrases appear before the independent clause, they are usually followed by a comma. When they appear after the independent clause, they are not preceded by a comma.

Before I left, I sent my parents a letter. / I sent my parents a letter before I left.

A Prewriting. "Freewriting" to Generate Ideas.

- Choose a topic. On a separate sheet of paper, write, for five to ten minutes, all the details about the topic you can think of. Write quickly. Do not take time to correct spelling, punctuation, verb forms, time order, etc.
- Read what you wrote. Choose ideas you would like to develop and put them in logical order.

Topics

A dangerous, frightening, or exciting personal experience
An obstacle you or someone you know had to overcome

WRITING MODEL

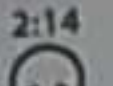
While camping with my friend Eric last summer, I had some scary neighbors—bear cubs! In books and on TV, they are cute creatures. It was when I was alone in the woods that I realized it is a difficult experience.

One morning, when eating a snack by my tent, I heard a rustling noise behind me. I thought it was Eric until I turned around and saw a bear trying to open a garbage can. I tried to remember the different rules for scaring away bears. But before I could do anything, the bear noticed the apple I was holding in my hand...

MELAL LANGUAGE INSTITUTE

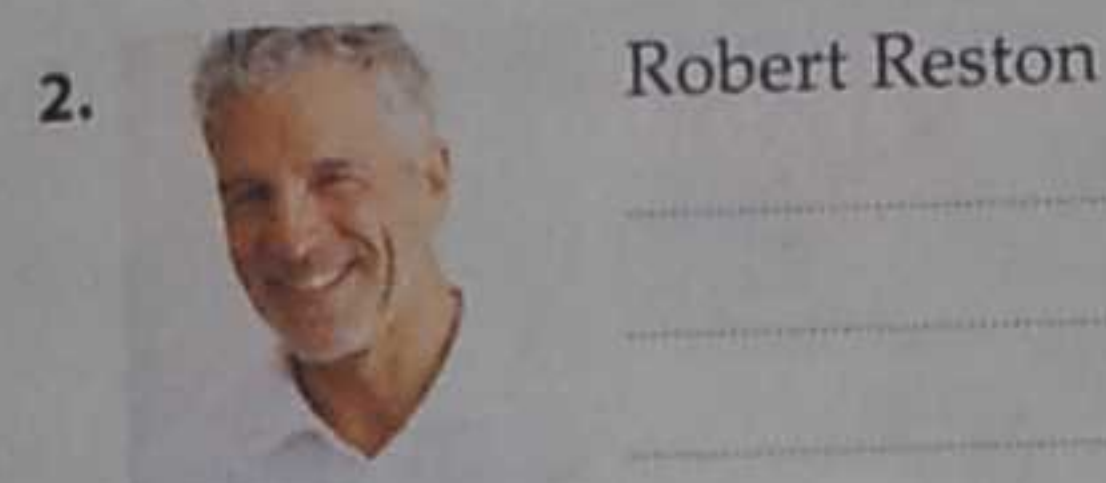
Review

ActiveBook: More Practice
grammar • vocabulary • listening
reading • speaking • pronunciation

A  **Listening.** Listen to the descriptions of difficulties three people are having. Then listen again to each description and use a clause with **no matter** to write a sentence summarizing each person's frustration.



Felix Tan



Robert Reston



Eva Garcia

B Complete this excerpt from a biography of Helen Keller, using the simple past tense, the past continuous, the past perfect, or the past perfect continuous. In some cases, more than one answer is possible.

After Helen Keller's graduation with honors from Radcliffe College, she and Anne Sullivan (1) (make) a good living from their lectures around the world. Keller (2) (speak) of her experiences and beliefs, and Sullivan (3) (interpret) what she said, sentence by sentence. However, by 1918, the demand for Keller's lectures (4) (diminish) considerably, so they (5) (start) a vaudeville show that demonstrated how Keller (6) (understand) the word "water" for the first time. While Keller (7) (perform) in this show, she was offered the chance to make a film about her life. Keller (8) (accept), but the film was not the success she (9) (hope) for. While Keller and Sullivan (10) (tour) the world with their vaudeville show, Sullivan (11) (come down with)

an illness that (12) (leave) her unable to speak above a whisper. After this, Polly Thompson, who (13) (work) for Keller and Sullivan as a secretary since 1914, (14) (take on) the role of explaining Keller to the theater public.

Sullivan (15) (die) in 1936, but Keller (16) (keep on) touring the world with Thompson, raising money for the blind. While Keller was abroad, she (17) (learn) that a fire (18) (destroy) her home as well as the latest book she (19) (work) on. This book, which Keller (20) (not finish) yet, was about Sullivan, and it was called *Teacher*. Once again, Keller showed her capacity to struggle against the odds. It was not long before she had rewritten the entire book.

Information source: www.mib.org.uk

C Write what you would say in each situation, using an expression of frustration, empathy, or encouragement.

1. You tell someone to stick to a diet, for medical reasons.

YOU

2. A friend is having marital difficulties, and you want to cheer him up.

YOU

3. You want to express frustration to a classmate about a project you're having trouble with.

YOU

4. A co-worker tells you about difficulties she's having at work, and you want to let her know you understand how she feels.

YOU

GOALS After Unit 4, you will be able to:

- 1 Describe your shortcomings
- 2 Talk about ways to manage stress
- 3 Discuss how you handle anger
- 4 Describe your values

A Topic Preview. Look at the catalogue of self-help workshops. Which workshops seem the most or least interesting to you?

THE LEARNING Center

Dedicated to helping you reach your goals

UPCOMING EVENTS

Get Organized Now Discover how getting organized can help you increase your productivity many times over. Learn practical tips that will help you start putting your life in order today!
May 4, 2:00–3:00 P.M.

Say Good-bye to Procrastination Don't put off till tomorrow what you could do today! Eliminate time wasters. Easy-to-apply strategies that will get you using your time more efficiently than ever!
May 4, 3:00–4:00 P.M.

Make It Happen You've got big dreams, but you don't know how to get there? Discover how to achieve success by taking small, realistic steps that will help you reach your goals!
May 5, 7:00–8:00 A.M.

Test Like a Champion Find out how you can turn low scores into mega-scores! Tips from the experts will help you overcome test-taking jitters and achieve success.
May 5, 8:00–9:00 A.M.

Boost Your Self-Esteem Do you lack self-confidence? Discover the causes of low self-esteem and what you can do about them. Learn a simple and effective technique you can perform daily to turn your life around!
May 6, 7:00–8:00 P.M.

Bite Your Tongue! Hate your boss? Can't stand your co-workers? Learn how to get along with people and manage difficult relationships with six essential techniques for handling anger successfully.
May 6, 8:00–9:00 P.M.

Sedentary No More Are you a hopeless couch potato? Get out of that chair and get active today! Develop an exercise program that not only works but motivates you to stick with it!
May 7, 8:00–9:00 A.M.

End to Insomnia Having trouble sleeping? Finding it hard to get through the day with your eyes open? Identify the causes of your sleep problems and learn new techniques for coping with them.
May 7, 7:00–8:00 P.M.

FEATURED SPEAKERS



"Get Organized Now"
Carl Hernandez, author,
Finding Your Efficiency Zone



"Make It Happen"
Karen Kringle, Ph.D.,
author, *Seven Essential Habits for Success*



"Say Good-bye to Procrastination"
Bill Heiden, CEO,
Marcus Industries



"Test Like a Champion"

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C ^{2:15} **Sound Bites.** Read and listen to a conversation between two colleagues.

MEG: What's all that racket?

PAT: Carla. Yelling at Phil. She's really ticked off at him.

MEG: Oh, Carla's always ticked off about something or other. She needs to get hold of herself. What's she so angry about now?

PAT: Well, it seems she confided in Phil, and ...

MEG: Big mistake. Phil can't keep a secret. Everyone knows what a gossip he is ... So what did she tell him?

PAT: Shame on you! Well, she told him she'd been offered a new job and that she was thinking of taking it.

MEG: No kidding. Where?

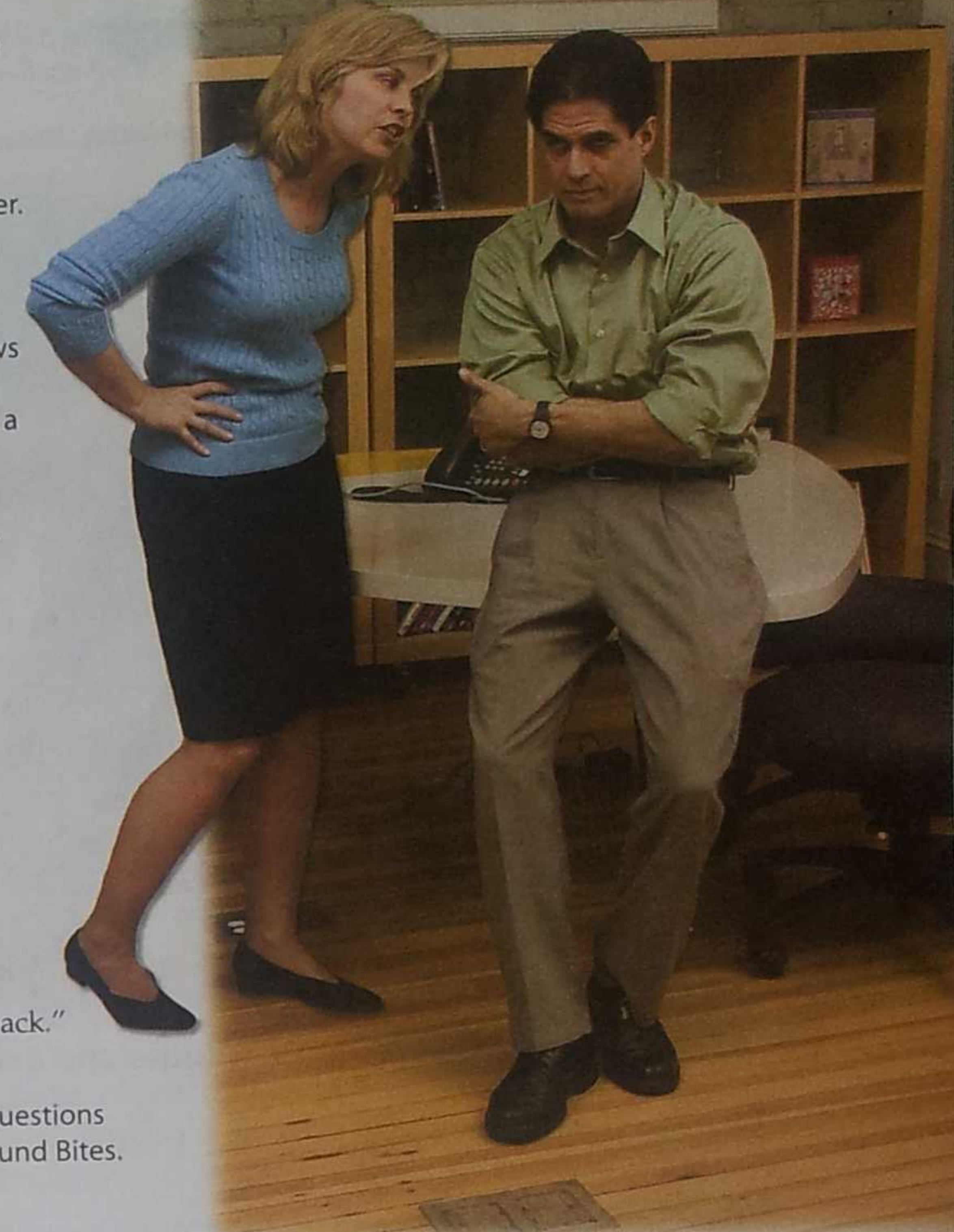
PAT: Hey, I don't feel comfortable talking behind her back. Now that it's out in the open, why don't you just ask her yourself?

D Paraphrase. Read the conversation again. Then say each of these statements another way.

1. "What's all that racket?"
2. "She's really ticked off at him."
3. "She needs to get hold of herself."
4. "Well, it seems she confided in Phil."
5. "Everyone knows what a gossip he is."
6. "I don't feel comfortable talking behind her back."

E Think and Explain. With a partner, discuss the questions and support your answers with information from Sound Bites.

1. Why is Carla mad at Phil?
2. Why do you think Pat says, "Shame on you!" to Meg?
3. What was Carla's secret?
4. What do you think will happen next?



"Carla's yelling at Phil. She's always ticked off about something."

STARTING POINT

Consequences of each of these problems in a person's life.

Disorganization

Low self-esteem

Procrastination

Getting angry easily

Poor test-taking skills

A sedentary lifestyle

Insomnia

B Express Your Ideas. Which workshops might be useful in the following situations? Discuss with a partner and explain your choices.

- You're thinking about applying for a new position, but you're not sure you're smart enough.
- You often get into arguments with people at work.
- You've always wanted to find a job overseas, but you're not sure where to begin looking.
- Because your desk is such a mess, you sometimes have difficulty finding important files and information.
- You have trouble getting started on big projects.

GOAL
Describe your shortcomings

A ^{2:16} **Conversation Snapshot.** Read and listen. Notice the conversation strategies.

A: You know what my problem is?
B: What?
A: I'm a perfectionist. Nothing is ever good enough for me. It's a pretty negative attitude to have.
B: Really? I'm just the opposite. I don't think I'm critical enough!
A: Wouldn't it be nice if we could reach some kind of happy medium?

^{2:17} **Rhythm and intonation practice**

^{2:18} **Comparing oneself with others**
That's my problem, too. I'm just the opposite.
I'm like that myself. I'm not like that.
Me too. Not me.

PRONUNCIATION BOOSTER ▶ p. P5
• Shifting emphatic stress



B ^{2:19} **Vocabulary. Problematic Attitudes and Behaviors.** Listen and practice.

be a perfectionist insist that things be done perfectly, whether by oneself or someone else	wait until the last minute delay the things one needs to do because one finds them hard or unpleasant
be unable to say no agree to requests for help too easily, even when one doesn't have the time to fulfill them	take on more than one can handle accept more responsibility than one can realistically deal with
have a negative attitude never consider the good aspects of a situation, only the bad ones	overreact to things respond too strongly or emotionally when there's a problem

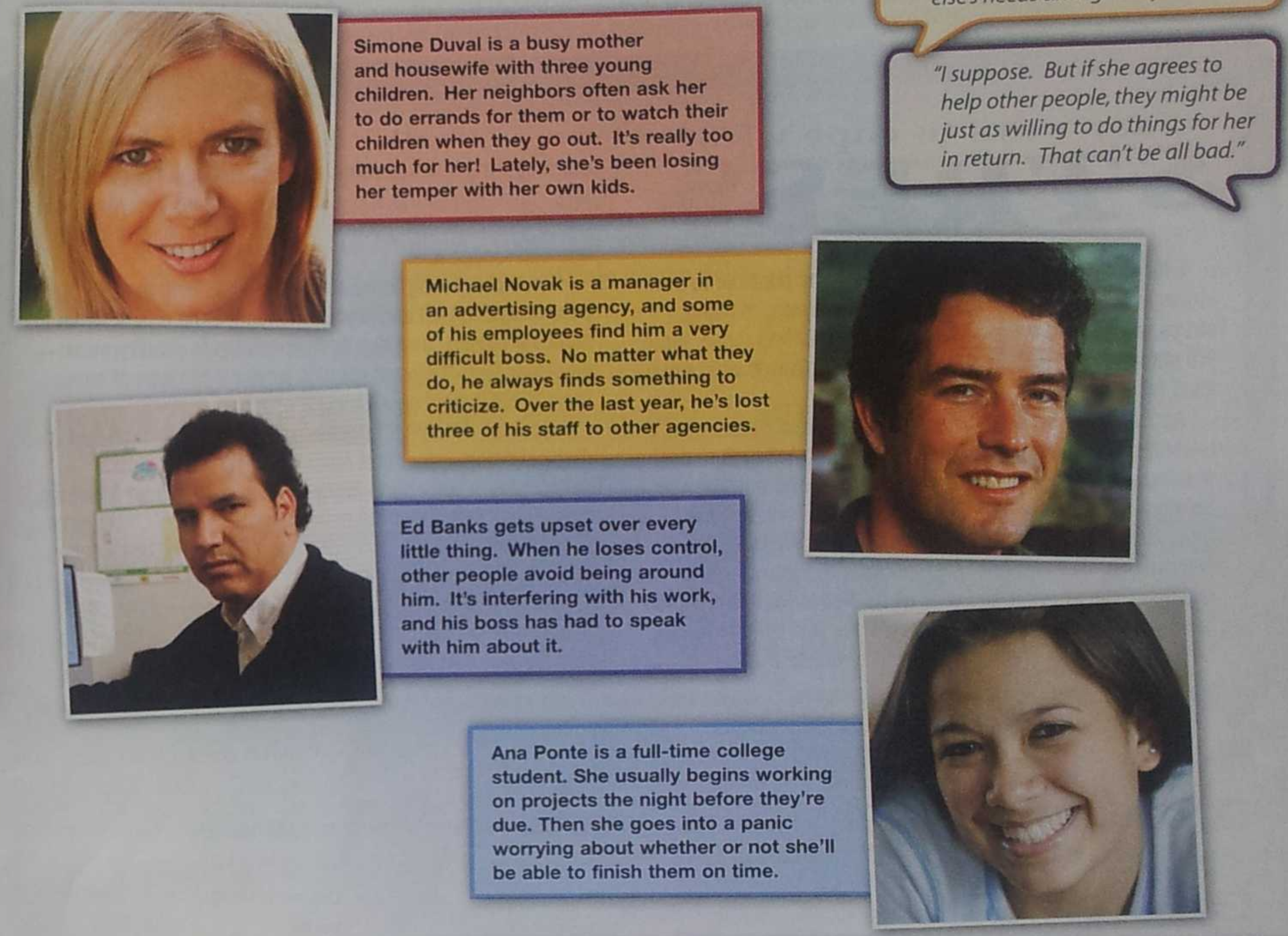
C ^{2:20} **Listening. Associate Words and Ideas.** Listen to the descriptions of workshops from the Executive Training Center. Then complete the statements about each workshop, using the Vocabulary.

- Monday's workshop will help people who always _____ learn how to manage their lives and work better.
- Tuesday's workshop is for _____.
- If you always _____, you will get help in _____.
- The workshop on Thursday is designed for people who _____.
- Those who _____ will get some training in altering their views on life.

D ^{2:21} **Listening. Draw Conclusions.** Listen to the descriptions again. Which workshops do you think will be most and least effective in helping people change? Explain your reasons.

*"I think it's really hard for people to change emotionally. Some people are born **overreacting to things**."*

E **Activate Vocabulary.** Use the Vocabulary to describe each person's problematic attitude or behavior. Discuss the possible consequences in his or her life.



Simone Duval is a busy mother and housewife with three young children. Her neighbors often ask her to do errands for them or to watch their children when they go out. It's really too much for her! Lately, she's been losing her temper with her own kids.

Michael Novak is a manager in an advertising agency, and some of his employees find him a very difficult boss. No matter what they do, he always finds something to criticize. Over the last year, he's lost three of his staff to other agencies.

Ed Banks gets upset over every little thing. When he loses control, other people avoid being around him. It's interfering with his work, and his boss has had to speak with him about it.

Ana Ponte is a full-time college student. She usually begins working on projects the night before they're due. Then she goes into a panic worrying about whether or not she'll be able to finish them on time.

*"It sounds like she's **unable to say no**. I don't think that's so good—you can't just take care of everyone else's needs and ignore your own."*

"I suppose. But if she agrees to help other people, they might be just as willing to do things for her in return. That can't be all bad."

NOW YOU CAN *Describe your shortcomings*

A **Notepadding.** What are your most problematic attitudes and behaviors? Write specific examples of ways in which they have caused difficulties for you. Use the Vocabulary from page 40 and other ideas from page 39.

1. *being a perfectionist*
I don't invite friends to eat at my house because I don't think I'm also too critical of my children's behavior.

2. _____

B **Use the Conversation Strategies.** Discuss your shortcomings. Explain the consequences they have in your life. Use the Conversation Snapshot as a guide and start like this: "You know what my problem is?"

GOAL

Talk about ways to manage stress

A Grammar Snapshot. Read the article and notice the use of the subjunctive.

Easy ways to cope with STRESS

Everyone has stress. While it may not be possible to avoid stress entirely, it is important that you **be** aware of rising stress levels. And when you feel yourself getting tense, there are some simple techniques you can use to lower your stress level fast.

According to Dr. Robert Sharpe, the founder of the Lifeskills Stress Management Centre, the first step is to do nothing: "It's essential that one **begin** and **end** each day by taking a minute or two to consciously relax." He suggests that after the alarm clock wakes you up in the morning and again just before bedtime, you **spend** a few moments relaxing all the muscles of your body. And if you feel yourself getting stressed out during the day, slow your breathing down for five minutes by taking long, deep breaths. Dr. Sharpe

also suggests that you **think** about people and things you love. Just as thinking about someone you are angry with can cause stress, focusing your attention on a photo of a loved one can reduce it.

When counseling a patient facing a daunting task, psychologist Elise Labbe recommends that he or she **listen** to soothing music: "Anything from concertos to country music—whatever feels the most calming to you is the type of music most likely to help ease stress."

Laughter is another effective stress-buster. Health and medical writer Peter Jaret recommends that the stress sufferer **keep** something funny nearby. "It could be a favorite comic strip torn out of the newspaper or a funny card from a family member or a friend. Turn to this every so often during your day."

Not all of these techniques will work for everyone, but finding one or two that work for you can help you keep your cool when life starts to get out of control.

Information source: www.readersdigest.co.uk

B Evaluate Ideas. Which tips sound the most useful? Have you tried any of these suggestions?

C Grammar. The subjunctive

The subjunctive form of a verb is used in noun clauses following verbs or adjectives of urgency, obligation, or advisability. The subjunctive form is always the same as the base form, no matter what the time frame is.

The doctor suggested she **exercise** more and **not work** on weekends.

NOT The doctor suggested she ~~exercises~~ more and ~~doesn't work~~ on weekends.

NOT The doctor suggested she ~~exercised~~ more and ~~didn't work~~ on weekends.

It is important that you **be** aware of the sources of stress in your life.

NOT It is important that you ~~are~~ aware of the sources of stress in your life.

When the verb in the noun clause is in the passive voice, the subjunctive form is **be + a past participle**.

Psychologists recommend we **be trained** to cope with stress.

NOT Psychologists recommend we ~~are trained~~ to cope with stress.

Urgency, obligation, and advisability

Verbs	Adjectives
demand	critical
insist	crucial
propose	desirable
request	essential
recommend	important
suggest	necessary

REMEMBER

Noun clauses following adjectives that **don't** express urgency, obligation, or advisability **don't** need the subjunctive.

Psychologists agree that too much conflict **is** harmful to relationships.

It's true that he **finds** his current position very demanding.

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- Infinitive and gerund phrases in place of the subjunctive

D Grammar Practice. Decide whether to use the subjunctive and circle the correct form. Explain each answer.

"Don't use the subjunctive. *Thinks* isn't a verb of urgency."

1. Sue thinks that Jack (overreact / overreacts) to problems.
2. It's essential that your father (avoid / avoids) taking on more than he can handle.
3. Everyone agrees that a certain amount of stress (be / is) unavoidable.
4. It's critical that Shelly (learn / learns) how to deal with pressure at work.
5. Bill's manager demanded that he (be / is) fired immediately.
6. It's crucial that she (doesn't accept / not accept) more projects than she can handle.
7. I really hope that this plan (be / is) successful.
8. John proposed that he (continue / continues) cooking dinner while we clean the house.
9. Our manager insisted that no one (be / is) late for the divisional meeting.
10. It's true that humor (help / helps) people handle major crises in their lives.
11. It's important that Bruce (try / tries) to exercise more.

NOW YOU CAN Talk about ways to manage stress

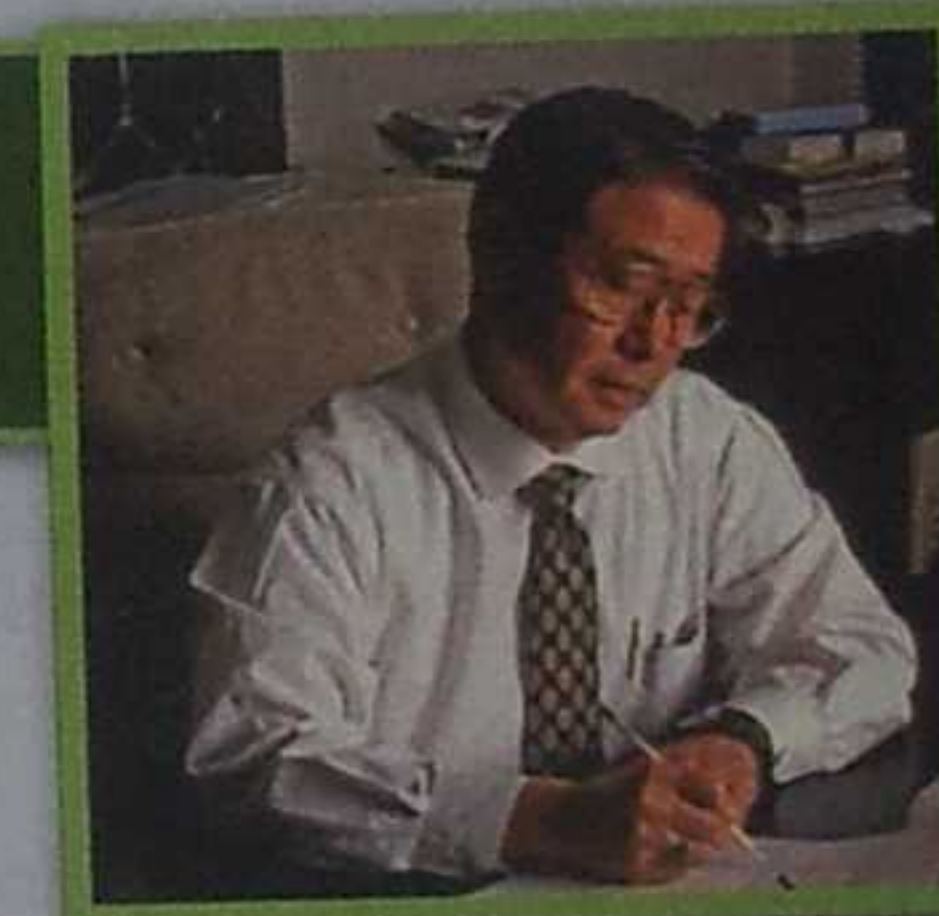
A Pair Work. Discuss each person's situation. Take turns giving advice, using the subjunctive.

- I suggest . . .
- I recommend . . .
- I think it's important . . .
- I believe it's essential . . .



Marie Klein has four exams to study for. She has to take care of her younger brother because her mother is away on a business trip.

Paul Nakamura is working on a huge project. He needs help to finish it, but he prefers working alone.



Mark Chambers is a workaholic. He's losing weight because he never eats a proper meal. Lately he's just been grabbing a quick bite and eating in the car on the way to work. His family is starting to worry about him.



Elaine Pace hasn't been sleeping well. She's tired all the time and finds it hard to function effectively during the day, probably the result of stress at work.

Jan Orlini thinks her co-workers are talking about her behind her back. It has her so worried that it's affecting her work.



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Discuss your partner about the causes of stress in his or her life. List them on your notepad. Then write a tip for each one, using the subjunctive.

Causes of stress	Your tips
deadlines at work	It's essential that you learn to organize your time better.

Causes of stress	Your tips

IDEAS

- too much pressure at work or school
- poor use of time
- conflicts between family members
- communication problems between family, friends, or co-workers

3

GOAL Discuss how you handle anger

A ^{2:23} Vocabulary. Expressions Related to Anger. Listen and practice.

hold it back stop oneself from feeling a particular emotion
Experts say that if you're upset about something, you shouldn't hold it back. Let people know how you feel.

keep it in avoid expressing one's feelings
I never like showing my anger. I prefer just to keep it in.

let it go / shrug it off decide not to be bothered by something
He said some pretty insulting things to me, but I just decided to let it go (OR shrug it off).

let off steam get rid of one's anger in a way that does not harm anyone; for example, by doing something active
Running after work really helps me let off steam. I always feel better afterwards.

lose one's temper suddenly become so angry that one cannot control oneself
I've never seen Maya lose her temper like that! I was really surprised.

make an issue out of something argue about something others don't think is important
I didn't like the way she was talking to me, but I didn't want to make an issue out of it.

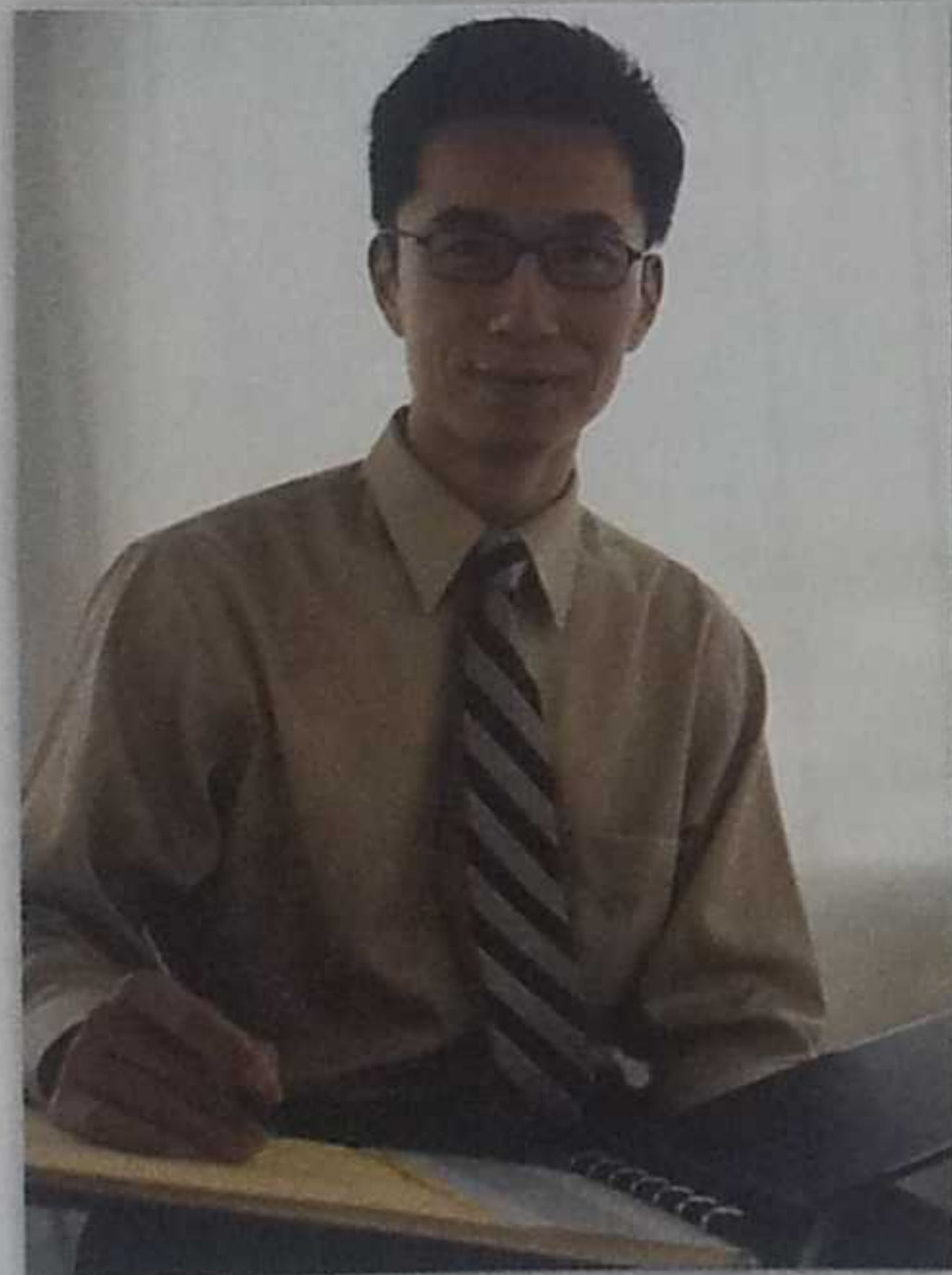
say what's on one's mind say what one is thinking about
Look, I know you're angry with me. Why don't you just say what's on your mind?

take it out on someone treat someone badly because one is angry or tired
When my job is getting to me, I really try not to take it out on my kids.

tell someone off talk angrily to a person who has done something wrong
I was so mad at that rude waiter that I decided to tell him off. I mean, who does he think he is?

B Classify the Vocabulary. Which expressions in the Vocabulary describe expressing anger? Which ones describe controlling anger?

C ^{2:24} Listening. Infer Information. Listen to an interview with Michael Chen. Then listen again and check the correct statement, applying the Vocabulary.



Michael Chen

If Michael Chen were angry with ...	he would ...
his boss,	<input type="checkbox"/> make an issue of it. <input type="checkbox"/> say what's on his mind. <input type="checkbox"/> hold his feelings back.
his friends or colleagues,	<input type="checkbox"/> take it out on someone else. <input type="checkbox"/> probably first shrug it off. <input type="checkbox"/> probably lose his temper.
someone he didn't know,	<input type="checkbox"/> probably let it go. <input type="checkbox"/> definitely lose his temper. <input type="checkbox"/> take it out on someone else.

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NOW YOU CAN Discuss how you handle anger

A Frame Your Ideas. Discuss each situation with a partner. How similar is your behavior to your partner's? Use the Vocabulary on page 44 to describe how you would handle each situation.

	What would you do?	How would you handle your anger?
	1. If a friend were late for a date with me, ...	
	2. If I told a friend or colleague something in confidence and he or she didn't keep it a secret, ...	
	3. If a colleague talked about me behind my back, ...	
	4. If someone lied to me about something that I thought was really important, ...	
	5. If someone cut me off while I was driving, ...	
	6. If someone borrowed something from me and didn't return it, ...	
	7. If my next-door neighbor played very loud music and had late-night parties, ...	

B Discussion. Do you act the same way when you get angry with someone you know as you do with a stranger? Explain. Are there times when you don't express your anger? Why or why not?

C Presentation. Tell a true story about something that made you angry. What happened? What did you do about it? Use the Vocabulary on page 44 to provide details.

GOAL
Describe your values

A Reading Warm-up. How could you make more time in your life for the things that are important to you?

B Reading. Read the article. What radical changes did Donna Paxton make in her life?

A Hectic Life Downsized

On paper, Donna Paxton lived a picture-perfect life. She was a successful executive at a large corporation. She lived in a beautiful, spacious home with her husband, also a busy professional, and their two children. Although Paxton was managing to juggle all of her responsibilities at home and at work, she increasingly felt that she was unable to give either her job or her family the time each deserved, and this made her very unhappy.

Paxton realized that she would have to make a choice between having more money and having more time—time to spend with her two daughters, to contribute to her community, and to relax. "I had to decide what was more important to me," she says, "making lots of money at a job that no longer inspired me or being part of my children's lives."

So Paxton made the decision to simplify her life. She quit her high-paying corporate job and took a less stressful job at a non-profit organization in her community. Because Paxton took a significant reduction in salary, her family learned to make do with less, shop more wisely, eat fewer dinners out (giving them more family time around the dinner table), and reduce spending on unnecessary items.

Paxton is still busy, but she is more satisfied and in control of her life. "Simplifying my life has made a big difference," she says. "I'm no longer stressed out and thinking about work when I should be having fun with my kids. I work fewer hours, so I can be involved in my children's school. I have time to exercise, and I'm healthier. Downsizing has brought our family closer together."

On your ActiveBook disc: *Reading Glossary and Extra Reading Comprehension Questions*

Want To Downsize Your Life?

Donna Paxton simplified her life by making a huge change. But there are many small changes you can make in your daily routine that will save money, time, and energy.

- **Make a list of the values that are really important to you.** Is it time with your family? Making money? Being active in your community? It makes sense to focus on doing a few things well instead of stretching yourself too thin. Cut out activities that aren't consistent with your values.
- **Delegate when possible.** If you routinely say, "It's faster to do this myself than to tell someone else what to do," try delegating anyway. You may be surprised.
- **Guard your time as carefully as your money.** You can always make more money, but time spent is gone forever. Rather than struggling with a home repair yourself, hire someone to do the job for you.
- **Learn to say no.** When faced with requests for your time, don't commit yourself when you would rather spend that time on something more important to you. Make sure to say no politely but firmly. For example, "I'm sorry, but I just don't have the time."

Information source: www.getmoredone.com

C Express and Support an Opinion. Discuss the questions.

1. In what ways did Donna Paxton's quality of life improve?
2. Do you think that you would benefit from any of the suggestions made in the article? Do you think that these suggestions would be effective for everybody? Why or why not?
3. Do you know anyone who has made an extreme change in his or her life?

D Vocabulary. Collocations with Make. Find these expressions with *make* in the article. With a partner, paraphrase each sentence containing the expressions.

make someone	happy	make a decision to (do something)	make a change
	nervous		
make a choice between (two things)	crazy	make do with (something)	make sense to (do something)
		make a difference	make sure to (do something)

E Activate Vocabulary from a Text. Complete the paragraph by circling the correct collocations with *make*.

For most people, it doesn't make sense / make a choice (1) to work long hours, live a hectic life, and never be able to spend time with friends and family. Such a lifestyle doesn't bring happiness. On the contrary, it can make a change / make a person miserable. Nevertheless, very few people make a decision / make sure (2) to quit their job and start a new life. This may be explained by the fact that it isn't easy to make a choice between / make do with (3) money and quality of life. If you quit your job, you'll have to make a choice between / make do with (4) fewer material possessions. Those who've decided to make a change / make a difference (5) like this don't seem to regret it. They say enjoying the pleasures of everyday life—like going out for walks or sitting in the sun—makes a choice / makes a difference (6) in their lives. (7)

NOW YOU CAN Describe your values

A Frame Your Ideas. With a partner, discuss and indicate your reaction to each statement with **a**, **b**, or **c**.

- a "I'm just like that."
- b "I'm sort of like that."
- c "I'm just the opposite."

	Me	My partner
"If I have a few hours free, my favorite thing to do is just sit in a café and watch the world go by."		
"I want to be able to afford the things that make life fun—stylish clothes, electronic gadgets, a new car, exotic vacations."		
"I can hardly get through a day without some physical exercise—walking, running, working out. I just don't feel right if I can't fit that into my schedule."		
"I could never live very far away from my family. It's important that they always be a big part of my life."		
"I get bored really easily. If I don't have a full schedule with lots of activities planned, I go nuts!"		
"Cooking is too much like work—I don't want to spend a lot of time in the kitchen. I prefer to eat out or just prepare something quick and simple."		
"My friendships are the most important thing in my life. I need to call or get together with my best friends at least once a week, if not more."		
"I don't like to do things that need to get done, I finish it, even if it means giving up a chance to hang out with friends."		

B Discussion. Based on your reactions on the chart, describe your values. What are the things that are most important to you?

Writing: Provide tips for solving a problem

Transitional Topic Sentences

In a writing with more than one paragraph, a topic sentence can often serve as a transition that connects a new paragraph to the one that precedes it. The following are a few ways to announce the content of the paragraph while linking it to an earlier one.

Contrasting information

When the new paragraph presents contrasting information:

- Even though, ...
- In spite of the fact that ...
- Nevertheless, ...
- In contrast, ...
- On the other hand, ...
- Some people believe ... ,

Additional information

When the new paragraph presents additional information:

- In addition to [the ideas presented above], ...
- Furthermore, ...
- Moreover, ...
- Besides [the information already presented], ...

transitional topic sentences

WRITING MODEL

A regular exercise routine can be an effective way to cope with the stresses of daily life. Very strenuous exercise classes such as aerobics and kick-boxing are a great way to work off tension, and some people believe that the harder you work in these classes, the more they relieve stress. Team sports such as soccer and volleyball are famous tension-relievers, as are tennis and handball.

In addition to very demanding workouts, there is evidence to suggest that quieter and more contemplative exercise routines can be an effective way to relax. Recently Pilates has gained in popularity, and yoga is a perennial favorite all over the world. Other stretching and light strengthening techniques have been well accepted alternatives to punishing physical activities.

In spite of the evidence that both heavy and light workouts are effective tension relievers, recent research has presented a contrasting view. In the case of some people at least, it has been found that non-physical pursuits such as quiet reading, listening to music, and meditation, are far more effective for long-term relaxation than any sort of physical activity.

Topics

- A sedentary lifestyle
- Difficulty sleeping
- Lack of organization
- Poor time management
- Your own idea: _____

A Prewriting. Outlining to Generate Ideas. Choose one of the topics or think of a topic of your own. Write it on the line labeled "Problem" and then list three possible solutions to the problem.

Problem:	_____
Solutions: 1.	_____
2.	_____
3.	_____

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B Writing. Develop each solution you listed in Exercise A into a paragraph. Start all three paragraphs with topic sentences. Be sure to use a transitional topic sentence for paragraphs 2 and 3.

C Self-Check.

- Does the first paragraph have a topic sentence?
- Do the following paragraphs have transitional topic sentences?

Review



ActiveBook: More Practice

grammar · vocabulary · listening
reading · speaking · pronunciation

A Listening. Listen to three people describe their problems. Then listen again and complete the chart. Listen a third time if necessary to check your answers.

Speaker	What is the problem?	What solution did the person find?	Did it work?
1			
2			
3			

B Match each statement with one of the lettered phrases. (You will not use all the phrases.)

- | | |
|---|---------------------------------|
| 1. ___ When someone asks Claire to help out, she always agrees, even if she has too much to do. She . . . | a. is a perfectionist. |
| 2. ___ Instead of remaining calm, Bob panics when things don't go as expected. He . . . | b. has a negative attitude. |
| 3. ___ Laura always misses her deadlines because she doesn't get started on her assignments right away. She . . . | c. waits until the last minute. |
| 4. ___ Nick is always worrying about every little detail. He hates making mistakes. He . . . | d. overreacts to problems. |
| | e. is unable to say no. |

C Complete each statement about the situations in which you express or control your anger.

- I hold my feelings back when _____
- I tell someone off when he or she _____
- I lose my temper when _____

D Use expressions with make to complete the sentences.

- If your new job pays a significantly lower salary than your old one, you're going to have to learn to _____ with less money than before.
- If you're not happy in your job, it _____ to look for a new one.
- _____ to think carefully about your new responsibilities before you _____ to take on that job.
- He had to _____ between staying in his job and working abroad.

_____ your own ideas and the subjunctive.

- If you find that you never have enough time, I suggest _____
- To avoid burnout, it's essential _____
- If you can't sleep, I recommend _____
- In order to manage stress, it's important _____
- When you have a deadline, it's advisable _____
- If a person wants to be successful, it's critical _____
- If you often lose your temper, I recommend _____

It's all in your mind

Preview

GOALS After Unit 5, you will be able to:

- 1 Present your views on superstitions
- 2 Evaluate suspicious claims
- 3 Discuss fears and phobias
- 4 Describe and interpret a dream

A Topic Preview. Look at the website. Have you heard of any of these superstitions? Do you know others in the same categories?

OldSuperstitions.com
The Largest List of Superstitions on the Web

Good Luck Superstitions
A frog brings good luck to the house it enters.
Seeing a spider spinning in the morning brings good luck.
[Click here for more ...](#)

Animal Superstitions
A dog eating grass brings rain.
Rats leaving a ship mean the ship will sink.
[Click here for more ...](#)

Baby Superstitions
Babies born with teeth become extremely selfish.
It's unlucky to wash a baby's head for the first twelve months.
[Click here for more ...](#)

Wedding Superstitions
If the groom drops the wedding ring during the ceremony, the marriage is doomed.
After the wedding, the spouse who goes to sleep first will be the first to die.
[Click here for more ...](#)

Bad Luck Superstitions
Putting shoes on a table is bad luck.
Breaking a mirror brings seven years of bad luck.
[Click here for more ...](#)

General Superstitions
An itchy nose means you will have a fight with someone.
A bed changed on a Friday will bring bad dreams.
[Click here for more ...](#)

Death Superstitions
A bird flying through the window is a sign that someone has died.
A pregnant woman at a funeral brings bad luck.
[Click here for more ...](#)

New Year's Superstitions
Empty pockets on New Year's Eve mean a year of financial trouble.
It's bad New Year's.
[Click here for more ...](#)

Information source: www.OldSuperstitions.com

B Express Your Ideas. Why do you think people believe in superstitions? What purpose do superstitions serve?

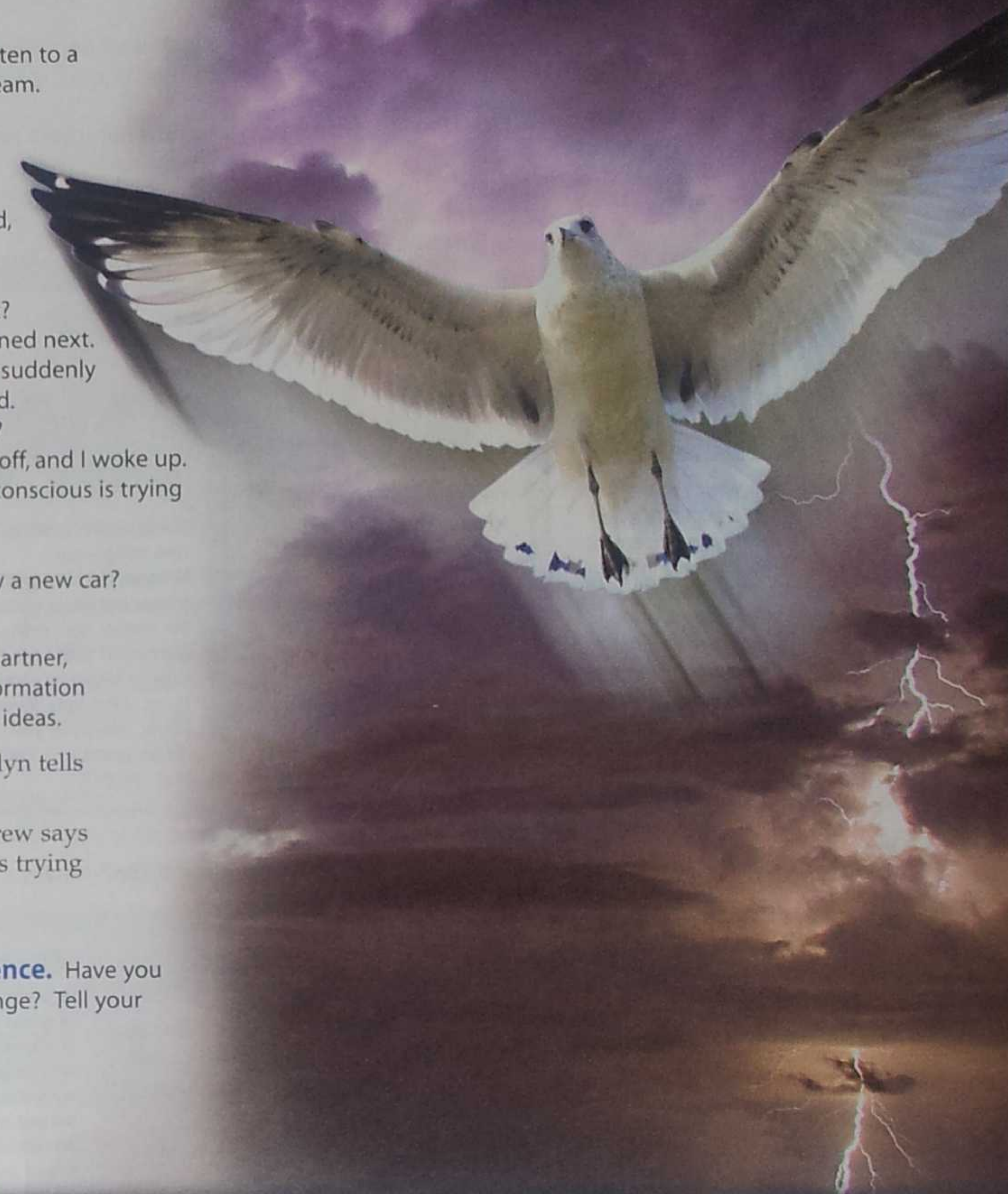
C ^{3:02} **Sound Bites.** Read and listen to a conversation about a strange dream.

CAROLYN: You won't believe the dream I had last night!
ANDREW: Oh yeah?
CAROLYN: I was driving in the car and, as usual, it started shaking and making funny noises.
ANDREW: What's so weird about that?
CAROLYN: Well, listen to what happened next. There was this clap of thunder, and suddenly I was on the back of some giant bird.
ANDREW: OK. Then what happened?
CAROLYN: Nothing. The alarm went off, and I woke up.
ANDREW: Huh. Sounds like your unconscious is trying to tell you something.
CAROLYN: Like what?
ANDREW: Like maybe it's time to buy a new car?

D Think and Explain. With a partner, answer the questions, using information from Sound Bites and your own ideas.

1. Why do you think Carolyn tells Andrew her dream?
2. Why do you think Andrew says Carolyn's unconscious is trying to tell her something?

E Relate to Personal Experience. Have you ever had a dream that was strange? Tell your partner about it.



STARTING POINT

A Pair Work. What kinds of dreams do you usually have? Check all the items that apply. Compare and discuss your answers with a partner.

any dreams. My dreams are very pleasant. I have scary nightmares.

- | | | |
|--|----------------------------------|---------------------------------------|
| <input type="checkbox"/> family | <input type="checkbox"/> food | <input type="checkbox"/> flying |
| <input type="checkbox"/> friends | <input type="checkbox"/> water | <input type="checkbox"/> falling |
| <input type="checkbox"/> strangers | <input type="checkbox"/> fire | <input type="checkbox"/> being chased |
| <input type="checkbox"/> famous people | <input type="checkbox"/> animals | <input type="checkbox"/> other: _____ |

B Discussion. Do you think dreams have meanings? Why do you think people dream?

GOAL

Present your views on superstitions

A ^{3.03} **Grammar Snapshot.** Read the responses and notice how non-count nouns are made countable.

Are you superstitious?



1 "Me? No way. I don't believe in any of that silly stuff. But my grandparents did. They believed in the evil eye—that people can harm you just by looking at you. When I was a kid, my grandmother made me wear a lucky charm that looked like an eye—as a **kind of protection**. Truth is, I was always afraid of that charm!"



2 "Generally, no. But I have to admit that there are some things I'll always do—just in case. For example, they say it's bad luck if you accidentally spill salt. Well, I've also heard that it's good luck if you throw a **few grains of salt** over your shoulder. So I do that. I guess that makes me kind of superstitious, doesn't it?"



3 "Only when it comes to one thing—golf. Whenever I play golf, I wear my lucky socks. No matter how many **games of golf** I play, I never forget to wear them. Hey, you never know. Anything you do for good luck can't hurt. Right?"



4 "Well, I practice feng shui, which is a way of setting up your environment to attract good luck. According to feng shui, water holds positive energy that attracts good things, like money and love, into your life. So I always keep a **large bowl of water** filled with fish near my front door. Some people might call that superstition, but I don't agree. It's just a traditional way of doing things."

B **Make Personal Comparisons.** Which person are you most like? Why?

C **Grammar. Non-count nouns made countable**

A non-count noun is neither singular nor plural. Except in certain circumstances, it is not preceded by an article. A non-count noun can be preceded by certain quantifiers such as **much**, **a lot of**, **a little**, and **some**.

Some people believe **a little** spilled salt is bad luck.
NOT ~~A spilled salt~~ is bad luck. OR ~~Spilled salt are~~ bad luck.

Many non-count nouns can be made countable by using a phrase to limit them or give them a form.

If you want to give someone some fruit, it's better to give **two pieces of fruit** instead of one. One piece might be unlucky.

If you spill salt, you might have bad luck. You should throw **a few grains of salt** over your shoulder to make sure you don't.

A clap of thunder after a funeral brings good luck.

Some nouns can be used in both a countable and an uncountable sense.

According to popular **belief**, a lucky charm that looks like an eye can protect people against the evil eye. (Uncountable use)

The **belief** in the evil eye is a superstition common to a number of different cultures. (Countable use, singular form)

Superstitions are popular **beliefs** that are passed down from generation to generation. (Countable use, plural form)

Phrases that make non-count nouns countable

- a piece of (fruit / paper / wood / metal / advice)
- a grain of (sand / salt / rice / sugar)
- a game of (tennis / soccer / chess)
- a type (or kind) of (energy / behavior / courage)
- a symbol of (love / companionship / eternity)
- an act of (kindness / love / hatred / evil)
- an article of (clothing)
- a bolt (or flash) of (lightning)
- a clap of (thunder)
- a drop of (rain / coffee / water)
- a bowl of (rice / soup / cereal)
- a loaf of (bread)

Nouns used in both a

a fruit = a single piece of fruit	fruit = a type of food
a light = a light source, such as a light bulb, lamp, etc.	light = a type of energy
a metal = a specific substance, such as gold or steel	metal = a type of substance
a hair = a single hair	hair = all the hair on the head
a shampoo = a brand of shampoo	shampoo = soap for your hair
a chance = a possibility	chance = luck

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- More phrases that make non-count nouns countable
- More non-count nouns with both a countable and an uncountable sense

D **Grammar Practice.** Underline the non-count nouns in the article. Circle the examples of non-count nouns made countable. Find nouns that are used in both a countable and an uncountable sense.

At Western weddings, people perform some rituals that prove their unconscious belief in superstitions. There's a chance that misfortune will follow if the rituals are not observed, and no one seems to be willing to take such a risk. Throwing rice at the bride and groom is a ritual based on a superstition. So is wearing a plain gold wedding ring. Grains of rice are a symbol of fertility, and plain gold rings are a symbol of eternity.

My advice to those getting married and looking forward to a long-lasting relationship is that they leave nothing to chance. However, since there is no guarantee that happiness will follow, here is one more piece of advice—that they nurture their relationship by sharing companionship and love, which are far more important than good luck!

E **Grammar Practice.** On a separate sheet of paper, rewrite the superstitions, using a phrase to make each underlined non-count noun countable.

1. If you accidentally knock your hand against wood, you're going to have a love affair, but if you knock your hand against metal, it's a warning of danger.
2. Lightning will never strike a house where a fire is burning.
3. If you hear thunder and the sound comes on your right side, then you can expect good luck for the next twenty-four hours.
4. Letting the first rain in May touch your face brings you luck throughout the year.
5. If you sew or repair clothing while you are wearing it, bad luck will follow.
6. Turning bread upside down after a slice has been cut from it will bring bad luck.
7. Never stare at someone while you are eating rice, or you will slowly become ugly.

NOW YOU CAN *Present your views on superstitions*

A **Use the Grammar.** Interview one to three classmates to find out if they are "superstitious." Write their superstitions on your notepad, using phrases to make non-count nouns countable when possible.

name: *Paul*
believes spilling a drop of wine while proposing a toast brings good luck

name:

name:

name:

IDEAS

- practicing astrology
- practicing feng shui
- making wishes
- carrying lucky charms
- avoiding certain unlucky actions
- other specific superstitions:

B **Project.** Make a chart of your classmates' superstitions on the board or on paper. Include a column to indicate where each superstition originated. Then discuss which superstitions might be worthwhile and which superstitions are practiced even when people don't "believe in them." Discuss your reasons.

GOAL

Evaluate suspicious claims

A ^{3:04} **Conversation Snapshot.** Read and listen. Notice the conversation strategies.

A: It says here they've figured out a way to make diamonds from garbage.

B: You don't believe that, do you?

A: Why not? They even give you a free 2-carat diamond if you invest in the company.

B: Sounds like a scam to me.

A: You're such a cynic! What if it's true?

B: It can't be true. You really shouldn't believe everything you read.

^{3:06} **Ways to express disbelief**
 You don't believe that, do you?
 Oh, come on! That's too good to be true.
 That's impossible! That can't be true!

^{3:05} **Rhythm and intonation practice**

B **Grammar. Indefiniteness and definiteness: article usage**

Indefiniteness

A noun is **indefinite** when it doesn't refer to a specific person, place, or thing, or when introduced for the first time. Use the articles **a / an** with indefinite singular count nouns. Don't use articles with indefinite plural or non-count nouns.
 You get **a** diamond if you invest in the company.
 Are you sure **diamonds** can be made from garbage?

Definiteness

A noun is **definite** when it refers to a specific person, place, or thing; for example, when you mention something a second time. Use the article **the** with definite singular and plural count nouns and with definite non-count nouns.
 You get a diamond made from garbage? Sounds like **the** diamond is a fake.
The garbage they use to make **the** diamonds is burned first.

Uniqueness

The article **the** can also be used with a noun to represent something unique.
The president has named two new foreign ministers. (There is only one president of a country.)
 Now they're claiming that pollution has no effect on **the** environment. (The earth has only one environment.)

Generic use


To represent all members of a class or group of people, places, or things, a plural count noun or a singular count noun with a definite or an indefinite article may be used.

Diamonds are }
 The diamond is } the hardest naturally occurring substance on the earth.
 A diamond is }

GRAMMAR BOOSTER > p. G7
 • Article usage: overview
 • Definite article: additional uses

PRONUNCIATION BOOSTER > p. P5
 • Linking sounds

EXCEPTIONAL INVESTMENT OPPORTUNITY!
 Scientists at the International Gemstone Institute have unlocked one of the Earth's secrets. They've invented a unique process for creating diamonds—out of trash!



Invest in IGI and Make Millions!

Act quickly! Invest now and you'll receive a free 2-carat diamond.

C **Understand the Grammar.** Read each statement and choose the description that more closely expresses its meaning.

- Morning snow makes highways dangerous.
 - refers to morning snow in general
 - refers to the snow that fell this morning
- I think superstitions are ridiculous.
 - refers to all superstitions
 - refers to some superstitions
- The diamond they sent me is a fake.
 - refers to diamonds as a member of a class
 - refers to a specific diamond we know about
- Some culture _____ MELAL LANGUAGE INSTITUTE _____.
 - refers to a _____
 - refers to sharks as a class or group
- The queen will address Parliament this week.
 - refers to a specific queen
 - refers to queens generically
- A queen can address Parliament.
 - refers to a specific queen
 - refers to queens generically

D **Grammar Practice.** Complete the statements about product claims. Insert **a**, **an**, or **the** before a noun or noun phrase where necessary. Write **X** if the noun should not have an article. Explain each answer.

"Machine is indefinite and introduced for the first time."


- A British company claims to have invented a machine that allows the people to talk with their pets. the machine, called the PetCom, will be available this fall.
- It's well known that the carrots are a good source of the vitamins. In fact, research has determined that drinking a glass of NutriPure carrot juice every day can add X years to your life.
- The WeightAway diet plan promises to help you lose X weight fast. The company guarantees that people following the diet plan can lose up to 10 kg per week.
- Last week, the news reported that thousands of people had sent X money to an organization advertising a shampoo that an organization claimed would grow X hair overnight.
- Our Intellihat is guaranteed to make you smarter. Special mirrors on the hat use the power of the sun to increase brain activity.

NOW YOU CAN Evaluate suspicious claims

A **Group Work.** What suspicious claims have you seen on TV or in advertisements? Write the claims on the board and decide which ones you think are "believable," "unlikely," or "ridiculous." Explain your opinions.


B **Use the Conversation Strategies.** With a partner, use the Conversation Snapshot as a guide to evaluate these suspicious claims. Start like this: "It says here..."

AMAZING JUICE!!




Guarantees Weight Loss!
 Eat anything you want. Just drink Miracle Juice before you eat and watch the weight melt away! We promise you'll see big results in just 24 hours! Buy now and get two bottles of Miracle Juice for the price of one!

New Audio CD Keeps Babies Asleep All Night!



New technology creates sounds that calm even the fussiest infant! You'll never have to wake up in the middle of the night again! Call 1-800-SHH-BABY now to order. As a bonus gift, the first 100 callers will receive a free portable CD player, perfect for car or stroller!

Attract your Soulmate!



Put our amazing lucky charm in your pocket and you'll receive a marriage proposal in one week. Guaranteed! If you're not completely satisfied, we'll refund your money.

GOAL

Discuss fears and phobias

A Reading Warm-up. What are you most afraid of? Do your fears ever interfere with your life?

B Reading. Read the article. Which phobias do you think would be the most difficult to live with? Explain.

What are you afraid of?



understand. "It's all in your mind" is a common response. But it's believed that 10% of the population has some kind of phobia or overwhelming anxiety—and for them, it's no joke.

3 We all have a built-in defense system to protect ourselves from danger. Our heartbeat gets faster, our throat goes dry, sweating increases, and we do anything we can to remove ourselves from danger. This is normal. But phobias are exaggerated fears, usually unrelated to real dangers, and trying to avoid the cause only makes the phobias worse.

4 The list of recognized phobias is enormous, ranging from fear of spiders (arachnophobia) to fear of technology (technophobia). People can develop fears of almost anything. For some, being in social situations fills them with dread that others are looking at them critically or talking about them behind their backs. People with phobias often feel embarrassed or silly for having their fear. Although they know there's no actual danger, they're unable to make the fear go away.

1 Are you so terrified of getting on a plane that you avoid traveling? Does seeing a spider in the sink make your blood run cold? When you go to the doctor for a shot, does the sight of the needle make you want to run the other way? If these situations—or the sight of blood, standing at great heights, going to the dentist, or being in open spaces—fill you with dread, then you may have a phobia.

2 Phobias are often laughed off as being totally irrational. People who don't have these fears find them difficult to

5 If a phobia or an anxiety takes over your life, you may want to do something to try and help you deal with it—or

even eventually overcome it. Let's say you're afraid of the dark. Try sleeping with a night light so that it's not so dark. The phobia won't necessarily go away, but you may be able to get a good night's sleep. There are a number of relaxation techniques you can try, such as meditation or deep breathing, which can help you control your anxiety.

6 And by all means, if you find the phobia getting in your way, interfering with doing what you want to do and being who you want to be, talk to your doctor. Chances are your phobia is not as weird as you may think it is. Keep in mind that you're not alone, and your doctor can probably help you.

There are hundreds of phobias, and they each have a name—some you may have never heard of!

- acrophobia: heights
- agoraphobia: open spaces
- arithmophobia: numbers
- aviophobia: flying
- brontophobia: thunder and lightning
- claustrophobia: enclosed spaces
- dentophobia: dentists
- hydrophobia: water
- mechanophobia: machines
- necrophobia: death
- nyctophobia: the dark
- oneirophobia: dreams
- technophobia: technology
- xenophobia: foreigners or strangers

On your ActiveBook disc: *Reading Glossary* and *Extra Reading Comprehension Questions*

Information sources: www.bbc.com and www.phobiaslist.com

C Scan for Information. Scan the article and write the number of the paragraph to address each of these questions. (Do not use a number more than once.)

How are phobias different from normal fears?
What can you do to deal with a phobia?
What different types of phobias are there?
What should you do if your phobia gets out of control?
How are phobias generally perceived?
How do you know if you have a phobia?

D Vocabulary. Expressions with **Mind**. Listen and practice.

make up one's mind If you make up your mind to do something, you decide to do it no matter what happens.

change one's mind If you change your mind, you change your opinion or decision about something.

keep (something) in mind If you keep something in mind, you pay attention to a piece of information because it may be important or helpful.

put (something) out of one's mind If you put something out of your mind, you try not to let it worry or bother you.

be all in one's mind If something is not real and a person is imagining it, you can tell the person, "it's all in your mind."

be out of one's mind If people believe you are out of your mind, they think you're behaving in a way that is crazy or foolish.

E Vocabulary Practice. Complete the paragraph with expressions with **mind**. Make any necessary changes.

Although Samantha had always had a fear of flying, she finally _____ (1) to travel by plane. Her friends had told her she could overcome her fear if she _____ (2) that there are very few plane accidents. However, just before boarding the plane, she _____ (3) and decided not to take the flight. When she suddenly turned around and said, "I just can't get on this plane," the other passengers thought she _____ (4). She was afraid the plane would crash, and she couldn't _____ (5). She knew there was no real problem. It _____ (6), but she couldn't control her phobia.

NOW YOU CAN Discuss fears and phobias

A Frame Your Ideas. Complete the questionnaire. Discuss your answers with your partner.

HOW CHICKEN ARE YOU?

Rate your response to each of the following situations.

- The plane you're on takes off or lands.
- The plane you're on encounters turbulence.
- You're at a party where you don't know anyone.
- You have to give a speech in front of fifty people.
- You're about to be given an injection by your doctor.
- Your doctor tells you that you need surgery.
- You're driving in a bad rainstorm.
- You're a passenger in a car during a bad rainstorm.
- You're looking out the window from the top floor of a skyscraper.
- You're looking over the edge of a high cliff.

RATE YOURSELF!

- 0 = not afraid at all
- 1 = a little uneasy
- 2 = somewhat fearful
- 3 = absolutely terrified

INTERPRET YOUR SCORE:

- 0-9 points = LIONHEARTED. Nothing seems to bother you.
- 10-18 points = CAUTIOUS. Hey, a little discomfort and anxiety never hurt anyone.
- 19-27 points = NAIL-BITER. Avoid too much excitement!
- 28-36 points = TOTAL CHICKEN. Doesn't take much to set you off, does it?

B Discussion. Use the questionnaire to survey the class. Which situations elicit the most fear? Why do you think so many people in the class found those situations frightening? How rational are those fears? What are some ways to overcome these fears?

GOAL

Describe and interpret a dream

A Word Skills. Using Participial Adjectives.

REMEMBER

A present participle can be used as an adjective to describe a noun or noun phrase.

The dream I had last night was very **disturbing**. ("Disturbing" describes the dream.)

A past participle can be used as an adjective to describe a noun or noun phrase, but it has a passive meaning.

After I woke up from the dream, I felt very **disturbed** by it. ("Disturbed" describes how the dream made me feel.)

3:09 Some participial adjectives

confusing	confused
depressing	depressed
disappointing	disappointed
disturbing	disturbed
embarrassing	embarrassed
enlightening	enlightened
exciting	excited
fascinating	fascinated
frightening	frightened
shocking	shocked
startling	startled
surprising	surprised

B Word Skills Practice. Circle the correct participial adjective. Make a check mark next to those with a passive meaning.

- The violent images that appear in dreams can be very (shocking / shocked). But psychologists say we shouldn't be (shocking / shocked) by anything that appears in our dreams.
- Mark found his frequent nightmares extremely (depressed / depressing).
- I was (surprising / surprised) to learn that everyone has dreams, even if they don't remember them.
- Researchers were (fascinating / fascinated) by the discovery that young children do not dream about themselves until the age of three or four.
- Sometimes nightmares are so (startling / startled) that the brain reacts, causing some people to jerk their arms and legs suddenly while they sleep.

C 3:10 **Listening. Listen for Details.** Listen to the radio call-in program. After each call, answer the questions about each dream.

Margo's dream	Simon's dream
1. How often has she had the dream?	1. How often has he had the dream?
2. How does she feel during the dream?	2. How does he feel during the dream?
3. What effect does the dream have on her afterward?	3. What effect does the dream have on him afterward?

D 3:11 **Listening. Compare and Contrast.** Listen to the two calls again. Then after each call, summarize and compare and contrast:

- Margo's and Dr. Walker's interpretations of Margo's dream
- Simon's and Dr. Walker's interpretations of Simon's dream

E Discussion. Do you agree with what Dr. Walker says about dreams? If not, what purpose do you think dreams serve? Do you believe they predict the future? Listen again if necessary.

NOW YOU CAN Describe and interpret a dream

A Pair Work. If it is true that a dream can indicate the fears and wishes of the dreamer, how would you match the common dreams below with some possible meanings? If you don't find a meaning you agree with, write your own interpretation.

Common dreams

- falling from a steep cliff
- flying in a hot-air balloon
- being chased by a terrible monster
- climbing an endless flight of stairs
- failing an important exam
- winning a sports event or contest

Possible meanings

- desire to escape a responsibility or task
- fear of failure
- high self-esteem
- pride in one's achievements
- desire for success
- lack of self-confidence

B Notepadding. Write some notes on your notepad about a recurring dream—a dream you've had more than once—or a particularly memorable dream.

Who was in the dream?	How often have you had this dream?
What was it about?	What do you think it means?

C Pair Work. Tell your partner your dream, using the notes on your notepad. Discuss alternative interpretations.

Writing: Describe a superstition

Subject-Verb Agreement

In English, verbs and subjects must always agree in number.

A **belief** in superstitions is very common in different parts of the world.

Remember these rules:

- When the subject and verb are separated by other words, the subject and verb must still agree.

The **stories** that my grandmother tells me **are** fascinating.

- When two subjects are connected with **and** in a sentence, the verb is plural.

A **black cat** and a **broken mirror** **are** symbols of bad luck.

- When verbs occur in a sequence, all the verbs must agree with the subject.

My sister **believes** in ghosts, **avoids** the number 13, and **carries** a rabbit's foot in her pocket.

- When the subject is an indefinite pronoun like **each**, **everyone**, **anyone**, **somebody**, or **no one**, use a singular verb.

Everyone **worries** about the evil eye.

- When the subject is **all**, **some**, or **none** and refers to a singular count noun or a non-count noun, use a singular verb. Otherwise, use a plural verb.

If salt is spilled by accident, **some is** immediately thrown over the shoulder. Some superstitions are outdated, but **some are** not.

A Prewriting. "Freewriting" for Ideas.

- Choose a superstition you're familiar with. On a separate sheet of paper, write, for five to ten minutes, any words, phrases, statements, or questions about the topic that come to mind. Write quickly. Do not take time to correct spelling, punctuation, organization, etc.
- Read what you wrote. Circle ideas that go together and add more details.

B Writing. On a separate sheet of paper, describe a superstition. Use your freewriting notes for ideas.

C Self-Check.

- Does every sentence have a subject and a verb? Underline all the subjects and circle all the verbs.
- Do all the subjects and verbs agree? Correct errors in agreement.

ERROR CORRECTION

Identify and correct the errors in subject-verb agreement in the paragraph below.

One common superstition in Western countries concern the number thirteen. Because they are considered unlucky, many situations involving the number thirteen is frequently avoided. For example, in the past, the thirteenth floor of tall apartment buildings were often labeled "fourteen." While that is rare today, there are still many people who are uncomfortable renting an apartment on the thirteenth floor. In addition, there is a general belief that Friday the thirteenth brings bad luck, increases the chance of mishaps, and make it more difficult to get things done effectively.

Freewriting

the number 13

tall buildings

no 13th floor

Why won't people rent?

Friday the 13th

unlucky day

difficult to get


make appointments

MELAL LANGUAGE INSTITUTE

Review

ActiveBook: More Practice

grammar · vocabulary · listening
reading · speaking · pronunciation

- A**  **Listening.** Listen to the conversations. After each conversation, summarize the claim that the people are talking about. Then listen again. After each conversation, decide whether the people find the claim believable, unlikely, or ridiculous.

	What is the claim?	believable	unlikely	ridiculous
1.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- B** Correct the errors in article usage.

A lucky charm is the object that some people carry because they think it will bring good luck. My lucky charm is a rabbit's foot that I received as gift on my birthday. I don't really know if it has ever brought me a good luck, but I always carry it in my pocket. Since medieval times, the rabbit's feet have been said to bring a good fortune because people believed that witches were capable of turning themselves into rabbits or hares when they were being chased. Both rabbit and hare are very fast animals, so witches stood a good chance of escaping if they turned into one of them. Since then, the people have believed that carrying a rabbit's foot will protect them.

- C** Choose the correct expression to complete each sentence.

- If you have a fear of spiders, you should _____ that spiders are very easy to kill.
 - make up your mind
 - keep in mind
- Though he was hesitant at first, in the end he _____ to seek help for his problem.
 - was out of his mind
 - made up his mind
- She made the decision to get married, but a month before the wedding, she _____.
 - changed her mind
 - kept it in mind
- People who have a phobia find it very difficult to _____.
 - make up their mind
 - put it out of their mind

_____ adjective.

- When I was a child, a sudden bolt of lightning struck our house. I've been (frightened / frightening) by lightning ever since.
- Some may find it (surprised / surprising) to learn that British statesman Winston Churchill liked to pet black cats for good luck.
- John felt (enlightened / enlightening) by Dr. Howe's informative seminar on identifying and overcoming phobias.
- Mary was (disturbed / disturbing) that her exam was scheduled for the 13th—a sure sign of bad luck.
- The author's comparison of superstitions from around the world is absolutely (fascinated / fascinating).

Travel hassles and experiences

Preview

GOALS After Unit 6, you will be able to:

- 1 Express regret or relief
- 2 Ask someone for a favor
- 3 Describe a "travel nightmare"
- 4 Explain a life-changing event

A Topic Preview. Look at the travel supplies catalogue. Circle any products that seem useful to you.

Travel Wise

A New Concept in Travel Supplies

"I could have avoided so many hassles on my last vacation if I'd bothered to read your catalogue first."

—Joseph DeLeon, Montreal, Canada

"If I had had some of these terrific products when I was traveling in Europe, my trip would have gone much more smoothly!"

—Marta Chela-Flores, Caracas, Venezuela

The Point-O-Gram

Don't know the language? No problem! Point to the pictures on this foldable card and communicate with people in any culture.

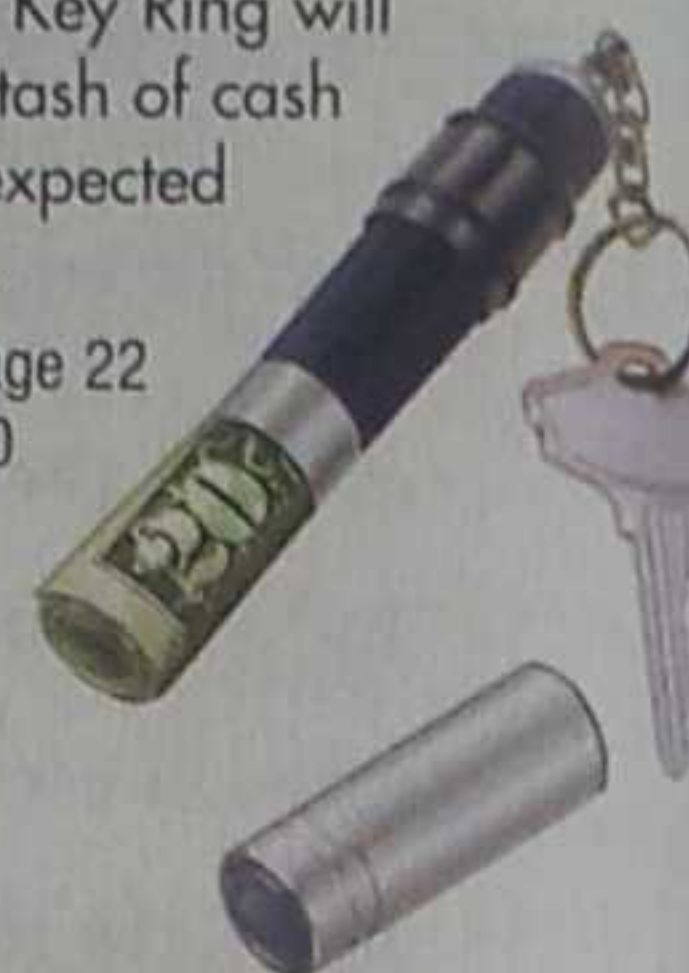
Details on page 7
Item # 20027



Cash Stash Key Ring

Run out of cash? Never! The Cash Stash Key Ring will hold your stash of cash for that unexpected emergency.

Details on page 22
Item # 20030



The Docu-Pouch

Tired of fumbling around for your passport and boarding pass? Avoid unnecessary delays at airport security. Keep your most important travel documents close at hand.

Details on page 9
Item # 20028



The Dry Pack

Don't let anything spoil your day at the beach. Our waterproof waist pack will let you keep your valuables with you while you swim.

Details on page 26
Item # 20031



Featured Products



Conversion Wizard

Want to know how much that suit costs in your currency? Pesos, yen, dollars, won, reals, euros—you name it! Work out the price instantly with our handy currency converter.

Details on page 4
Item # 20026

Luggage Spotters

Let's face it—too many suitcases look alike. Spot your bags from a distance with our practical fluorescent grips. Four per package.

Details on page 19
Item # 20029



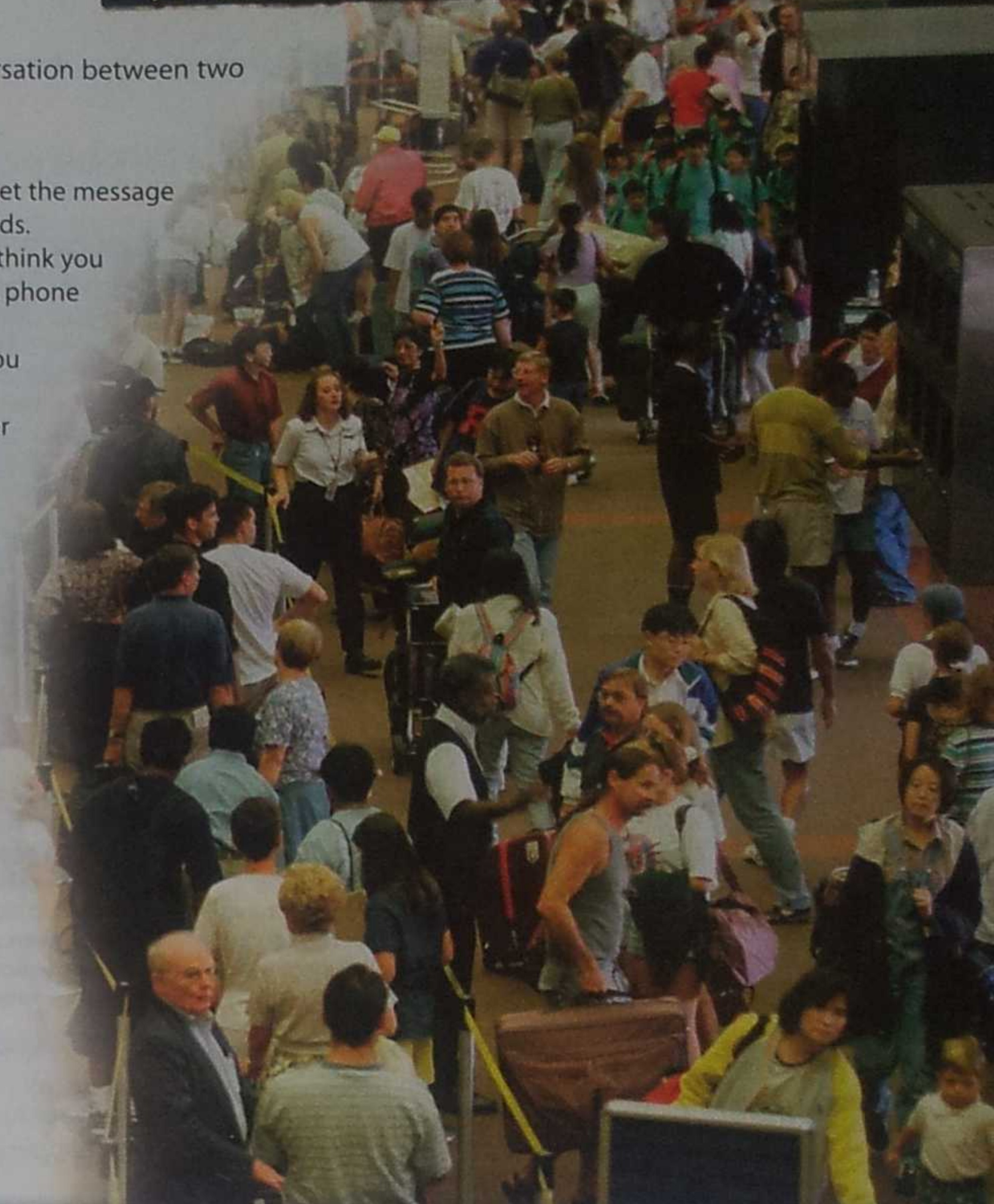
3

B Express Your Ideas. Have you ever needed and wished you'd had one of these products? If you were to go on an overseas trip, which travel supplies from the catalogue would you consider taking?

← Gates 68-71
← Restrooms
← Elevator
← Down to Information

↑ Medical Clinic

Gates 1-59 ↑
Gates 60-67 ↑



C Sound Bites. Read and listen to a conversation between two business colleagues at the airport.

SUSAN: Hi, Pete. What a horrendous line!

PETER: It's always like this lately. You'd think they'd get the message and hire some more people to deal with these crowds.

SUSAN: Yeah. This isn't moving at all. Hmm. Do you think you could watch my bags a sec? I need to make a quick phone call and I don't have my cell.

PETER: Go for it. Or on second thought, why don't you just use mine?

SUSAN: Thanks. But it's an international call. I'd better use the public phone. I can charge it to the office.

D Summarize. Answer the questions.

1. What's the problem?
2. What favor does Susan ask of Peter?
3. Why does Susan decline Peter's offer?

E Paraphrase. Read the conversation again. Then say each of these statements another way.

1. "What a horrendous line!"
2. "You'd think they'd get the message."
3. "Do you think you could watch my bags a sec?"
4. "Go for it."
5. "On second thought, . . ."

STARTING POINT

Brainstorm Ideas. With a partner, discuss and list some of the kinds of hassles that occur when people travel. Write the name of a product or idea that might help in dealing with each problem.

	Hassle	Useful product or idea
on planes		
on trains		
on buses		
with language		
with money		
with food		

GOAL

Express regret or relief

A ^{3:14} **Grammar Snapshot.** Read the interviews and notice the conditional sentences.



This is Travel TV, and I'm Carolyn Savoy.

SAVOY: I'm here with Pietro Nasta, who just arrived in New York on a flight from Rome. He made the mistake of putting his film in his checked luggage, and it got damaged during screening. Isn't that right, Mr. Nasta?



NASTA: Unfortunately, yes. **If I'd put the film in my carry-on, it wouldn't have gotten damaged.** Good thing I brought along my digital, too!

SAVOY: We're at the lost baggage counter with Sonia Granger, who's filling out a claim form for two bags that disappeared on her flight from Buenos Aires. Ms. Granger, what happened?



GRANGER: I could just kick myself! **If only I'd put some of my essentials in my purse!** Everything I needed was in those bags. **If I'd taken a few simple precautions, I wouldn't be in this predicament now!**

SAVOY: I'm standing here with Kazu Kamamura. Mr. Kamamura, you just arrived from Tokyo. Did you have any problems with customs or immigration?



KAMAMURA: Actually, no. It was very easy. I only needed my passport. I'm lucky. **If I weren't Japanese, I probably would have needed a visa, too.**

PRONUNCIATION BOOSTER ▶ p. P6

- Regular past participle endings
- Reduction in perfect modals

B **Relate to Personal Experience.** Have you ever lost your luggage, forgotten your ID or passport, or taken something through security by mistake? What happened?

C **Grammar. Conditional sentences with mixed time frames**

Review: present and past conditional sentences

Look at the sequence of tenses in the **if** clause and the result clause.

The present factual conditional: If you **check** the luggage limits, you **'ll avoid** / **'re going to avoid** / **may / might / can avoid** extra charges.

The present unreal conditional: If they **traveled** more often, they **wouldn't be** / **might not be** upset about all the delays.

The past unreal conditional: If I'd **looked** at the expiration date, I **would have renewed** / **could / might have renewed** ...

Mixed time frames

In some cases, the sequence of tenses in past conditional sentences changes to support specific meaning. Look at the following examples.

A past unreal condition with a present result: If I'd **made** a hotel reservation, I **wouldn't be staying** with my relatives. (I didn't make a hotel reservation, so I'm staying with my relatives.)

A permanent unreal condition with a past result: If I **weren't** Japanese, I **might have needed** a visa to enter the country. (I'm Japanese, so I didn't need a visa to enter the country.)

GRAMMAR BOOSTER ▶ p. G4

- The conditional: overview
- Special cases

D **Understand the Grammar.** Choose the sentence that best explains the meaning of each quotation.

- "If my sister had watched her bags more carefully, her jewelry might not have gotten stolen."
 - My sister doesn't watch her bags carefully, so her jewelry might get stolen.
 - My sister didn't watch her bags carefully, so her jewelry got stolen.
 - My sister watched her bags carefully, so her jewelry didn't get stolen.
- "If the agent had printed the tickets correctly, I wouldn't be waiting around for new ones to arrive."
 - The agent printed the tickets correctly, so I don't have to wait around for new ones to arrive.
 - The agent didn't print the tickets correctly, so I have to wait around for new ones to arrive.
 - The agent didn't print the tickets correctly, so I had to wait around for new ones to arrive.
- "If my friend's luggage hadn't been stolen, he would go on the sightseeing tour."
 - My friend's luggage was stolen, so he isn't going on the sightseeing tour.
 - My friend's luggage wasn't stolen, so he's going on the sightseeing tour.
 - My friend's luggage was stolen, so he didn't go on the sightseeing tour.
- "If we hadn't remembered to bring our passports, we could have gotten into big trouble."
 - We remembered to bring our passports, so we didn't get into big trouble.
 - We didn't remember to bring our passports, so we got into big trouble.
 - We didn't remember to bring our passports, but we didn't get into big trouble.
- "If I were the kind of person who comes on time, I wouldn't have missed the plane."
 - I'm not the kind of person who comes on time, so I missed the plane.
 - I'm the kind of person who comes on time, but I missed the plane.
 - I'm not the kind of person who comes on time, but I didn't miss the plane.

E **Grammar Practice.** Complete the statements. Use a negative if appropriate.

Situation 1: Your friend is having trouble fitting some gifts in her luggage.

- If you _____ (check) the size of your suitcase, you wouldn't have this problem now.
- Truth is, you _____ (be) worrying about this now if you had gotten a bigger suitcase to begin with.
- If you _____ (have to) leave today, you could get a new suitcase.

Situation 2: You and a friend are spending your first day visiting Athens.

- If we hadn't gotten up so late, we _____ (see) half of Athens already!
- I'm sure we _____ (find) the Parthenon earlier if we'd brought a guidebook.
- Do you think we might get better directions if we _____ (know) how to speak Greek?

NOW YOU CAN *Express regret or relief*

A **Notepadding.** On a separate sheet of paper, make a list of _____ problems when you travel.

2. *Losing a ticket*

B **Use the Grammar.** Role-play a TV interview at an airport in another country. Use the conditional to express regret or relief. Use the Grammar Snapshot as a guide and your list for ideas.

IDEAS

Problems with . . .

- luggage (carry-ons, security . . .)
- documents (passports, visas, tickets . . .)
- valuables (jewelry, money, cameras, laptops . . .)
- people (passengers, flight attendants, family . . .)
- reservations (hotels, flights, car rentals . . .)

"If I hadn't forgotten to pack my aspirin, I might not have this headache now. Can you tell me if there's a drugstore at the airport?"

GOAL

Ask someone for a favor

A ^{3:15} **Conversation Snapshot.** Read and listen. Notice the conversation strategies.

- A: Paul? I wonder if you could do me a favor.
- B: What's that?
- A: I need to talk to the agent at the counter. Do you think you could keep an eye on my things for a few seconds?
- B: Of course. I'd be happy to.
- A: Thanks so much. I'll only be a moment.

^{3:16} **Rhythm and intonation practice**

B ^{3:17} **Vocabulary. Ways to Ask for a Favor.** Listen and practice.

Would you mind...

keeping an eye on my things?



holding my place in line?



moving that bag?



turning the TV up a bit?



Could you please...

let me know when my package arrives?



give me a hand with my bag?



get me a taxi?



point me in the right direction?



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C ^{3:18} **Listening. Listen to Activate Vocabulary.** Listen to the conversations and determine which favors the people are asking for. Then listen again and use the expressions from the Vocabulary to complete each statement. Make changes as needed.

- 1. He wants him to _____
- 2. She would like her to _____
- 3. He needs her to _____
- 4. She's asking him to _____
- 5. He wants her to _____
- 6. She wants someone to _____



NOW YOU CAN Ask someone for a favor

A Use the Conversation Strategies. Role-play all the possible opportunities in the illustration to ask for a favor. Use the Conversation Snapshot and the Vocabulary as a guide. Start like this: "Excuse me ..."



B Discussion. Do you think people are generally helpful and polite? Support your ideas with personal examples.

GOAL
Describe a "travel nightmare"

A Reading Warm-up. Have you ever had any serious problems while traveling? What happened?

B Reading. Read the magazine article. Do you think the travel tips are useful?

SMART TRAVELER | TRIPFIX
A Valuable Lesson

Dear Maxwell:

My wife and I recently traveled to Portland with our children and stayed at the Fairview Hotel. While we were out, our rooms were burglarized. Two laptops, a digital video camera, and a smart phone were stolen, among other items.

The loss was particularly devastating because one laptop contained data that enable me to operate my business. Hotel records indicated that a housekeeping key was used to enter the room. More than a day went by before any employees were questioned, and then only after we insisted that the hotel investigate. In our opinion, the staff failed to provide my family with secure lodging. What's more, they made no attempt to recover or replace over \$12,000 worth of stolen property. Can you help us?

—M. Smith, New York, NY



Brown's response:

The only thing you and the Fairview can agree on is that your room was burglarized. Mark Rogers, the hotel's general manager, insists your complaint was handled properly.

As a "gesture of goodwill," the Fairview refunded your \$645.12 room charge. The insurance company added \$1,220. Is that enough? I don't think so. After we intervened, the Fairview agreed to a settlement that covered your entire loss.

Lessons learned:

- Leaving \$12,000 worth of property in a hotel room is always a bad idea. All hotels have safes for valuables. Ask at the front desk. Some in-room safes are now big enough for a laptop.
- If you back up important data before you leave home, your loss will be limited to hardware. Another tip: Take out travel insurance, which would cover a burglary. And check your homeowner's insurance: It might cover your losses.
- Maybe it's not always necessary to take all that equipment with you when you travel. Consider leaving your laptop at home. Several online sites offer a service that allows you to connect with your home or work computer remotely from any Internet-connected computer.
- If I were you, on my next trip I wouldn't let my laptop—or any other valuables—out of my sight. That's the only way to make sure they aren't stolen.

—Maxwell Brown

IN OUR NEXT ISSUE

- Avoiding pickpockets
- Tipping
- Car rental information
- Exchanging currency for local cash
- Avoiding jet lag

Info

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"If Maxwell Brown had stayed at the Fairview Hotel, he would have..."

C Apply Ideas. With a partner, summarize what Maxwell Brown would have done in the same situation. Use the past unreal conditional.

D Express and Support an Opinion. Discuss your ideas and explain your reasons.

1. Do you agree with Mr. Smith that the hotel was responsible?
2. Do you think Mr. Smith had the right to claim \$12,000 from the hotel?
3. Do you think the problem was resolved correctly?

E Word Skills. Using Participial Adjectives as Noun Modifiers.

The past participle of a transitive verb can function as a noun modifier.

burglarized	The room was burglarized by two men. The burglarized room was searched by the police.
broken	Jim's new camera got broken. The broken camera wasn't under warranty.
soiled	When my suitcase opened, all of my jackets got soiled. I took the soiled jackets to a dry cleaner.
crushed	My laptop was crushed by the bus. The bus company compensated me for the crushed laptop .
stained	My silk tie got stained. The stained tie couldn't be cleaned.
torn	Her blouse was torn by the hotel laundry. The hotel offered to repair or replace the torn blouse .
damaged	The luggage was damaged by the airline. The airline claimed that it was not responsible for the damaged luggage .

F Word Skills Practice. On a separate sheet of paper, rewrite each sentence containing an underlined object pronoun, using a participial adjective as a noun modifier.

Example: They canceled the tour of the museum. When we complained, they offered to reschedule it.

When we complained, the tour operator offered to reschedule the canceled tour.

1. Julie's raincoat was stained. She took it to the cleaners.
2. Someone stole the car we rented. The police found it the next day.
3. The tailor ruined my shirts. The owner of the store refused to compensate me for them.
4. While we were at the beach, I lost my sunglasses. Fortunately, the lifeguard found them.
5. I tore my sleeve on the door of the taxi. I'm sure it can be mended.
6. The mirror in our hotel room was cracked. The hotel promised to replace it but never did.
7. The tablecloth got soiled when the customer spilled the coffee. The manager said not to worry about it.
8. The chef burned my steak. When I returned it to the kitchen, the chef became angry.
9. After walking up all those stairs, I noticed that the heel of my shoe was broken. The guy in the shoe repair stand fixed it in less than ten minutes.

NOW YOU CAN Describe a travel nightmare

A Notepadding. Choose a travel nightmare you or someone you know has had. On your notepad, write the facts to help structure a story.

IDEAS

You got bumped from a flight.
Your reservation e-mail wasn't received.
Your passport and wallet were stolen.
Your rental car broke down.
Your flight had a twelve-hour delay.
Other: _____

Who took the trip?

When was the trip taken?

Where did the traveler(s) go?

What problems occurred?

What did the traveler want done about the problem?

hate, role-play a radio of editors like Maxwell Brown give advice in response to travel nightmares.

C Project. Write a letter asking for advice about one of the travel problems from the Role Play. Exchange letters and write advice in response.

GOAL
Explain a life-changing event

A ^{3:21} **Listening. Listen for Main Ideas.** Listen to the conversation about what happened to two families on separate vacations during the tsunami of 2004. Then complete the chart with a partner.

	Tilly's family	Shira's family
Where were they?		
What were they doing before the tsunami hit?		
What was the outcome?		

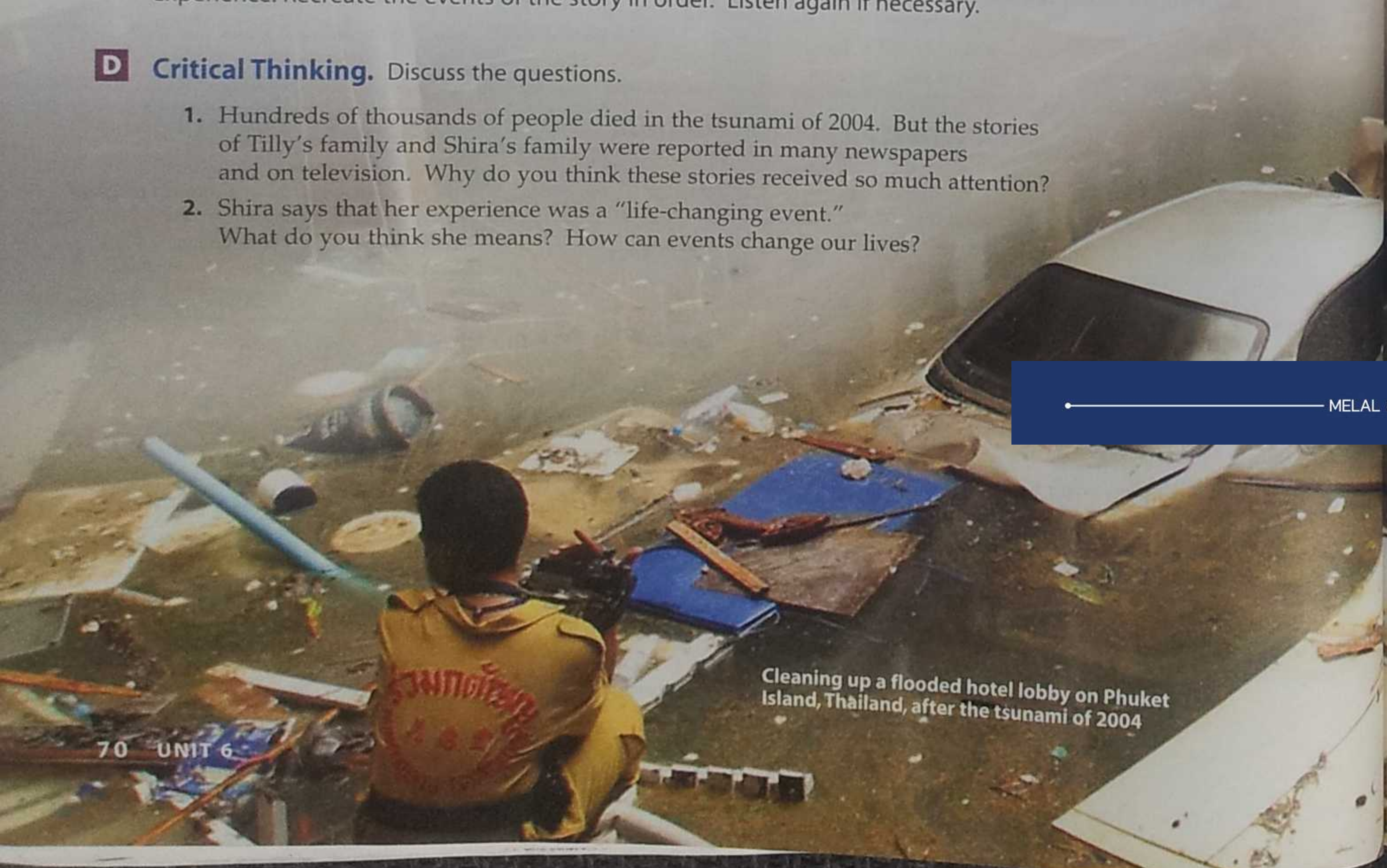
B ^{3:22} **Listening. Confirm Facts.** With a partner, read the following false statements. Then listen again and discuss what's wrong with each statement.

- The two families were in Thailand.
- Tilly and her family are from the United States.
- Tilly is a married woman with a ten-year-old daughter.
- Tilly was having breakfast when the tsunami hit.
- Tilly's family drove away in a van.
- Shira was playing on the beach when the tsunami hit.
- Shira's family was safe at the hotel.
- Shira's van was filled with water.
- Shira's family escaped by driving to a hotel several blocks away.

C **Summarize.** In small groups, choose Tilly's family's experience or Shira's family's experience. Recreate the events of the story in order. Listen again if necessary.

D **Critical Thinking.** Discuss the questions.

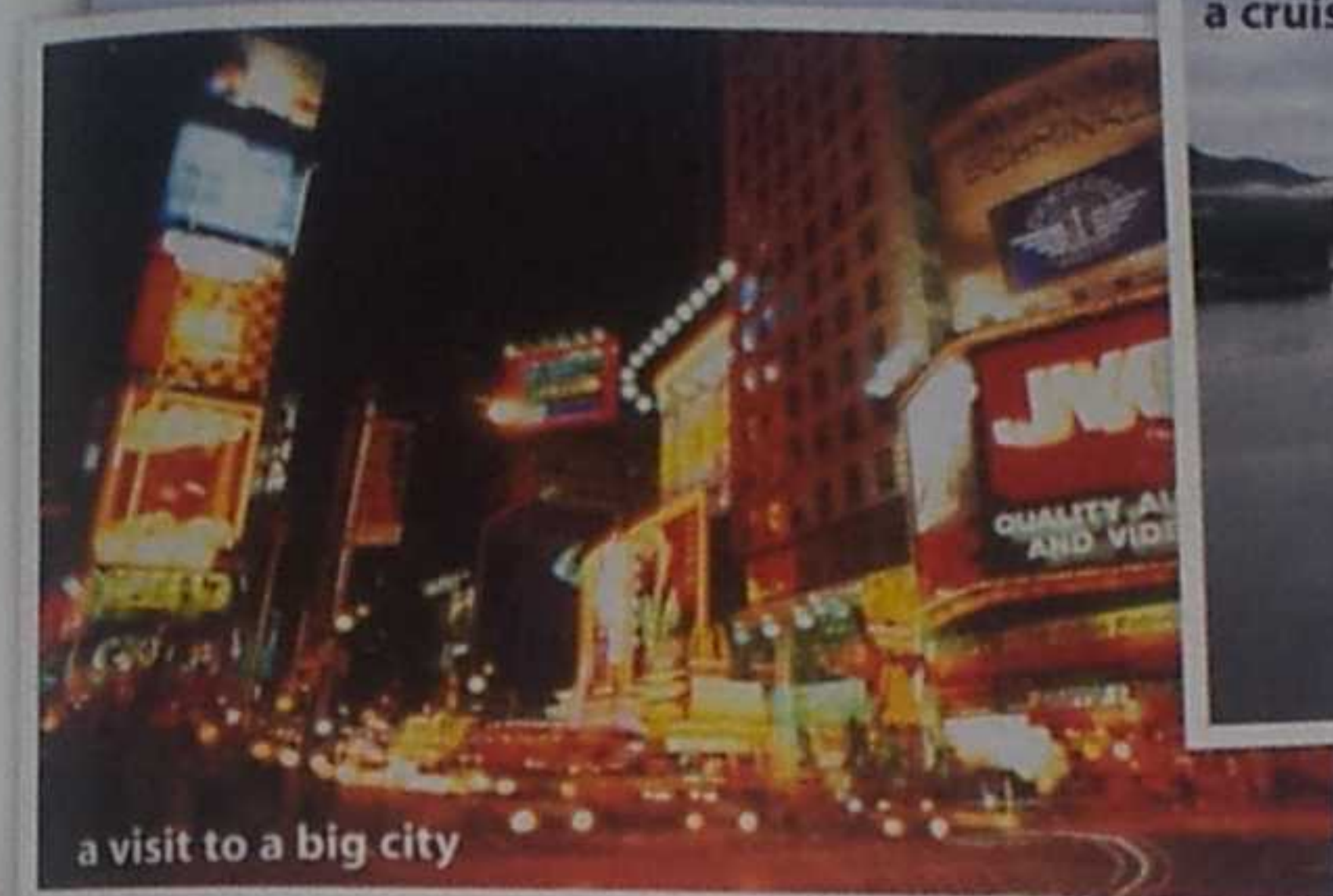
- Hundreds of thousands of people died in the tsunami of 2004. But the stories of Tilly's family and Shira's family were reported in many newspapers and on television. Why do you think these stories received so much attention?
- Shira says that her experience was a "life-changing event." What do you think she means? How can events change our lives?




Cleaning up a flooded hotel lobby on Phuket Island, Thailand, after the tsunami of 2004

NOW YOU CAN Explain a life-changing event

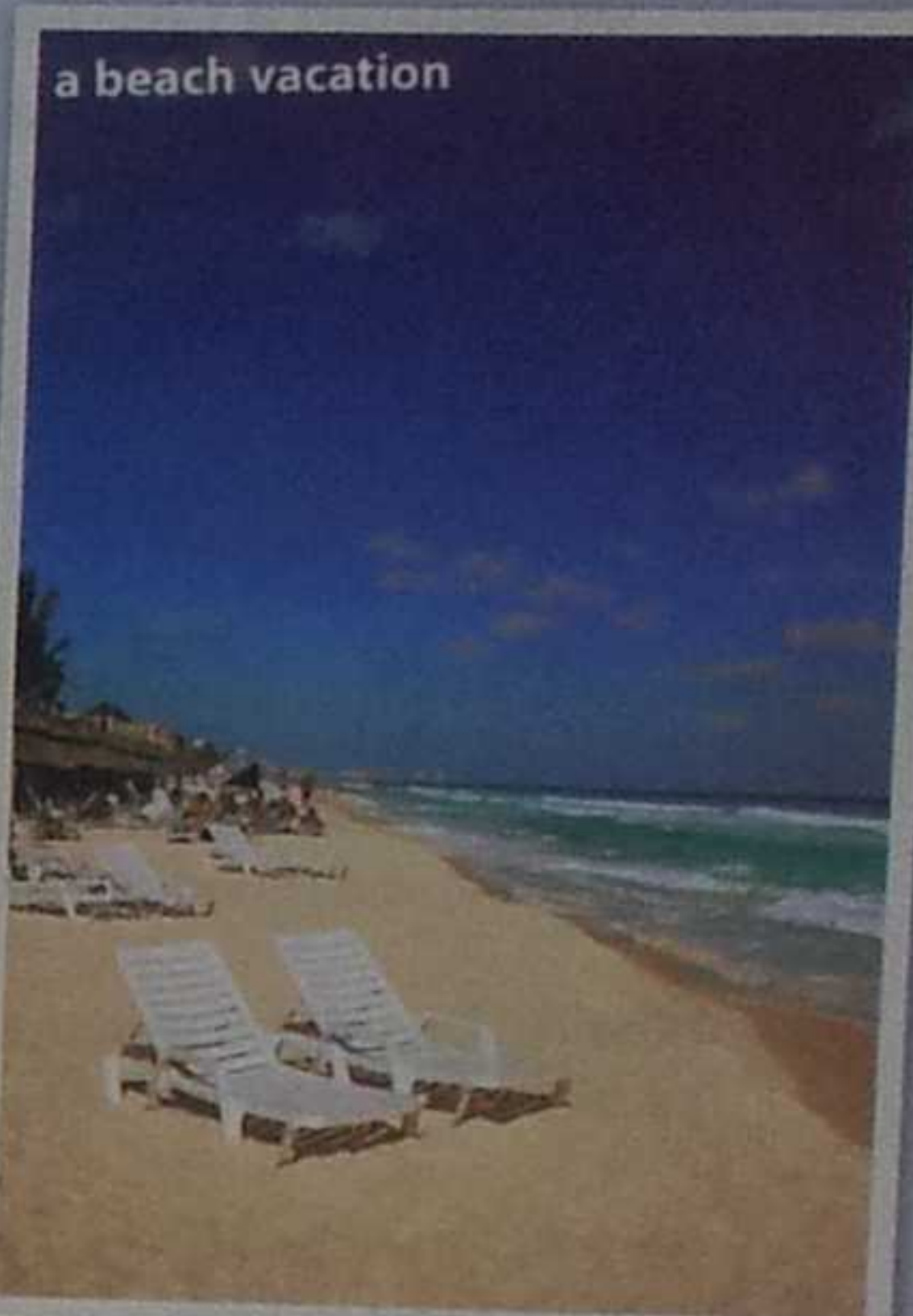
A **Notepadding.** In small groups, create a "chain story" about a fictional life-changing vacation experience, with each student adding a sentence until the story is complete. Write the sentences on your notepads. The story can be serious or carefree and end well or badly. Include an explanation of why this experience changed someone's perspective on life in some way. Look at the pictures for ideas.




a visit to a big city




a cruise




a beach vacation



camping in the woods



hiking in the woods



a guided tour

Vacation type and place: *camping in the woods*

Events (in order)

- A friend got sick.*
- We had to get back to town quickly, so...*

Vacation type and place:

Events (in order)

-
-
-
-
-
-
-
-

per if necessary.

B **Presentation.** Tell your stories to the class. Explain how the experience changed someone's life or taught someone something important. (Or if you have a story about a real life-changing experience, tell it to your class.)

"Last year, I went camping in the woods with some friends. One night, one of my friends got very sick. We had to get back to town quickly, so we carried him all the way down the..."

C **Write the Story.** On a separate sheet of paper, use the events on your notepad and add sequence words (*first, then, next, suddenly, finally, etc.*) to clarify the order of events. Add adjectives and adverbs to develop your story more fully.

Writing: Compare two cities

Organizing a Comparison and Contrast Essay

Writers choose ways to best organize their ideas in essays that compare and contrast places, objects, people, ideas, etc. They also include expressions of comparison and contrast within the body of the essay.

Organizing your ideas

1. Begin an essay by introducing the topic in an introductory paragraph.
2. Choose how to present and support your ideas in the paragraphs that follow.

Idea A: Discuss all the similarities in one paragraph and all the differences in another.

Idea B: Alternatively, you can focus on a specific topic in each paragraph, and discuss the similarities and differences within each paragraph. For example, this paragraph compares and contrasts the "pace of life" in each city.

3. Finally, summarize your ideas in a concluding paragraph.

(Introductory Paragraph)

New York and Los Angeles are both interesting and beautiful cities. They both have all the advantages and disadvantages that come with being large urban centers located along the East and West coasts of the United States. However, there are some differences too.

(Idea A)

New York offers world-class culture through its great museums and famous Broadway theaters. Likewise, Los Angeles has . . .

On the other hand, there are many differences between the two. New York is an older city with . . .

(Idea B)

I love the fast pace of New York. People are always rushing around. Los Angeles, on the other hand, is . . .

(Concluding Paragraph)

I actually like both cities very much. However, if I had to choose Los Angeles or New York, I would choose New York. I prefer the pace of life there and its history.

EXPRESSIONS

COMPARISON

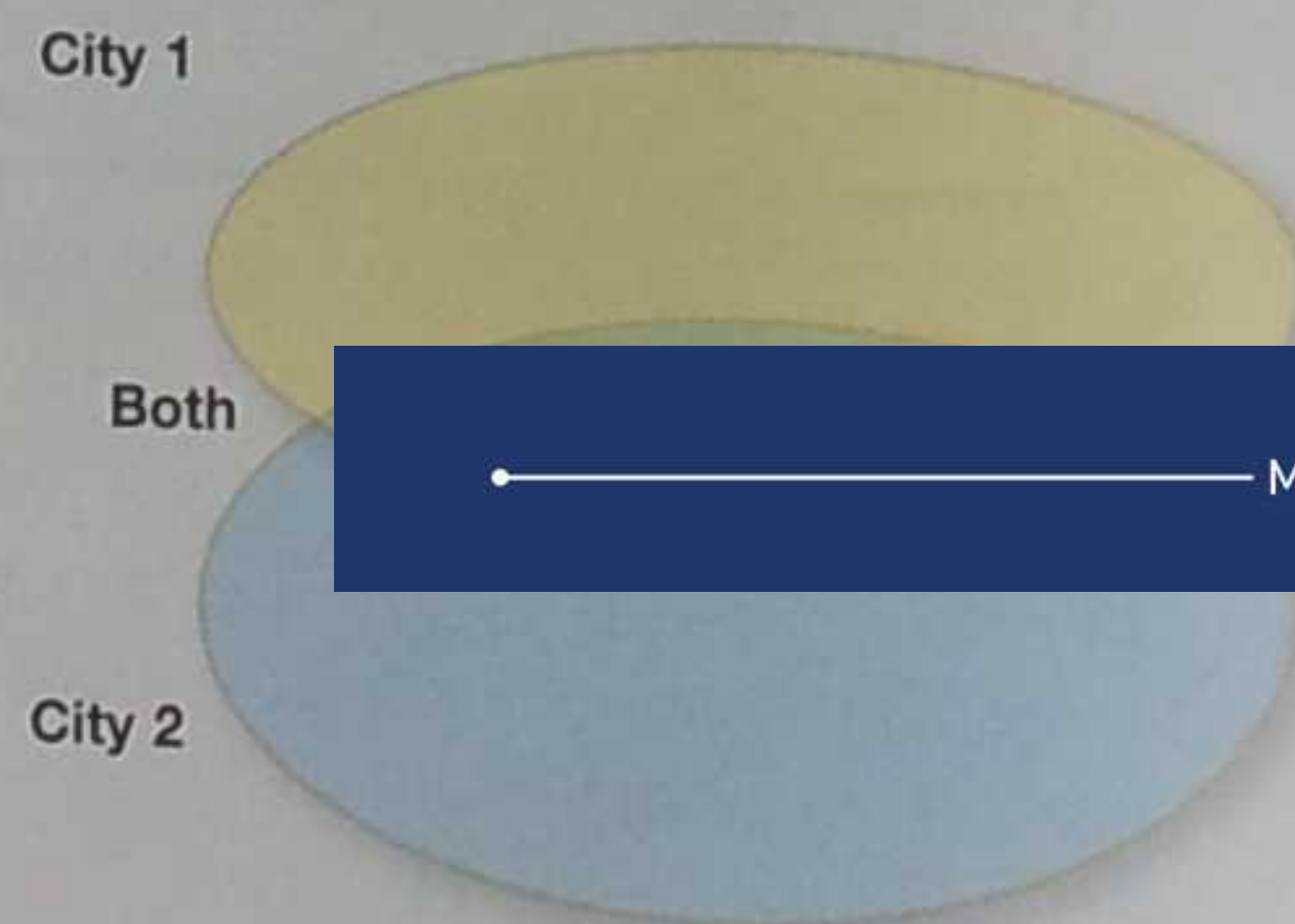
New York is . . . Similarly, (OR Likewise,) Los Angeles is . . .
New York has . . . and Los Angeles has . . . as well.
New York doesn't have . . . and Los Angeles doesn't either.

CONTRAST

While (OR Whereas) New York is . . ., Los Angeles is . . .
Unlike Los Angeles, New York doesn't have . . .
New York has . . . In contrast, (OR On the other hand,) Los Angeles has . . .

A Prewriting. Planning Ideas with a Chart.

On a separate sheet of paper, draw a diagram similar to the one on the right. Write the name of the city where you live now (City 1) and the name of a city you have traveled to (City 2). List the similarities and the differences.



B Writing.

On a separate sheet of paper, compare and contrast the two cities in your chart. Explain which city you would prefer to live in. Use expressions of comparison and contrast and conditionals.

C Self-Check.

- Did you use expressions for comparison and contrast correctly?
- Did you use conditionals to describe your preferences? Did you use them correctly?

Review

A Listening.

Listen to the radio talk show host read two letters describing travel hassles. Summarize each travel problem in one sentence.

summary of problem	
Letter 1	
Letter 2	

B

Now listen to the talk show host respond to the letters. Then listen again and write five travel tips based on his response.

1. _____
2. _____
3. _____
4. _____
5. _____

C

A man has just arrived on an overseas flight. His luggage got lost. Complete the man's statements. Use a negative if appropriate.

1. If my luggage _____ (turn up), I'm going to demand full compensation!

2. If I had known this would happen, I _____ (put) my camera in my carry-on.

3. If my friends weren't with me, I _____ (fly) right back home!

4. If this hadn't happened, I _____ (be) on my way to the hotel.

5. If we _____ (know) how long we had to wait, we could go get something to eat.

D

Write a polite request using "Could you please" or "Would you mind" for each situation.

1. _____ bring me a menu?
2. _____ helping me with my bags?
3. _____ turn the sound down a bit?
4. _____ hold my place in line?
5. _____ g me know when my daughter arrives?
6. _____ ng your bag out of the way?
7. _____ point me in the right direction?

Minds at work

Preview

GOALS After Unit 7, you will be able to:

- 1 Compare your strengths and weaknesses
- 2 Define an idea
- 3 Explain how you produce your best work
- 4 Debate preferential treatment for the gifted

A Topic Preview. Take the self-assessment quiz to determine your strongest areas of intelligence.

What kinds of intelligences do you have?



According to the theory of multiple intelligences developed by Harvard psychologist Howard Gardner, there are several kinds of “intelligences” rather than a single intelligence. A person can have high-level abilities in some intelligences and low-level abilities in others.

Rate your own intelligence for each type on a scale of 1 to 5, with 1 being “very low” and 5 being “very high.”

Visual and Spatial

- Creating art
- Understanding maps, charts, and diagrams

Mathematical

- Working with numbers and calculating amounts
- Understanding and analyzing statistics

Linguistic

- Playing with words, such as doing puzzles and telling jokes
- Learning foreign languages

Musical

- Playing a musical instrument
- Having a natural sense of rhythm

Physical

- Playing sports
- Assembling and repairing things, such as furniture or machines

Intuitive

- Creating or describing new ideas
- Sensing opportunity or danger before others do

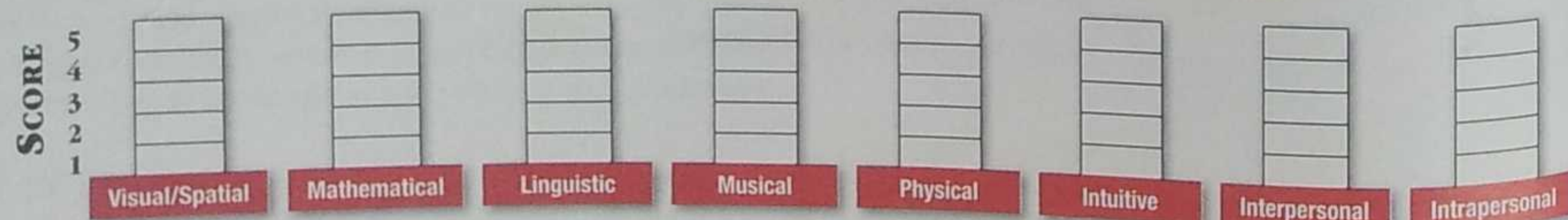
Interpersonal

- Cooperating with other people
- Communicating ideas to others, such as by teaching or persuasion

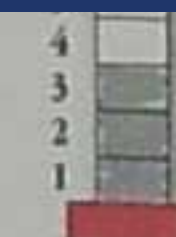
Intrapersonal

- Completing tasks independently, without help from others
- Knowing what your strengths and weaknesses are

B Total and Compare Scores. First use a pencil to shade the bars to show your scores. Then compare your scores with those of your classmates.



Example:



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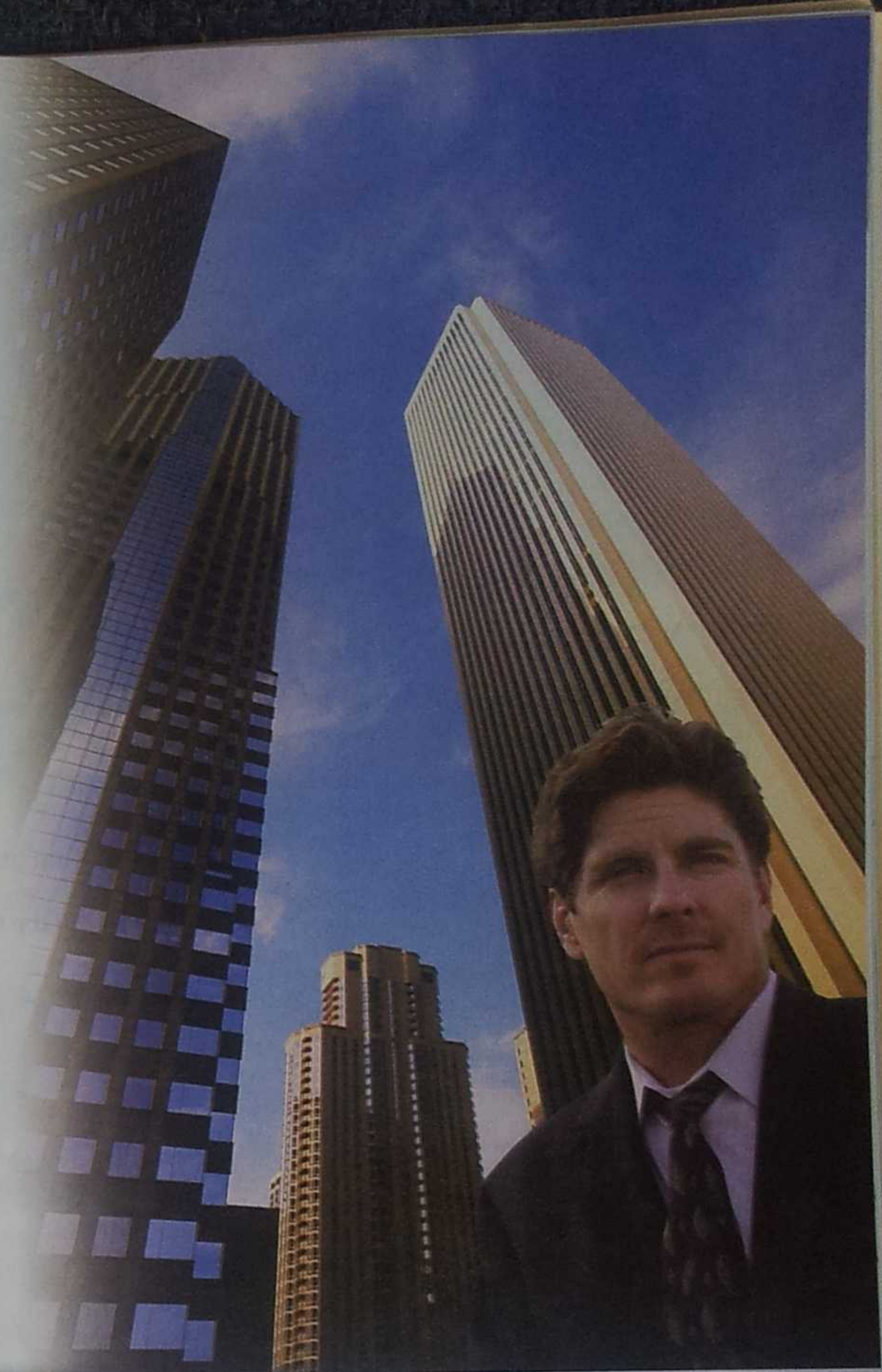
C ^{4:02} **Sound Bites.** Read and listen to a conversation about someone who turned his life around.

OLIVIA: Do you remember Johnny Nolan?
CHARLES: I think so. Wasn't he the kid who was always failing in class and getting into trouble?
OLIVIA: That's the one. Well, he's apparently turned his life around. I just heard he's the CEO of MegaStar Foods.
CHARLES: Get out of here! Johnny Nolan? Head of a multimillion-dollar company?
OLIVIA: I guess he turned out to have a real head for business.
CHARLES: That's for sure. I didn't think he had it in him.
OLIVIA: It just goes to show you—you can't judge a book by its cover.

D Paraphrase. Read the conversation again. Then say each of the statements another way.

1. “He’s turned his life around.”
2. “Get out of here!”
3. “He turned out to have a real head for business.”
4. “That’s for sure.”
5. “I didn’t think he had it in him.”
6. “You can’t judge a book by its cover.”

E Apply Ideas. What kinds of intelligences do you think Johnny Nolan might have? Why?



STARTING POINT

Access Prior Knowledge. Describe people you know or have heard of who...

did well in school but not in life.
 did poorly in school but well in life.

did well in both school and life.
 struggled in school or in life.
 always got into trouble.

What kinds of intelligences do you think these people have (or had)?

GOAL
Compare your strengths and weaknesses

A ^{4:03} **Conversation Snapshot.** Read and listen. Notice the conversation strategies.

A: I wish I had a head for figures. **I mean,** I can't even balance my own checkbook.

B: Well, you can't be good at everything.

A: I guess that's true.

B: If you ask me, I'd say you've got a real knack for languages.

A: Do you think so? Thanks.

^{4:04} **Rhythm and intonation practice**

B ^{4:05} **Vocabulary. Expressions to Describe Talents.** Listen and practice.

have a head for figures be good at mathematical calculations

have an ear for music be good at recognizing, remembering, and imitating musical sounds

have an eye for detail be good at seeing things that others don't notice

have a way with words be able to express your ideas and opinions well

have a knack for languages have a natural skill or ability to learn and speak foreign languages

have a good intuitive sense be able to draw conclusions based on feelings rather than facts

have a way with people be able to attract and influence people

be good with one's hands have the ability to use one's hands to make or do things

be mechanically inclined be able to understand how machines work



C Vocabulary Practice. With a partner, use the expressions in the Vocabulary to discuss the talents of the following people.



1. Irish writer James Joyce spoke thirteen languages.



2. The work of Chilean poet Gabriela Mistral, a Nobel Prize winner, conveyed profound feelings about common human experiences.



3. Indian genius Srinivasa Ramanujan astonished people by solving complex numerical problems instantly in his head.



4. U.S. industrialist Henry Ford built an early gasoline engine and one of the first automobiles.



5. Austrian psychologist Sigmund Freud had an immense capacity for understanding human behavior and feelings.



6. U.S. sculptor Louise Nevelson's abstract arrangements of wood, metal, and other materials demonstrated her artistic vision.



7. Joseph Dunninger was an American magician famous for reading people's minds and guessing their thoughts.

D Integrate Ideas. Identify people you know or have heard about who have each of the following intelligences. Use the Vocabulary on page 76 to describe their talents.

Interpersonal	<i>My older sister really has a way with people.</i>
Visual/Spatial	
Mathematical	
Linguistic	
Musical	
Physical	
Intuitive	
Interpersonal	
Intrapersonal	



E Pair Work. Tell a partner about the people you identified. Refer to the quiz on page 74 if necessary.

NOW YOU CAN **Compare your strengths and weaknesses**

A Notepadding. On your notepad, list some things you're good at and some things you're not so good at.

I'm good at ...	I'm not so good at ...
<i>communicating my ideas.</i>	<i>making things with my hands.</i>
I'm good at ...	I'm not so good at ...

B Use the Conversation Strategies. With a partner, compare and discuss your strengths and weaknesses. Use the Conversation Snapshot as a guide. Start by using one of the phrases in the box.

Discussing someone's abilities
Would you say you're good at _____?
How are you at _____?
If you ask me, I'd say _____.

Describing your own abilities
I'm good / not so good at _____.
_____ comes easy to me.
I have a knack for _____.
I wish I were / had _____.

C Presentation. Tell your classmates about your partner. Use the Vocabulary on page 76 when you can.

GOAL
Define an idea

A **Grammar Snapshot.** Read the article and notice the connecting words.

IQ and EQ: Do they matter?

Our IQ (intelligence quotient) is a measure of general intelligence based on an IQ test score. An IQ test, **however**, can be an accurate measure of intelligence **only if** there is such a thing as "general intelligence"—intelligence that enables us to undertake a variety of everyday mental tasks. Some scientists believe that we have several different intelligences rather than one general intelligence and that IQ tests cannot provide a complete measure of intelligence.

Although the intelligence quotient has prevailed as a way to estimate intelligence, the concept of emotional intelligence, developed by psychologist Daniel Goleman, explains what the

concept of general intelligence cannot. Emotional intelligence is the ability to motivate oneself, to focus on a goal, and to understand one's own emotions and those of others. According to Goleman, one's EQ (emotional intelligence quotient) can be high **even if** one's IQ is low, and it can also lead a person to success. A number of tests that measure EQ have been developed.

Because the science of investigating the brain is quite new, no theory of intelligence has yet been proved. **Nevertheless**, many institutions and private companies have accepted the idea that high IQs and EQs are crucial to success. **Consequently**, **unless** a new theory that is strong enough to take the place of the existing ones emerges, our abilities will continue to be measured with IQ and EQ tests.

Information source: www.bbc.co.uk

B Express Your Ideas. How do IQ and EQ differ? Do you think intelligence can truly be measured through tests? Why or why not?

C Grammar. Subordinating conjunctions and transitions

Use subordinating conjunctions to connect ideas within a sentence. Use transitions to connect ideas between sentences or paragraphs.

Meaning	Subordinating conjunctions	Transitions
one thing causes or is the result of another thing	because / since Since the science of investigating the brain is quite new, no theory of intelligence has yet been proved.	therefore / consequently Many companies believe high IQs and EQs are crucial to success. Therefore , they often require applicants to take IQ and EQ tests.
one thing contrasts with another thing	(even) though / although Some people have achieved extraordinary successes, even though they don't have high IQs.	however / nevertheless / nonetheless No theory of intelligence has yet been proved. Nonetheless , many institutions believe success depends on high IQs and EQs.
one thing will occur only if a specific condition exists	unless Unless a new theory emerges, our abilities will continue to be measured with IQ and EQ tests.	otherwise He must have a high IQ. Otherwise , he wouldn't have gotten that job.
one thing is a condition for another thing	as long as / if / only if / provided that You will get that job as long as your score on the IQ test is very high.	
a condition doesn't matter	even if One's EQ can be high even if one's IQ is low.	

REMEMBER
If a dependent clause begins a sentence or shows contrast, use a comma.
Even if one's IQ is low, one's EQ can be high. Some people achieve success, **although** they don't have high IQs.

NOTE: Use a comma after transitions.

NOTE: How used between case, they are set off by commas.
The IQ test, **however**, can be an accurate measure of intelligence only if there is a general intelligence. The IQ test, **therefore**, may not reflect a person's true intelligence.

PRONUNCIATION BOOSTER p. P7
• Intonation with conjunctions and transitions

GRAMMAR BOOSTER p. G10
• More conjunctions and transitions

D Grammar Practice. Circle the correct subordinating conjunctions or transitions.

Are people getting smarter?

IQ scores rise approximately twenty points with every generation. This increase is called the "Flynn Effect" **because / therefore**, it was discovered by New Zealand political scientist James Flynn. About fifty years ago, few people reached the scores most people get today. **Otherwise / Consequently**, if people taking an IQ test today were scored with the norms used fifty years ago, more than 90 percent of them would be classified as geniuses. **Nevertheless / Even though**

we are not more intelligent than our ancestors, **unless / otherwise**, we would all excel at everything we do. The rise in IQ seems to be caused by a combination of factors such as better nutrition, more schooling, and exposure to more complex technologies. Researchers believe that if our grandparents were born today, they would get the same scores we get **even if / as long as** they were exposed to the same environment and education we are exposed to.

Information sources: www.psychologytoday.com and www.sciam.com

E Grammar Practice. On a separate sheet of paper, rewrite each statement two ways, once with the connecting word(s) in **a** and once with the connecting word in **b**. Change the wording as needed to retain meaning.

- He has a high IQ, but he didn't get the job. (a. although b. nevertheless)
- She achieved success, although she doesn't do well on EQ tests. (a. however b. though)
- There isn't just one kind of intelligence, so intelligence is not easy to measure. (a. therefore b. since)
- If you get a high score, you'll be given an interview. (a. as long as b. unless)
- Intelligence can't be measured without considering the context in which a person lives, works, or studies. As a result, the same IQ test can't be used for people from different cultures. (a. because b. consequently)
- IQ tests can predict success in low-stress conditions, but they often fail to predict performance in stressful situations. (a. even though b. nonetheless)
- An IQ score will accurately measure a person's general intelligence if anxiety does not affect his or her performance during the test. (a. provided that b. unless)

NOW YOU CAN Define an idea

A Frame Your Ideas. Circle the characteristics you think demonstrate intelligence. With a partner, discuss why you think some show intelligence and others do not. What would you add?

capacity to learn artistic talent problem-solving ability
 capacity to understand good memory creativity
 common sense practical ideas
 ability to think abstractly
 other: _____

B Use the Grammar. In groups, discuss how you would define intelligence. Describe and give examples of the characteristics that people with intelligence have. Use subordinating conjunctions and transitions.

"In my opinion, a person is intelligent **only if** he or she has the capacity to learn. **Otherwise**, ..."

"**Although** good memory is important, it only shows one kind of intelligence. **However**, ..."

GOAL

Explain how you produce your best work

A Reading Warm-up. What do you do when you find it difficult to concentrate on what you're doing?

B Reading. Read the article. What do you think the title "Stay on Target" means?

On your ActiveBook disc: *Reading Glossary* and *Extra Reading Comprehension Questions*

STAY ON TARGET

You've got work to do, but you just can't seem to get your brain going. You stare at that blank piece of paper in front of you but can't get your thoughts organized. Your mind wanders to the argument you had with your spouse, the leftovers that are in the refrigerator... Then, just as your ideas finally start to come together, the phone rings, and you're back to square one.

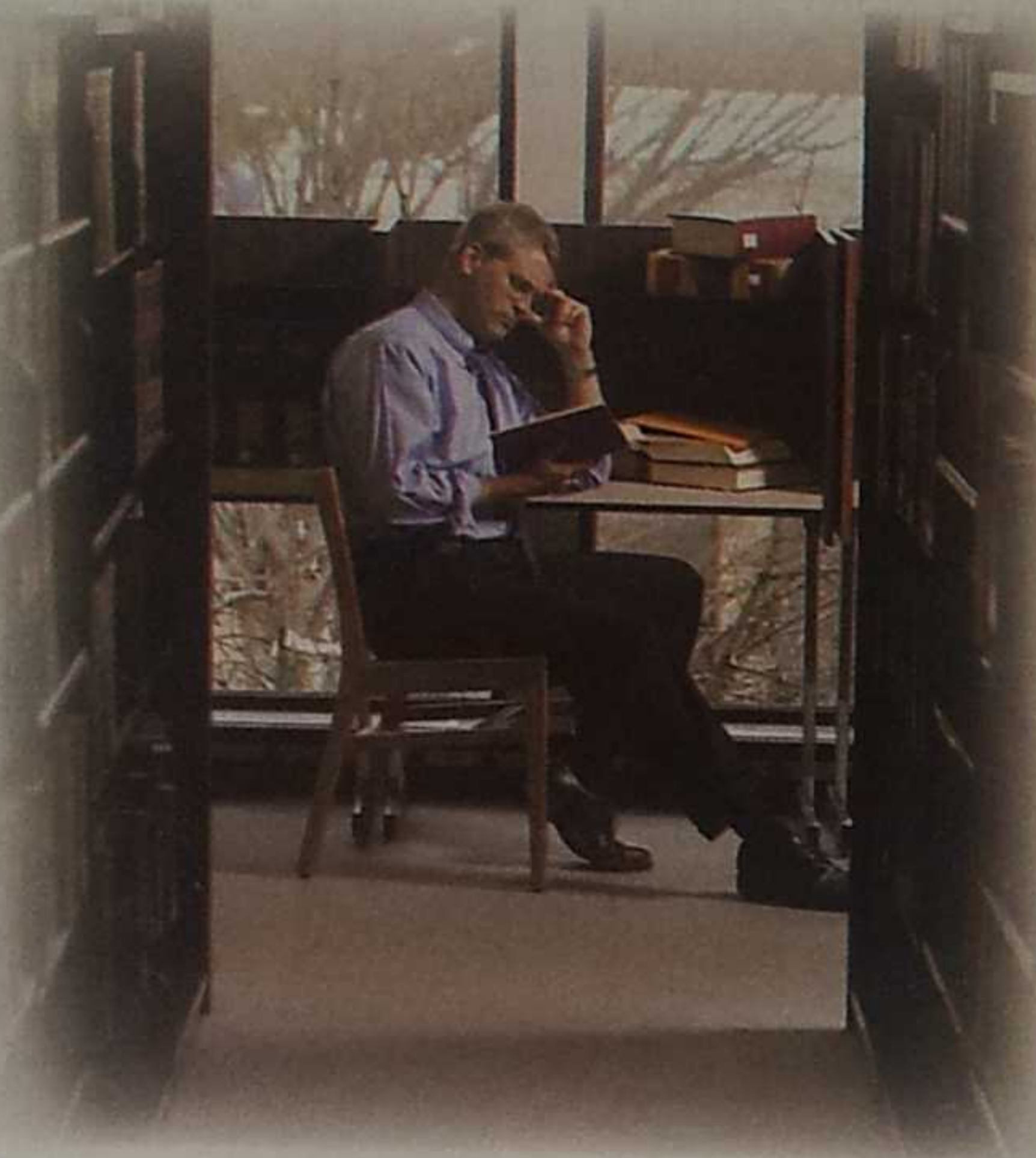
Sound familiar? The ability to devote all of one's attention to a single task is the key to achievement in any occupation. On the other hand, being unable to concentrate can keep you from producing your best work. The following tips can help you to stay focused:

Stay organized. Let's face it — it's not easy to keep focused if your desk looks like it just got hit by a tornado. It pays to spend a few moments a day cleaning up your workspace and reducing the time you normally spend searching for mislaid files or your favorite pen.

Develop a routine. Studies show that following a systematic pattern of behavior can make it easier to devote your undivided attention to a task. For example, if you have trouble preparing for exams, try establishing a study ritual. Start and finish at the same time each day. Work at the same desk or favorite chair. If music helps you focus, choose a piece of music and play it during every study session.

Make a list. Each morning, write down all the tasks you need to accomplish that day and cross off each item as you complete it. This visual reminder will not only keep you focused on your goals but will also give you a sense of progress and achievement.

Challenge yourself. When faced with a boring, routine task that seems to drag on forever, it's easy to lose concentration and make careless mistakes. According to Mihaly Csikszentmihalyi, author of *Flow: The Psychology of Optimal Experience*, one of the best ways to engage your attention on a dull task is to make it harder. For example, turn the task into a game by giving yourself a time limit. The increased challenge stimulates blood flow and



activity in the brain, making it easier for you to focus on the job at hand.

Reserve some "do not disturb" time. If interruptions from family, friends, or co-workers prevent you from getting your work done, set aside a certain period of your schedule each day when you are unavailable. Let others know that they shouldn't disturb you during this time. Close the door to your office or find an area where you can work without being interrupted, such as a library or conference room.

Go offline. While the Internet is an invaluable tool for getting and sharing information, it can be a real concentration killer. If all those quick trips to the Net to "just check the news" are interfering with your productivity, make it a point to stay offline while you're working. And if

you find your focus constantly broken by incoming e-mail and instant messages, resist the urge to read and reply to certain times of the day for reading.

Take a breather. Taking short breaks can help you to clear your mind and refocus on the next job. Stand up for a moment and take a short walk in the hallway or just close your eyes, relax your muscles, and breathe deeply.

The next time you have an important project that requires your full concentration, see if any of these strategies can make a difference for you.

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C Apply Ideas. Match one of the seven tips in the article with each example below. Explain your choices.

1. A magazine writer is having trouble getting started on an article about a topic that doesn't inspire her. When someone suggests beginning every paragraph with a given letter of the alphabet, the words start flowing smoothly.

2. A university student has to study for two important exams that will be given the next day. She studies intensely but takes regular fifteen-minute breaks to relax. Before starting to study for the second exam, she takes a long walk in the park.

3. Just before every concert, an opera singer gets himself in the right frame of mind by drinking a full glass of water, reciting the first three lines of his favorite poem, and entering the stage by the same route.

4. An office worker decides to set up a separate e-mail account for friends and family and makes it a strict rule at the office to check it for messages only during lunch.

5. From 12:00 to 3:00 each day, a work-at-home mom keeps the door to her home office closed and turns her cell phone off. Her kids know that they are not to knock on the door or call unless it's an emergency.

6. A project manager responsible for five major projects deals with problems that come up on each of them daily. By the end of the day, his work area is in complete disarray, covered with memos and files related to the different projects. Before leaving the office each day, he takes five minutes to organize the papers on his desk.

D Relate to Personal Experience. Discuss these questions.

- Describe a time when you were really able to concentrate, when your ideas flowed freely, and you completed a task at a fast pace. What was it like?
- Do any of the tips in the article seem useful to you? Why or why not? Have you tried any of them before?

NOW YOU CAN Explain how you produce your best work

A Notepadding. On your notepad, list the distractions that cause you to lose focus when you are working on a task. What strategies do you use to stay focused?

I lose focus when ...

I stay focused by ...

I'm interrupted by phone calls.

not answering calls.

I lose focus when ...

I stay focused by ...

Some distractions

noise
phone calls
interruptions
worries
aches and pains
room temperature

B Discussion. What conditions help you produce your best work? Compare how you and your classmates stay focused and how you overcome distractions.

"I work best when it's very quiet. If I'm reading, I lose concentration when I get interrupted by people or phone calls. So I just close the door to let people know they shouldn't disturb me. And I never answer the phone while I'm reading."

Information sources: *Flow: The Psychology of Optimal Experience* by Mihaly Csikszentmihalyi; "Discover your Achievement Zone" by Edwin Kiester, Jr. and Sally Valente Kiester, *Reader's Digest*; and www.mumbai-central.com

GOAL
Debate preferential treatment for the gifted

A ^{4:08} **Vocabulary. Intelligence and Its Origin.** Listen and practice.

ge-nius /ˈdʒɪniəs/ *n.* **1** [U] a very high level of intelligence, mental skill, or artistic ability, which only a few people have: *Sakharov was a man of genius.* | *Her teachers recognized her genius early on.* **2** [C] someone who has an unusually high level of intelligence, mental skill, or artistic ability: *a math genius*

gift-ed /ˈɡɪftɪd/ *adj.* **1** having a natural ability to do one or more things extremely well: *a gifted poet* | [**be gifted with sth**] *Elaine is gifted with a superb singing voice.* **2** very intelligent: *a special class for gifted children*

av-er-age /ˈævərɪdʒ/ *adj.* having qualities that are typical of most people or things: *The laws were simplified so that the average person could understand.*

gene /dʒɪn/ *n.* [C] a small part of a cell that controls the development of the qualities that have been passed on to a living thing from its parents

in-her-it /ɪnˈhɛrɪt/ *v.* [T] to get a quality, type of behavior, appearance etc. from one of your parents: [**inherit sth from sb**] *Janice inherited her good looks from her mom.*

de-ter-mine /dɪˈtɜːmɪn/ *v.* [T] if something determines something else, it directly influences or decides it: *The amount of available water determines the number of houses that can be built.*

Excerpted from *Longman Advanced American Dictionary* © 2007

B **Vocabulary Practice.** Complete each sentence with the correct word from the Vocabulary.

- Like many physical characteristics, eye color is passed from parent to child through a specific _____.
- Many people think that the environment _____ intelligence.
- Others are convinced that intelligence is something you _____ from your parents.
- The child's linguistic _____ was apparent when she mastered five languages by the age of eight.
- How can geneticists explain how one boy is an extremely _____ student, with high grades in all his courses, but his twin brother is only _____?

C ^{4:09} **Listening. Identify the Main Idea.** Listen to Part 1 of a lecture on human intelligence. Which of these statements best represents the speaker's main point in the lecture?

- Anyone with a high IQ is a genius.
- Not everyone agrees about how to define genius.
- Not everyone with a high IQ is a genius.

D ^{4:10} **Listening. Identify Supporting Details.** Now listen to Part 2 of the lecture. With a partner, write the two theories the speaker presents about the origins of genius. Then listen again and use the vocabulary to write two examples of arguments he mentions to support each theory.

	Theory	Examples of arguments
1		
2		

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E **Support an Opinion.** Choose the statement that comes closest to your own view. In a group, support your view, if you can, with an example from real life.

“100% of our intelligence comes from the environment.”

“50% of our intelligence comes from genes and 50% comes from the environment.”

“100% of our intelligence comes from genes.”

NOW YOU CAN *Debate preferential treatment for the gifted*

A **Frame Your Ideas.** Read the information about Sigmund Freud's childhood. Do you think his intellectual gifts were a product of "nature" or "nurture"? What do you think about how his parents treated him and his siblings? In what ways was Freud given preferential treatment by his parents?

The Childhood of Sigmund Freud

Sigmund Freud's father, Jacob, a struggling wool merchant, and his wife, Amalia, recognized their son's intellect at an early age. As a child, Sigmund spent hours poring over books and completed reading Shakespeare's plays by the age of eight. An excellent student, he always ranked first in his class. He excelled at languages and quickly mastered Latin, Greek, French, English, Italian, and Spanish.

Sigmund's parents made every effort to foster his abilities, often favoring him over his five sisters and his brother. The other Freud children grew up in Sigmund's shadow. They listened to their mother (who called Sigmund "my golden Sigi") brag about his accomplishments so often that they came to know her stories by heart. Although the family lived in a small, crowded apartment, Sigmund was given his own room where he studied, slept, and ate meals so that he could continue studying without interruption. Sigmund's

sister Anna dreamed of becoming a pianist. However, when Sigmund complained that her practicing disturbed his concentration, the music lessons were ended and the piano was sold.

Sigmund Freud went on to become one of the most influential thinkers of the twentieth century. Not only did he influence the professional practice of psychology and psychiatry, but he profoundly changed the way people view themselves and think about their lives.



Young Sigmund Freud with his father

B **Notepadding.** Read the statement below. On your notepad, make a list of arguments to support or argue against the opinion it expresses.

“Gifted children should be singled out for preferential treatment. They should be given advantages that other children don't get in order to nurture their special talents.”

Arguments for	Arguments against

C **Debate.** Form two groups. Each group argues for or against the statement. Use the Vocabulary, your notepad, and ideas from the listening passage on page 82.

“It's really important to nurture the talents of gifted children. **Otherwise, ...**”

“**Since** gifted children do well no matter what, ...”

Writing: Describe your weaknesses

Explaining Cause and Result

In formal writing, connecting words are commonly used to clarify relationships between ideas. Use subordinating conjunctions and transitions to clarify causes and results.

FOCUS ON CAUSES	
Because Since Due to the fact that	I don't write very well, it takes me a long time to write reports.
FOCUS ON RESULTS	
I don't write very well.	As a result, Therefore, Consequently,

REMEMBER

Because, since, due to the fact that, and other subordinating conjunctions introduce dependent clauses. When a dependent clause begins a sentence, it is followed by a comma.

As a result, therefore, consequently, and other transitions are usually followed by a comma.

A Prewriting. Brainstorming Ideas.

Think of a weakness you'd like to overcome. On a separate sheet of paper, jot down ideas to brainstorm its causes, its effects on your life, and ways you might overcome it.

Difficulty expressing my thoughts clearly in writing

causes:

- can't think of ideas
- thoughts all come at once

results:

- don't complete reports on time

- difficult to do my job properly
- worried about what my boss will think

how to overcome:

- talk to people I trust
- outline ideas first

B Writing. On a separate sheet of paper, write about your weakness, developing the ideas you came up with through brainstorming in Prewriting. Use the "outline" below as a guide. Be sure to include subordinating conjunctions and transitions.

Paragraph ①: State the weakness and summarize its effects on your life.

Paragraph ②: Explain the weakness and its effects with examples.

Paragraph ③: Describe a way you might overcome this weakness.

C Self-Check.

- Do your paragraphs follow the outline suggested in Exercise B?
- Did you use subordinating conjunctions and transitions to signal causes and results?
- Did you use the correct punctuation?

WRITING MODEL

- ① My greatest weakness is expressing my thoughts clearly in writing. **As a result,** I always have a hard time completing reports on time. This makes it difficult for me to do my job properly, and I am very concerned about it.
- ② When I sit down to write, all my thoughts come at once, and I don't know where to begin. **Consequently,** I write a few sentences, cross them out, and start all over again. This happens every time. **Because** _____, I am often _____ what my boss will think of my performance.
- ③ I have been struggling to overcome this weakness and have even spoken with some friends about it. One friend suggested that I outline my ideas first **since** the main problem is organizing my thoughts. My next report is due next month, and I'm going to try her suggestion.

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Review



ActiveBook: More Practice

grammar · vocabulary · listening
reading · speaking · pronunciation

A Listening. Listen to a teacher talking to parents about their children. After each conversation, check the statement that best describes each child's talents and abilities. Listen again if necessary.

- | | | | |
|-----------|--|-----------|--|
| 1. Liza | <input type="checkbox"/> has a head for figures. | 5. Sophie | <input type="checkbox"/> has an ear for music. |
| | <input type="checkbox"/> has a way with words. | | <input type="checkbox"/> has a way with words. |
| | <input type="checkbox"/> has a knack for languages. | | <input type="checkbox"/> has a knack for languages. |
| 2. Ben | <input type="checkbox"/> is mechanically inclined. | 6. Dan | <input type="checkbox"/> has an eye for detail. |
| | <input type="checkbox"/> has a good intuitive sense. | | <input type="checkbox"/> has a good intuitive sense. |
| | <input type="checkbox"/> is good with his hands. | | <input type="checkbox"/> is mechanically inclined. |
| 3. Stella | <input type="checkbox"/> has a knack for languages. | 7. Karen | <input type="checkbox"/> has a way with words. |
| | <input type="checkbox"/> has an ear for music. | | <input type="checkbox"/> has an eye for detail. |
| | <input type="checkbox"/> has a way with words. | | <input type="checkbox"/> is good with her hands. |
| 4. Steven | <input type="checkbox"/> has a good intuitive sense. | 8. Sam | <input type="checkbox"/> has a head for figures. |
| | <input type="checkbox"/> has a way with people. | | <input type="checkbox"/> has a good intuitive sense. |
| | <input type="checkbox"/> has a head for figures. | | <input type="checkbox"/> has a way with people. |

B Complete the sentences with the appropriate subordinating conjunction or transition from each box. Use each only once. (You will not use them all.)

Dr. Howard Gardner believes that genius is determined by the environment. ⁽¹⁾ _____, he thinks that children should be provided with greater educational opportunities in order to develop their talents. Other psychologists, ⁽²⁾ _____, think that genius is inherited. According to them, ⁽³⁾ _____ children are born with talent, it will reveal itself regardless of the education they receive.

even though
if
however
consequently

According to Dr. Gardner, people have different kinds of intelligence, and there are different ways of learning suitable for each intelligence type. ⁽⁴⁾ _____, you should use the learning strategies suited to your type of intelligence. For example, you should study alone ⁽⁵⁾ _____ you have intrapersonal intelligence. If, on the other hand, you have interpersonal intelligence, you should work or study in a team ⁽⁶⁾ _____ you relate to people well.

provided that
unless
therefore
because

So far scientists haven't been able to prove that a high EQ guarantees success. ⁽⁷⁾ _____, when you apply for a job, you may be asked to take an EQ test ⁽⁸⁾ _____ you meet all the necessary qualifications. ⁽⁹⁾ _____ characteristics such as motivation and emotional control are considered important in the workplace, more and more employers are relying on the EQ test to make hiring decisions.

nevertheless
otherwise
even if
since

Complete the statements. (You will not use all of the words.)

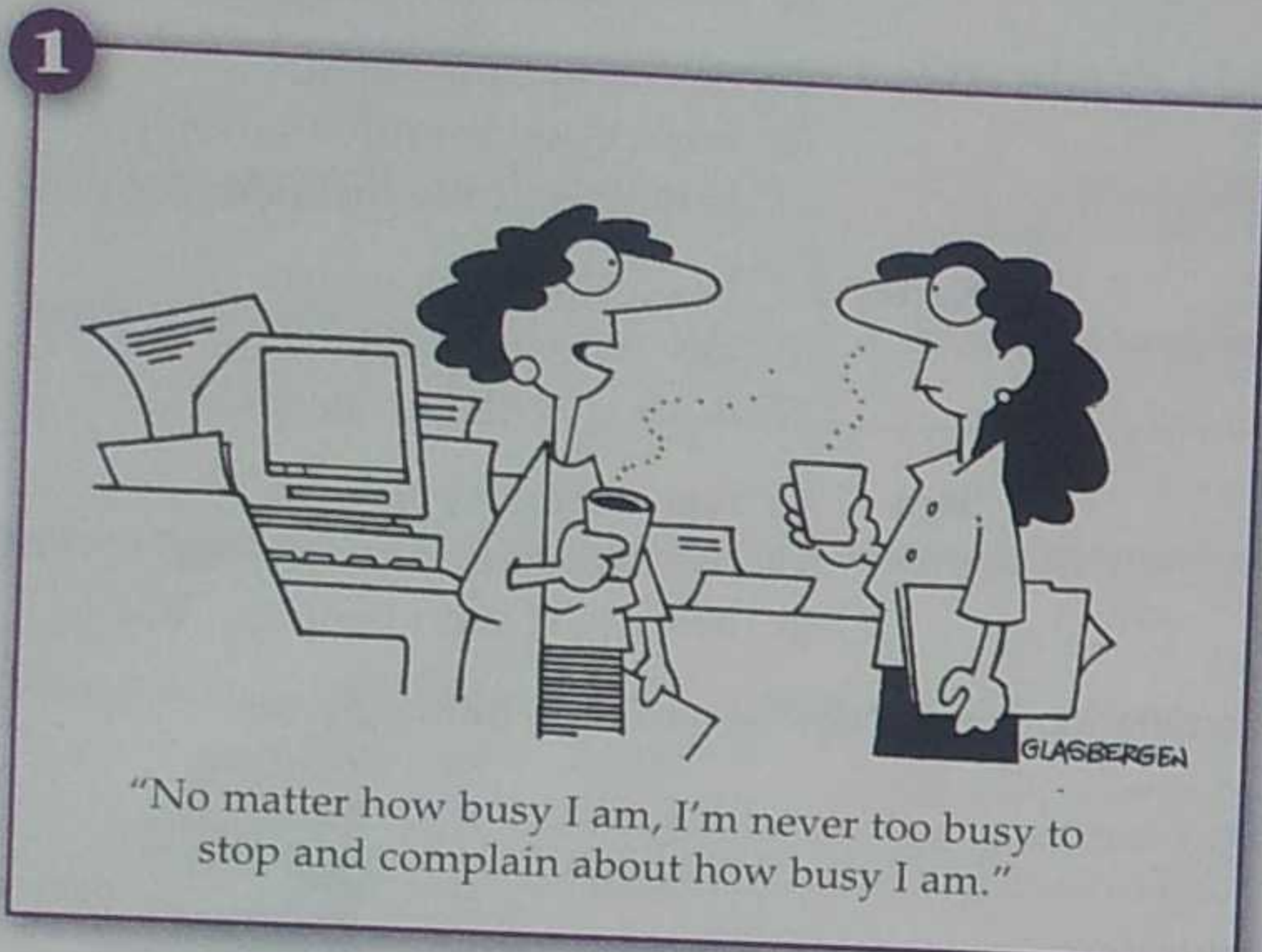
inherit genius determine gifted genes average

- Confucius, the great Chinese philosopher, wasn't fully recognized and honored until after his death in 479 B.C. His _____ lay in his ability to express profound ethical ideas simply.
- At the age of five, Wolfgang Amadeus Mozart could play the harpsichord, violin, and organ, as well as compose music. Audiences who heard him play were astonished that he was so _____.
- Marie Curie, the Polish-born French chemist, was far from _____ in her achievements. She discovered the radioactive elements radium and polonium and won two Nobel Prizes.
- The fact that the great Indian mathematician Srinivasa Ramanujan had almost no mathematical education supports the argument that a person's _____ are what _____ his or her level of intelligence.

GOALS After Unit 8, you will be able to:

- 1 Discuss the health benefits of laughter
- 2 Respond to a joke
- 3 Explain why something is funny
- 4 Explore the limits of humor

A Topic Preview. Do you find any of the cartoons funny? Explain.



B Express Your Ideas. Which of these topic(s) do you think each cartoon addresses? Complete the chart. What do you think each says about society or culture?

Topic	Cartoon number(s)	Topic	Cartoon number(s)
everyday frustrations		generational differences	
technology in modern life		relationships	
human nature		other:	

C ⁴⁻¹² **Sound Bites.** Read and listen to a conversation between two colleagues at work.

NORA: So how did the meeting go?
NICK: Don't ask!
NORA: Uh-oh. What happened?
NICK: Well, first of all I was late, which was embarrassing enough.
NORA: Mm-hmm.
NICK: So, you know, I'm sneaking in, trying not to get noticed... and when I sit down, the chair leg breaks!
NORA: Right in front of everyone?! Sorry... I didn't mean to laugh.
NICK: I have to admit, it was pretty funny.
NORA: You're a good sport. I would have died!

D Infer Information. With a partner, answer the following questions.

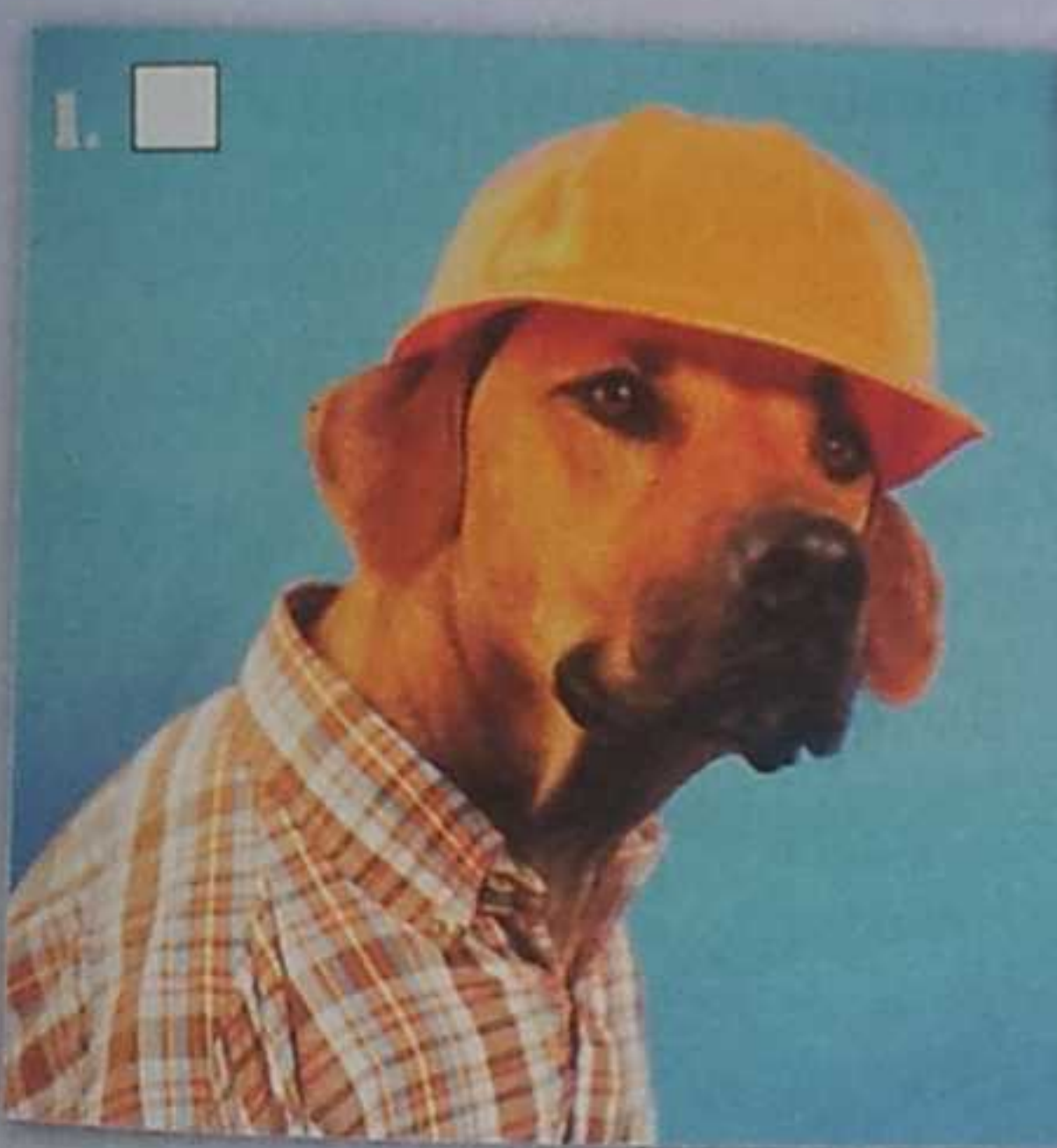
1. Why does Nora laugh at Nick's story?
2. How do you think Nick felt at the meeting?
3. How does Nick feel about the incident now?
4. What does Nick mean when he says, "Don't ask!"?
5. What does Nora mean when she says, "You're a good sport"?
6. What does Nora mean when she says, "I would have died"?

E Support an Opinion. In your opinion, can it ever be funny when someone falls down? Explain.

STARTING POINT

Pair Work. Check the photos you find funny. Explain why you think they are funny. Use one or more of the adjectives in your discussion of each photo.

amusing hilarious silly childish ridiculous cruel disgusting



1 GOAL

Discuss the health benefits of laughter

A ^{4:13} **Grammar Snapshot.** Read the article and notice the verb forms in the indirect speech.

Is Laughter the Best Medicine?

Norman Cousins's 1979 work *Anatomy of an Illness* recounts his recovery from a painful illness that doctors told him he **would never survive**. Cousins undertook an original program of self-healing, based on, among other things, laughter. The following explains how Cousins developed his theory and how laughter lessened his pain.

Cousins said that ten years earlier he **had read** Hans Selye's classic book *The Stress of Life*. According to Selye, negative emotions have negative effects on body chemistry. In addition, severe and life-threatening illnesses can be caused by emotional tension such as frustration or suppressed rage. Selye's

theory later caused Cousins to advise his doctors **never to tell** their patients that they **couldn't survive** an illness because it **might have** a negative effect on the patients' chances of survival.

As he continued thinking about what Selye had said, Cousins thought, "If negative emotions produce negative chemical changes in the body, wouldn't positive emotions produce positive chemical changes?" Cousins theorized that positive factors—such as love, hope, faith, laughter, confidence, and the will to live—**had to have** therapeutic value.

Cousins said that it **was** easy enough to have hope, love, and faith, but that laughter **was** more difficult to

achieve. He wrote that nothing **was** less funny than being flat on your back with every bone and joint in your body aching. Because two things he could do while lying in bed were watching TV and listening to jokes, Cousins began his self-healing program by watching funny movies and having people tell him jokes.

Almost immediately, Cousins reported that the "treatment" **had begun** to work. He discovered that ten minutes of genuine laughter had an anesthetic effect and would give him at least two hours of pain-free sleep. His book describes more profound effects of laughter on his condition, leading ultimately to his recovery.

Based on information from *Anatomy of an Illness*, 1979

B Critical Thinking. Do you think it's possible Cousins was cured by laughter? Can you think of any other explanation for his recovery? In what ways can our emotions affect our health?

C Grammar. Indirect speech: changes to preserve meaning

Notice how verbs change from direct to indirect speech.

direct speech	indirect speech
Selye wrote, "Negative emotions are dangerous and they cause illness."	Selye wrote (that) negative emotions were dangerous and (that) they caused illness.
Doctors said, "The studies didn't prove anything."	Doctors said (that) the studies hadn't proved anything.
Cousins wrote, "They are telling patients they will die ."	Cousins wrote (that) they were telling patients they would die ."
They claimed, "We were telling the truth."	They claimed (that) they had been telling the truth."
Many doctors admitted, "We've learned a lot from his book."	Many doctors admitted (that) they had learned a lot from his book."
She told him, "I'll check to see how you're feeling later."	She told him (that) she would check to see how he was feeling later."
He told us, "I can't understand that cartoon."	He told us (that) he couldn't understand that cartoon."
He said, "I might not need a doctor, but I may need a movie."	He said (that) he might not need a doctor but he might need a movie."
She told him, "You have to see this sitcom, and you must rest ."	She told him (that) he had to see that sitcom and he had to rest ."
Selye said, " Never tell patients about that."	Selye said never to tell patients about that."

Reporting Verbs		NOTE: In indirect speech, don't use a comma after the reporting verb.
admitted	insisted	
advised	reported	
believed	said	
claimed	thought	
continued	told	
found	wrote	

BE CAREFUL! Do not make changes to present and past unreal conditional sentences or to the modals **should**, **could**, **might**, and **ought to** when converting direct to indirect speech.

Expressions of time and place also change from direct to indirect speech.

now	→	then	this year	→	that year
today	→	that day	last week	→	the week before
tomorrow	→	the next day	next month	→	the following month
yesterday	→	the day before	here	→	there

Mark told me, "Judy was **here yesterday**." → Mark told me (that) Judy had been **there the day before**.

Claire told us, "Don't be late **tomorrow**." → Claire told us not to be late **the next day**.

GRAMMAR BOOSTER

p. G11
• Indirect speech: review

D Grammar Practice. With a partner, take turns restating each of the following in indirect speech.

1. Pain researchers reported, "Laughter may help some patients."
2. They said, "Our new study will begin here next week."
3. Cousins's doctor said, "We've tried everything possible to cure his illness."
4. He insisted, "If I had known how effective humor could be, I would have recommended it to all my patients."
5. Cousins thought, "I've been cured."
6. The doctor advised his colleagues, "Try to make your patients laugh."



E Grammar Practice. On a separate sheet of paper, write what the people actually said, using direct speech.

1. They claimed that they had been misled by that book.
2. She told me that she had taken that book out of the library the day before.
3. Cousins said not to lose hope when a doctor says survival is impossible.
4. I said that if I hadn't read it in Cousins's book, I never would have believed that laughter could cure illness.
5. The nurses told me that they hadn't been surprised by Cousins's book.

NOW YOU CAN Discuss the health benefits of laughter

A Use the Grammar. With a partner, write a short summary of Cousins's ideas, as expressed in the article on page 88. Use indirect speech.

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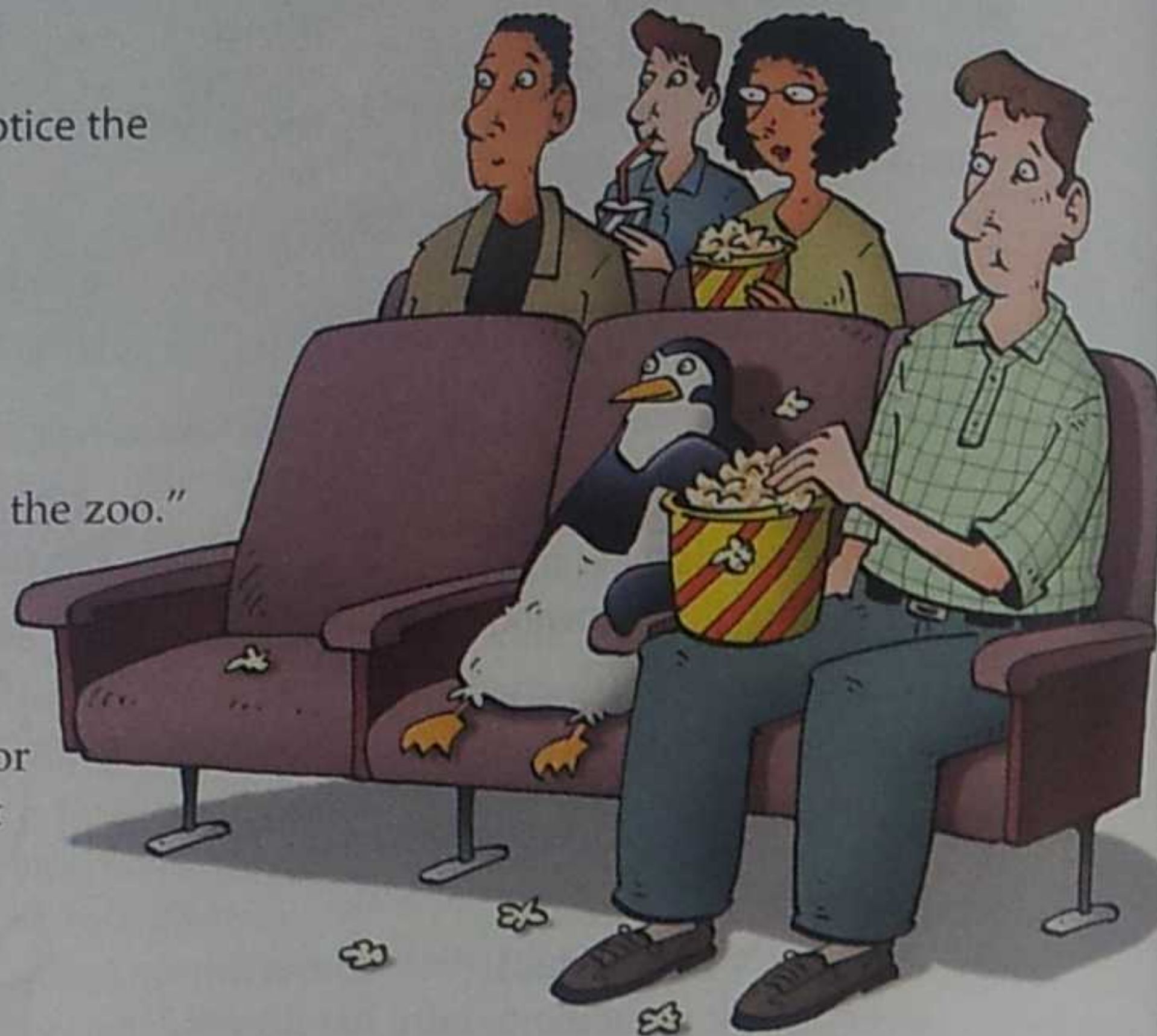
B Discussion. Do you believe laughter can be good medicine? How could you apply Cousins's ideas to help heal a sick friend or family member? If you wanted to try laughter therapy, how might you do that?

GOAL

Respond to a joke

A ^{4:14} **Conversation Snapshot.** Read and listen. Notice the conversation strategies.

- A:** Did you hear the one about the penguin?
B: No. How does it go?
A: A man sees a penguin on his neighbor's lawn, so he calls his neighbor and says, "There's a penguin on your lawn. You should take him to the zoo."
B: So?
A: The next day, the penguin is still there. So he calls his neighbor and says, "Didn't you take that penguin to the zoo?" And the neighbor says, "I did. And we had such a good time that today I'm taking him to the movies."
B: What a riot!



^{4:15} **Rhythm and intonation practice**

B ^{4:16} **Vocabulary. Ways to Respond to a Joke.** Listen and practice.

<p>What a riot / a scream / a hoot! That's hilarious / hysterical / too much! That cracked me up! That really tickled me.</p>	}	(It's really funny.)
<p>I don't get it. That went over my head.</p>	}	(I don't understand why it's funny.)
<p>[That's pretty good, but] I've heard that one already.</p>		(That's why I'm not laughing.)
<p>[I'm sorry, but] That's pretty silly / lame* / ridiculous.*</p>		(I don't think it's very funny.)
<p>[I'm sorry, but] That's in poor taste.*</p>		(It's offensive.)

*BE CAREFUL! It would be impolite to say these expressions directly to the person who told the joke.

PRONUNCIATION BOOSTER p. 98
 • Intonation of sarcasm

C ^{4:17} **Listening. Listen to Activate Vocabulary.** Listen to each joke and check if the listener liked it or not. Then listen again and write your own response to each joke, using the Vocabulary.

Did the listener like the joke?		Your personal response to the joke	
Yes	No		
joke 1	<input type="checkbox"/>	<input type="checkbox"/>	
joke 2	<input type="checkbox"/>	<input type="checkbox"/>	
joke 3	<input type="checkbox"/>	<input type="checkbox"/>	
joke 4	<input type="checkbox"/>	<input type="checkbox"/>	
joke 5	<input type="checkbox"/>	<input type="checkbox"/>	
joke 6	<input type="checkbox"/>	<input type="checkbox"/>	

D **Discussion.**

- In your opinion, what makes a joke funny? offensive? lame?
- Do you enjoy telling jokes? Why or why not? What kind of person is good at telling jokes?

E ^{4:18} **Vocabulary. Types of Verbal Humor.** Listen and practice.

<p>a joke a riddle an anecdote a limerick a blooper a pun</p>	<p>a funny story that ends with a "punch line" that makes one laugh a clever question with a funny answer a funny, true story, often told to illustrate an idea a light, humorous five-line poem a clumsy verbal mistake, especially one made in public Example: "Go and shake a tower," instead of "Go and take a shower." a humorous use of a word or phrase that has two meanings, or of words with the same sound but different meanings Example: "What's black and white and red all over? A newspaper." (The pun is on "read" and "red," which have the same sound.)</p>
--	---

^{4:19} **Some joke types**

- a dirty joke** a joke about sex (often offensive)
- a clean joke** a joke that isn't about sex
- an ethnic joke** a joke about people of a certain ethnic background (often offensive)
- a political joke** a joke about a political candidate, party, opinion, or government

F ^{4:20} **Listening. Listen to Activate Vocabulary.** Read and listen to the following examples of verbal humor. Classify each, according to the type of humor.

1 What never gets any wetter, no matter how hard it rains?
Answer: the ocean

3 A customer eating at Crewe Found a very large bug in his stew. Said the waiter, "Don't shout And wave it about, Or the rest will be wanting one too."

2 A man goes to a psychiatrist and says, "Doctor, I'm worried about my brother. He thinks he's a chicken."
 "That IS serious," says the doctor. "Why don't you put him in a mental hospital?"
 So the man says, "I would, but I need the eggs."

4 Puns are bad, but limericks are verse.

5 "It's so meet to nice you . . . I mean, nice to meet you!"

2 joke
 4 pun
 3 limerick
 1 riddle
 5 blooper

Respond to a joke

Use the Conversation Strategies. Tell a favorite joke or retell the penguin joke on page 90 in your own words. Use the Conversation Snapshot and the Vocabulary on page 90 as a guide. Start like this: "Did you hear the one about . . .?"

- "Uh, I don't get it."
- "What a scream! I love it!"
- "Sorry, I'm afraid I've heard that one already."

IDEAS
 Plan your joke on a piece of paper first before you tell it.

GOAL

Explain why something is funny

A Reading Warm-up. Who are your favorite comedians and actors? Why do they make you laugh?

B Reading. ⁴²¹ Read the article about why people laugh. Can you think of any other explanations for why people laugh?

On your ActiveBook disc: *Reading Glossary* and *Extra Reading Comprehension Questions*

What makes us laugh?

We all know that some things make us laugh, but it is hard to say why we laugh. There are three theories that explain what makes different situations and jokes funny.

The Superiority Theory

The Superiority Theory states that we laugh at people who are at a disadvantage or suffer a small misfortune. This occurs, for instance, when a person gets a pie thrown in his or her face. We laugh, too, at mistakes people make. Mispronouncing a word or exchanging the first sounds of two words—for example, saying “I’ll sew you to your sheet” instead of “I’ll show you to your seat”—will often bring about laughter. According to this theory, the reason why we laugh at the misfortunes or mistakes of others is that they make us feel superior.

The Incongruity Theory

The Incongruity Theory suggests that humor arises from unexpected, inappropriate, or illogical situations. For example, the child who places a toy cat in a basket and heads off to the vet may make us laugh. According to this theory, a joke becomes funny when we expect one thing to happen, but something else does. When someone starts telling a joke, our mind is already anticipating how it will end. When the joke goes in an unexpected direction, we experience two sets of incompatible thoughts and

emotions—the ones we had as we were listening and the ones that the punch line revealed at the end. This incongruity makes us laugh.

The Relief Theory

According to the Relief Theory, humor is the feeling of relief that comes from the removal of restraint. When tension is high, we need a release, and laughter is the way of cleansing our system of the built-up tension. For example, people often laugh after a scary experience such as a roller-coaster ride or a rough airplane landing. This theory explains why humor can help people cope with stressful situations.

Regardless of the theory, in order to be able to appreciate a situation or joke as funny, some detachment is always necessary; that is, we have to feel uninvolved with the situation. For example, we can often laugh at our own past mistakes because, with the passage of time, we have become detached. Conversely, if the joke or situation is too familiar or realistic, it may evoke feelings of sadness and concern instead of ones of cheerfulness. To understand a joke—to “get it”—we might also need some knowledge of cultural, economic, political, and social issues, without which some jokes are impossible to understand. Although humor is universal, there is no universal joke.

Information sources: www.howstuffworks.com and <http://library.thinkquest.org>

C Classify. Check the theory you think best explains why some people laugh in response to each of the following situations and explain your answers. (You may choose more than one.) On a separate sheet of paper, give examples of some other situations that make people laugh and use the three theories to explain why.

People often laugh when they . . .

- discover the strange noise they heard downstairs was only the cat.
- see someone slip and fall down.
- see someone wearing inappropriate clothes to an event.
- arrive at a party where someone is wearing the same outfit.
- see a little girl wearing her mother’s high heels.
- see someone make an embarrassing social mistake.

	Sup Theory	Incongruity Theory	Relief Theory
discover the strange noise they heard downstairs was only the cat.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
see someone slip and fall down.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
see someone wearing inappropriate clothes to an event.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
arrive at a party where someone is wearing the same outfit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
see a little girl wearing her mother’s high heels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
see someone make an embarrassing social mistake.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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D Listening. Apply Ideas. ⁴²² Read and listen to each joke. With a partner, discuss what you think of each one. Decide which theory from the reading best explains the intended humor of each joke and why.

Joke 1

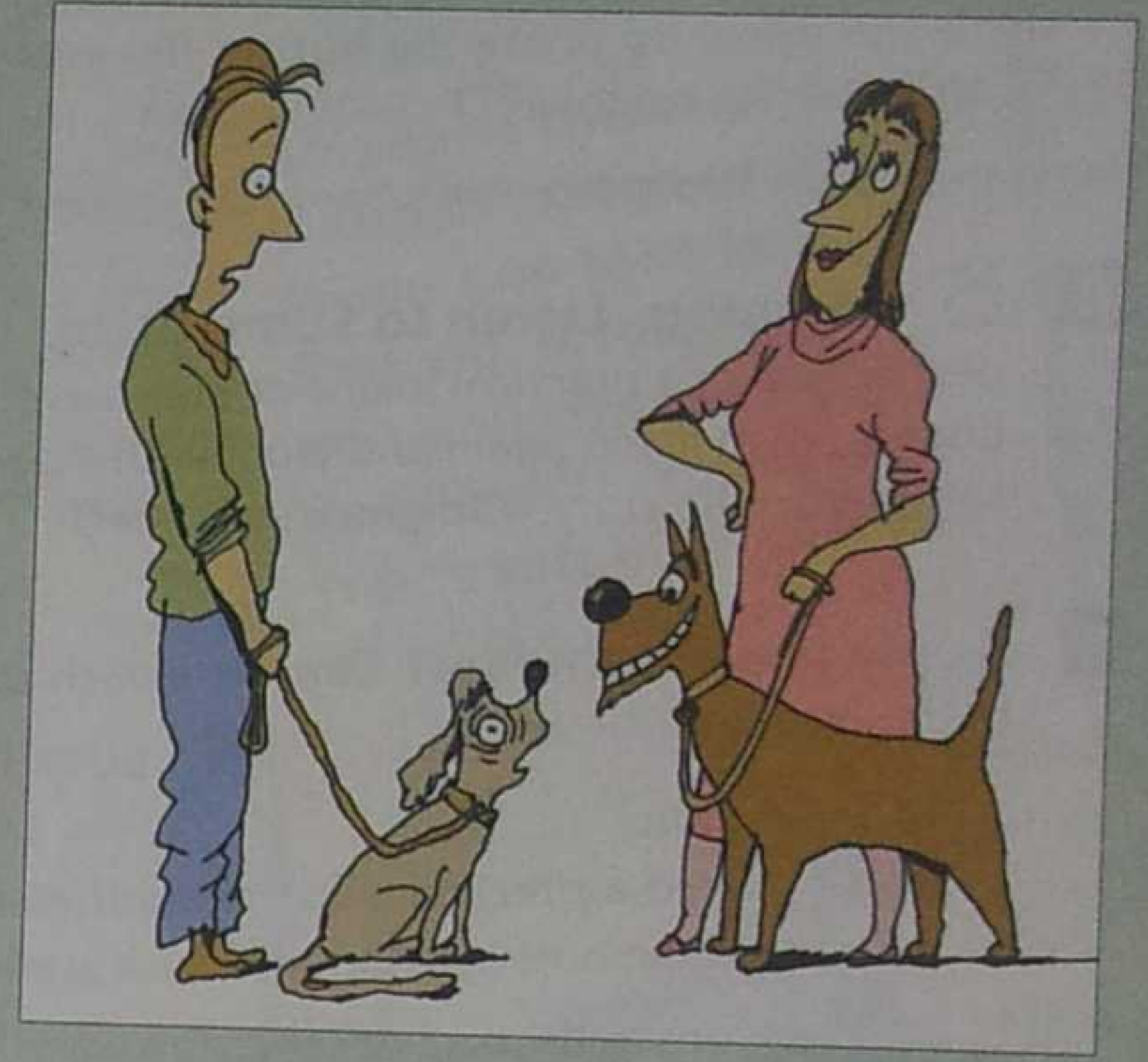
“How much do you charge?” a woman asks a lawyer.
 “I get \$50 for three questions,” the lawyer answers.
 “That’s awfully steep, isn’t it?” says the woman.
 “Yes, it is,” replies the lawyer. “Now what’s your final question?”



Joke 2

A couple of dog owners are arguing about whose dog is smarter.

“My dog is so smart,” says the first owner, “that every morning he waits for the paperboy to come around. He tips the kid and then brings the newspaper to me, along with my morning coffee.”
 “I know,” says the second owner.
 “How do you know?”
 “My dog told me.”



Joke 3

A man is hitting golf balls at a driving range with his nine-year-old son. Each time he hits the ball, his son cheers him on. “Great shot, Dad!” “Perfect!” “Way to go!”

A woman hitting balls next to them watches as each of the man’s shots flies farther and farther away. After a few minutes, the woman walks over and asks, “Do you know why your son for



NOW YOU CAN Explain why something is funny

- A Class Survey.** Poll the class. Which joke in Exercise D do most students think is the funniest? Which was the most popular among the men? Which among the women? What conclusions can you draw based on the poll?
- B Presentation.** Take turns telling the class about something funny that happened to you or someone you know. Discuss why you think the experience was funny.

GOAL

Explore the limits of humor

A ^{4.23} **Vocabulary. Discussing Practical Jokes.** Listen and practice.

play a joke on someone trick someone, in order to make that person appear silly, stupid, or ridiculous

be the butt of a joke be the person on whom the practical joke is played; be the object of ridicule

can take a joke be able to laugh at oneself, even when one is the butt of the joke (Often said to someone upset by being the butt of the joke: "Can't you take a joke?")

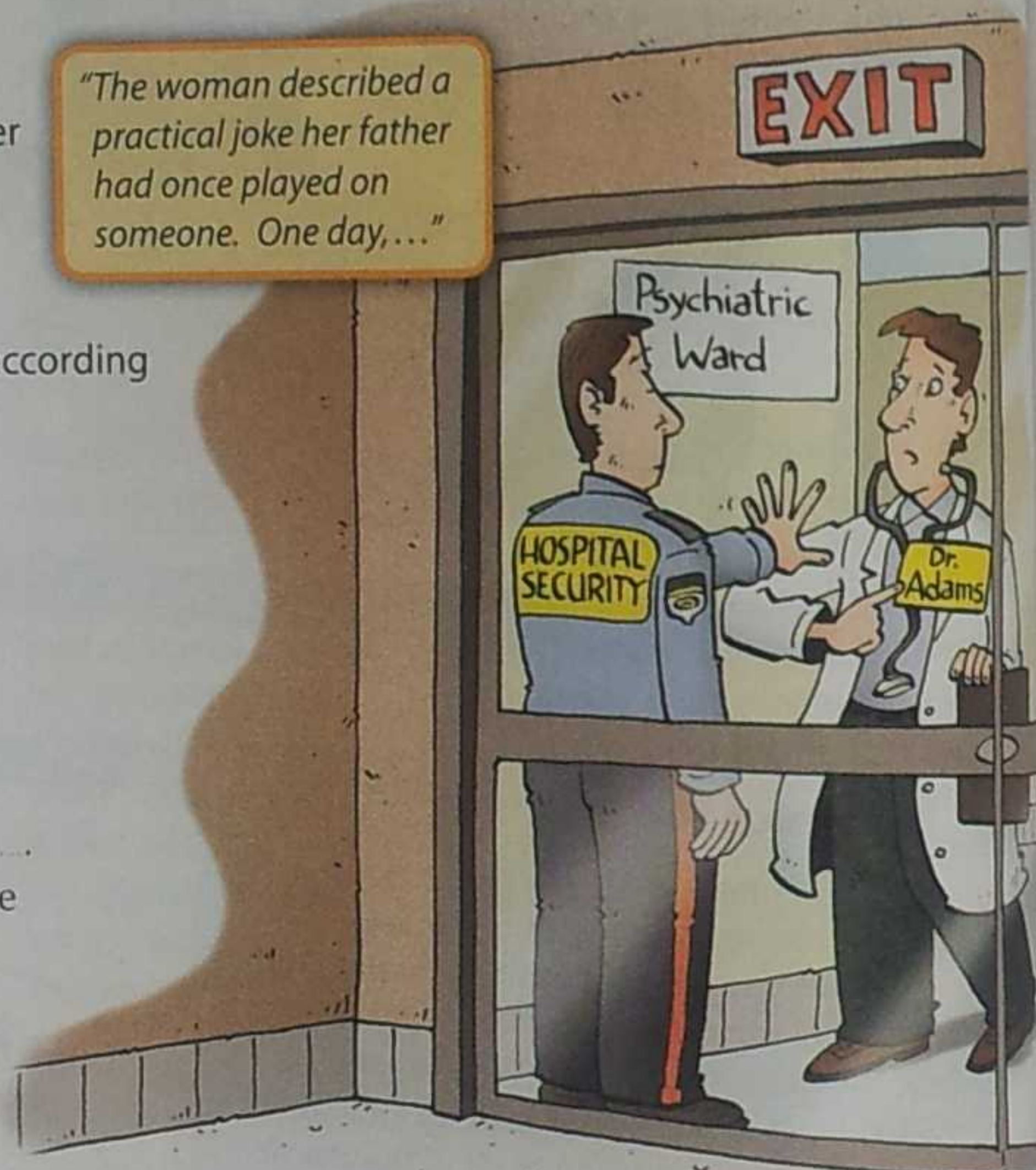
be a good sport be able to take a joke without getting hurt or insulted

be in bad (or poor) taste be offensive or extremely cruel

cross the line go beyond funny into something offensive or cruel

B ^{4.24} **Listening. Listen to Summarize.** Listen to a description of a practical joke a doctor played on another doctor. Then listen again and work with a partner to summarize the story, using indirect speech.

"The woman described a practical joke her father had once played on someone. One day,..."



C **Apply the Vocabulary.** Complete each statement, according to the listening.

- Dr. Adams
 - played a practical joke on another doctor
 - was the butt of another doctor's joke
- The woman thinks her father's joke
 - was in pretty good taste
 - may have crossed the line
- In the end, the younger doctor proved that
 - he could take being the butt of a practical joke
 - the joke was in pretty poor taste
- The man thinks that
 - the joke crossed the line
 - the younger doctor was a pretty good sport

D ^{4.25} **Listening. Listen to Take Notes.** Listen to three people who had practical jokes played on them. Then listen again and take notes on the chart.

Speaker	What was the joke?	How did the person react?
1	<i>friends put note on car, pretending car was damaged</i>	
2		
3		

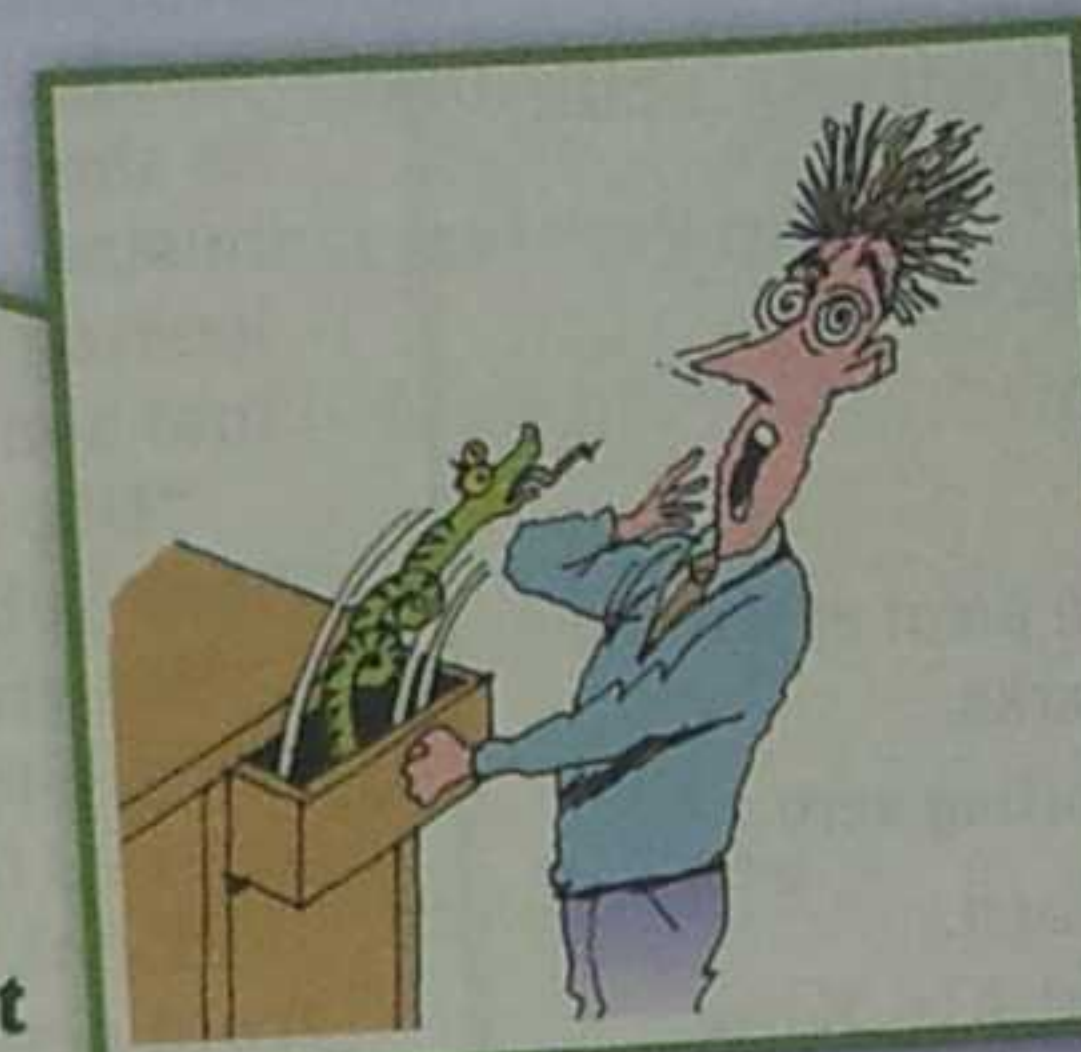
E **Support an Opinion.** Discuss whether you think each joke crossed the line. How would you have reacted? Explain your answers.

NOW YOU CAN Explore the limits of humor

A **Frame Your Ideas.** With a partner, take turns reading the practical jokes aloud. Rate each one according to how funny you think it is. If you were the butt of the joke, how would you respond? Would you be a good sport about it, or would you be offended?

X = don't get it
1 = lame
2 = kind of funny
3 = hilarious
4 = crosses the line

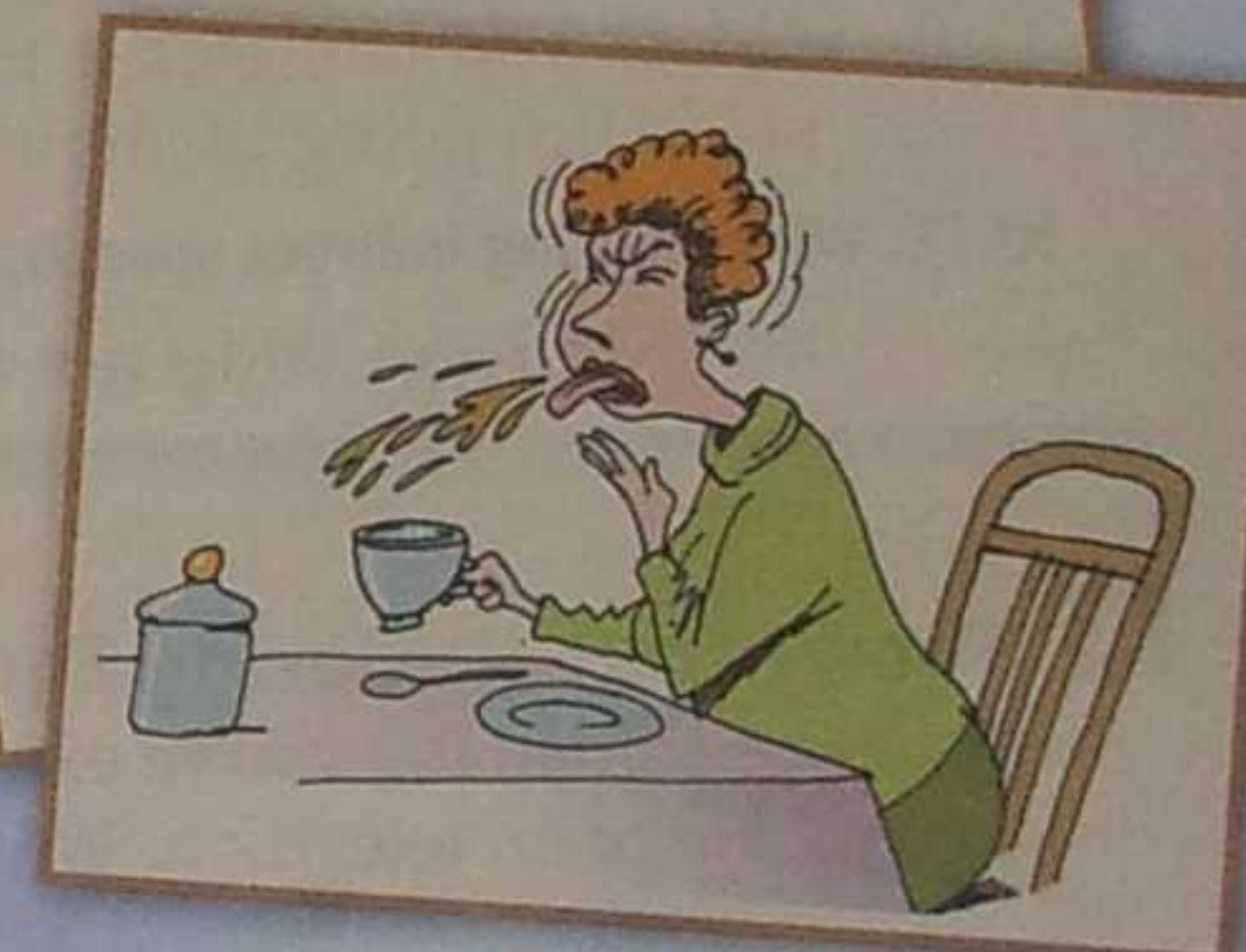
A **Someone leaves a very real-looking toy snake in a drawer with your clothes. You open the drawer and are about to put your hand in when you suddenly see the snake.**



B **A friend puts an ad in the paper offering your house for sale at a very good price—with your phone number as a contact. You start getting lots of calls inquiring about your house.**

C **A colleague tells you that another colleague is going to get married. When you see her, you congratulate her happily. She has no idea what you're talking about.**

D **Someone offers you a cup of coffee or tea. When you take the first sip, it tastes so bad you can hardly swallow it. You realize it has salt in it instead of sugar.**



E **You're invited to a costume party. When you arrive at the party, everyone is nicely dressed and you are wearing a**



B **Discussion.**

- When do you think a practical joke crosses the line? Can you generally take a joke, or are you easily offended?
- Have you ever played a practical joke on someone? Have you ever been the butt of a joke? What happened?

Writing: Write a story that includes dialogue

Punctuation of Dialogue

When writing a story that includes dialogue, you can use a combination of direct and indirect speech. Review the punctuation rules for writing direct speech.

When the reporting verb comes before a quotation,

- put a comma after the reporting verb.
 - put the end punctuation inside the quotation marks.
- Mr. King **said**, "Please turn off the lights."

When the reporting verb comes after a quotation,

- put a comma, question mark, or an exclamation point at the end of the quoted sentence, inside the quotation marks.
 - put the speaker's name before or after the reporting verb.
- "Please turn off the lights," Mr. King **said**.
 "Did anyone turn off the lights?" asked Mr. King.

When the reporting verb comes within a quotation, put quotation marks around each part of the quotation.

"Mark and Jan," Mr. King **said**, "please turn off the lights."

If the reporting verb comes between complete sentences, put a period after the reporting verb.

"Mark and Jan, please turn off the lights," Mr. King **said**. "I'm going to show the video."

NOTE: When writing indirect speech, don't use a comma after the reporting verb.

NOT Mr. King **said** x not to turn off the lights.

WRITING MODEL

About a year ago, my grandmother was walking down the street, stopping from time to time to look in shop windows. At one store, she stopped to admire a dress in the window. Just as she turned to enter the store, a businessman walking very fast and, not looking where he was going, bumped into her, knocking her down.

"Oh, I'm so sorry!" **said** the man. "Are you OK?"

My grandmother was too stunned to reply. But then after a moment she said she was fine.

"Look!" **she** heard someone say from across the street. "An old woman just fell down!"

She quickly sat up and looked around with great concern and said, "Where?"

When she told us this story, we all laughed.

A Prewriting. Ordering Events. Think about an anecdote—a funny story—you can tell. It can be something you've experienced, or it can be something you've heard about, read, or seen in a movie or on television. Write a summary of the events in the order in which they happened.

1. _____
2. _____
3. _____
4. _____
5. _____

B Writing. On a separate sheet of paper, write the story, telling what happened and what people said, using a combination of direct and indirect speech. Each time you use the direct speech of a new speaker, begin a new paragraph.

C Self-Check.

- Did you use both direct and indirect speech in your story?
- Did you punctuate direct and indirect speech correctly?
- Did you make appropriate shifts in tense, pronouns, and expressions of time and place in indirect speech when needed?

Review



ActiveBook: More Practice
 grammar • vocabulary • listening
 reading • speaking • pronunciation

A ^{4:26} **Listening.** Listen to three examples of humor and write the type of humor that each example represents. Listen again if necessary.

1. _____
2. _____
3. _____

B Write the response you would give in each situation. Use the Vocabulary.

1. Someone tells you a joke you don't find very funny. **YOU** _____
2. You hear a joke that insults an ethnic group. **YOU** _____
3. Someone tells you a joke that uses complicated words or facts you don't understand. **YOU** _____
4. You hear a joke that you find very funny. **YOU** _____
5. Someone tells you the same joke that you heard last week. **YOU** _____

C Change each of the following to indirect speech.

1. Mary admitted, "I didn't get the joke." _____
2. The students insisted, "We weren't telling dirty jokes at lunch yesterday." _____
3. My father admitted, "Twenty-five years of practicing medicine have taught me that laughter can be the best medicine." _____
4. Jeff told his friends, "I'll tell you about a blooper I made at my job interview yesterday if you promise not to laugh." _____
5. "I can't understand British humor," said Anne. _____
6. She said, "I may not have enough knowledge of British culture to understand all the pop culture references." _____

_____ the joke was offensive, I wouldn't have told it."

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D On a separate sheet of paper, write what the people actually said, using direct speech.

1. Jane said I was a good sport for not getting angry about the practical joke she had played on me.
2. He admitted that he hadn't gotten my joke about the penguin.
3. The host told his guests not to tell any political jokes at the party.
4. He promised that he would explain the joke to me later.

What lies ahead?

Preview

A Topic Preview. Read these two quotations from the past. How were they wrong?

"Everything that can be invented has been invented."

Charles H. Duell, Commissioner of the U.S. Patent Office, 1899


"There is no reason for any individual to have a computer in his home."

Kenneth Olsen, President of Digital Equipment, 1977

B Express Your Ideas. Why do you think Duell and Olsen, who were specialists in their fields, were unable to foresee the future? If you had to make a statement in one sentence about the future, what would it be?

GOALS After Unit 9, you will be able to:

- 1 Discuss the feasibility of future technologies
- 2 Describe applications of innovative technologies
- 3 Discuss future trends
- 4 Discuss ways to protect the environment

C  **5:02 Sound Bites.** Read and listen as two women discuss the future.

OLGA: Wouldn't it be great if there were some way to be flown to another planet? I mean comfortably. Like a tourist.

KATE: Forget about it. That's not happening in our lifetime.

OLGA: Don't be so sure. There was this piece on the news about someone trying to get investors to start up a space tourism company. There are even a couple of space tourism websites. It's not as far off as you think.

KATE: Yeah, right! Who would invest in that? The cost would be astronomical. And then, to top it off, no one would go.

OLGA: I think you're wrong. Lots of people would. I would. I think it would be a great investment.

KATE: Well, I think it's pretty far-fetched.

OLGA: Hey, fifty years ago, who would have thought we'd be able to do all the things we do today?

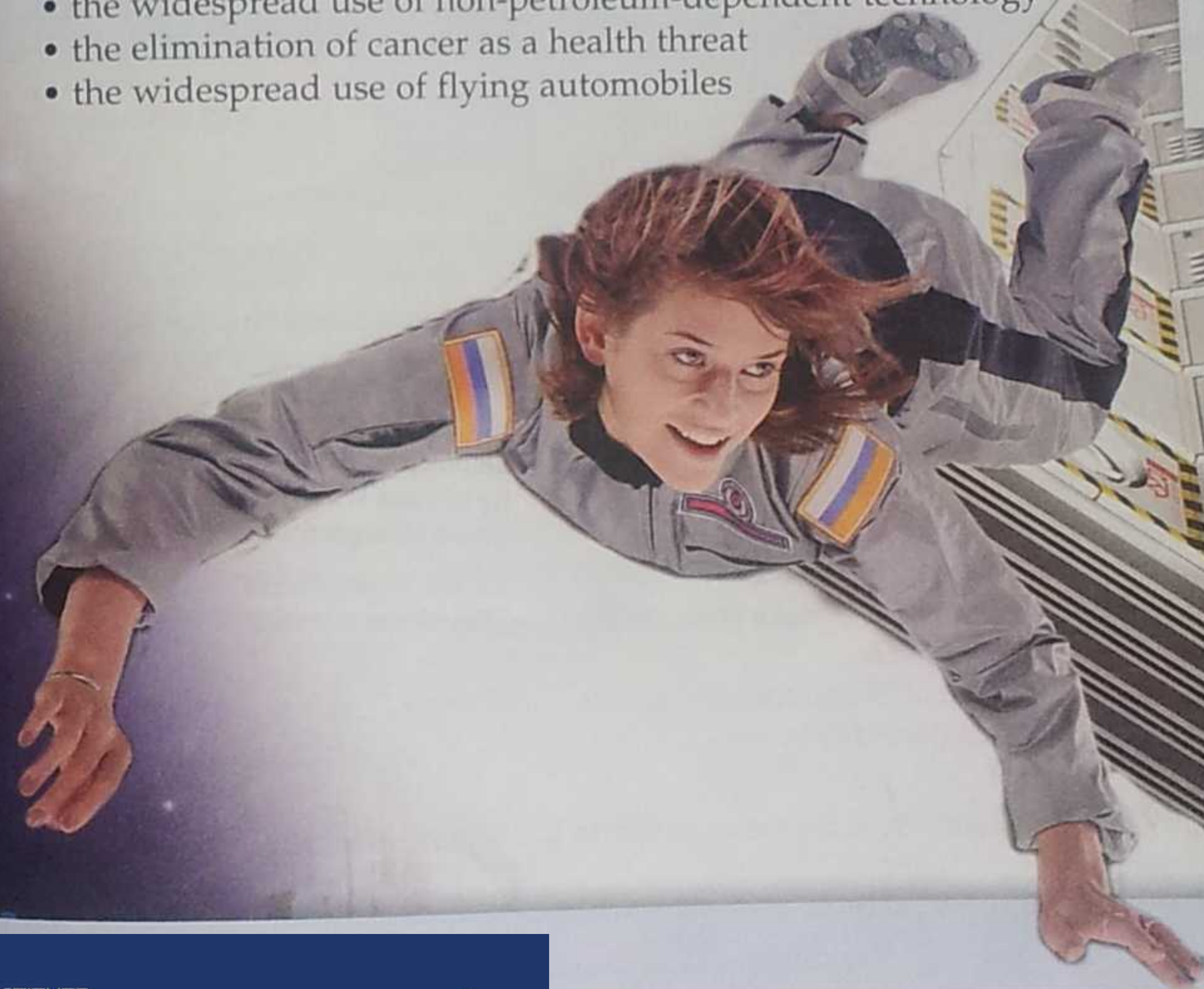
D Think and Explain. Why does Olga think space tourism may not be so far off? Why does Kate think the possibility is far-fetched?

E Focus on Language. In your opinion, when might the following future events occur: in the next decade, by the end of the century, or never? Use the expressions from Sound Bites.

- space tourism
- the widespread use of non-petroleum-dependent technology
- the elimination of cancer as a health threat
- the widespread use of flying automobiles

EXPRESSIONS

- Wouldn't it be if ...?
- Who would have thought ...?
- isn't as far off as you think.
- Forget about it.
- Don't be so sure.
- be far-fetched
- [not] in our lifetime



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Pair Work. Make a list of one modern innovation or technology in each of the following categories that would have surprised a person who lived 100 years ago. How has each one changed people's lives?

	innovation or technology
the home	
the workplace	
transportation	
leisure	
education	

GOAL

Discuss the feasibility of future technologies

A **Grammar Snapshot.** Read the article and notice the passive forms.

JULES VERNE (1828–1905) was internationally renowned for his science fiction and adventure stories, many of which dealt with exploration of the sea, the interior of the Earth, and outer space. The 19th century in Europe was a time of great interest in developing science and technology, and Jules Verne was among the first writers to explore in fiction how people **would be affected** by technology in the future. Verne's great writings deal with contemporary scientific innovation and its potential for human benefit or destruction. Three of Verne's early novels, *Twenty Thousand Leagues Under the Sea*, *Journey to the Center of the Earth*, and *From the Earth to the Moon*, expressed optimism that nature

would be understood and controlled by humans through new technologies. In these books, Verne's heroes are scientists who travel to unknown places to gain knowledge that will benefit humanity. In his later works, Verne is less optimistic about the future. In *The Eternal Adam*, for example, Verne is extremely pessimistic, portraying scientists as unscrupulous and willing to allow others to use their scientific discoveries and inventions for war and destruction. Although a beloved storyteller, Verne **will always be credited** with having foreseen the invention of many modern machines and technologies.

- Predicted by Verne:
- Long-distance travel by balloon
 - Interplanetary travel
 - A moon landing
 - The electric engine
 - The tank
 - The picture telephone
 - Scuba-diving gear
 - The helicopter
 - The satellite

B **Express Your Ideas.** Jules Verne was able to envision many future technologies. What technologies do you predict for the future?

C **Grammar. The passive voice: the future, the future as seen from the past, and the future perfect**

The future
Use **will be** or **be going to be** + a past participle to make predictions and statements about the future in the passive voice.
In the future, appliances **will be linked** to each other and to the Internet as well.
In coming years, our lives **are going to be made** easier by new home technologies.

The future as seen from the past
Use **would be** or **was / were going to be** + a past participle to make statements about the future as seen from the past in the passive voice.
Verne predicted that spaceships **would be taken** into outer space.
He thought that one day nature **was going to be controlled** by humans.

The future perfect
Use **will have been** + a past participle to make statements in the future perfect in the passive voice.
By 2025, commercial space travel **will have been started**.
Cities **will have been built** on the moon by the end of the century.

NOTE: The passive voice is often used when discussing science and technology. Use a **by phrase** when it's important to name the agent (the performer of the action).
Our lives will be improved **by technology**.

GRAMMAR BOOSTER p. G13
• When to use the passive voice

D **Grammar Practice.** Look at the ad for the "home of the future." Then, on a separate sheet of paper, change the four statements in the ad from active to passive voice.

Build your home of the future today with our complete kit.

In your home:

- robots will do household chores.
- computers will turn heating and air-conditioning on and off.
- space-age wiring will link appliances to the Internet.
- solar energy will fully power your home.

E **Grammar Practice.** Read about some failed predictions from the past. With a partner, create an advertisement for one prediction. Use the passive voice, explaining the future benefit of the technology.

"Run, don't walk, to see *Smell-O-Vision* at your local theater. You'll be surrounded by the smells of the scenes on the screen!"

"It sounded like a good idea at the time."

The flying car. On November 17, 1947, the *New York Times* reported that a prototype of a flying car, the ConvAIRCAR, had circled San Diego, California, for one hour and eighteen minutes. The maker of the car predicted that the flying car would be a commercial success.

(The flying car never caught on.)

Cryonics for immortality. In the 1960s, Robert Ettinger's book *The Prospect of Immortality* argued that people with fatal illnesses could have their bodies frozen before death and, once a cure for the illness was found, could then be thawed and cured. This would permit us to live beyond our natural life.

(This technology never took off.)

Smell-O-Vision. In 1960, the movie *Scent of Mystery* combined visual images with releases of odors into the theater. The movie-maker predicted this technology would be used in all movies of the future.

(Smell-O-Vision was a flop.)



Rocket-delivered mail. On June 8, 1959, a rocket carrying 3,000 letters was launched from a submarine in the ocean and delivered to a U.S. naval station in Florida. Some people believed the age of rocket-delivered mail had begun.

(But rocket-delivered mail was a bust.)

Information source: <http://retrofutur.com>

F **Draw Conclusions.** Discuss why you think each of these ideas failed to catch on.

- failed to [catch on / take off]
- never [caught on / took off]
- was / were a bust

PRONUNCIATION BOOSTER p. P9
• Formal pronunciation, rhythm, and intonation

NOW YOU CAN Discuss the feasibility of future technologies

Write each Jules Verne "quotation," using the future as seen from the past, on a separate sheet of paper, rewrite each sentence, using the passive voice. Then, with a partner, make three picture telephones.

- "Ordinary people will one day purchase picture telephones."
- "People are going to take trips to outer space some day."
- "The military will use tanks in the future."
- "Scuba-diving gear will protect divers searching for undersea treasures."

B **Discussion.** What future technologies do you think will catch on? Are you optimistic or pessimistic about the use of science and technology in the future? Why?

Verne thought . . .
Verne believed . . .
Verne claimed . . .
Verne was sure that . . .
Verne theorized that . . .

GOAL

Describe applications of innovative technologies

A ^{5:04} **Conversation Snapshot.** Read and listen. Notice the conversation strategies.

A: You know, they say that with cloning, couples who haven't been able to have kids will be able to.

B: If you ask me, I think that's pretty scary.

A: Really? How come?

B: Well, it's like opening a can of worms. I mean, even if cloning were permitted for a good purpose, who's to say it wouldn't then be used for something bad?

A: True. But people have always said that about new things.

^{5:06} **Ways to express a fear of consequences**
 It's like opening a can of worms.
 It's like playing with fire.
 It's like opening Pandora's box.
 It's a slippery slope.

^{5:05} **Rhythm and intonation practice**

B ^{5:07} **Vocabulary. Innovative Technologies.** Listen and practice.

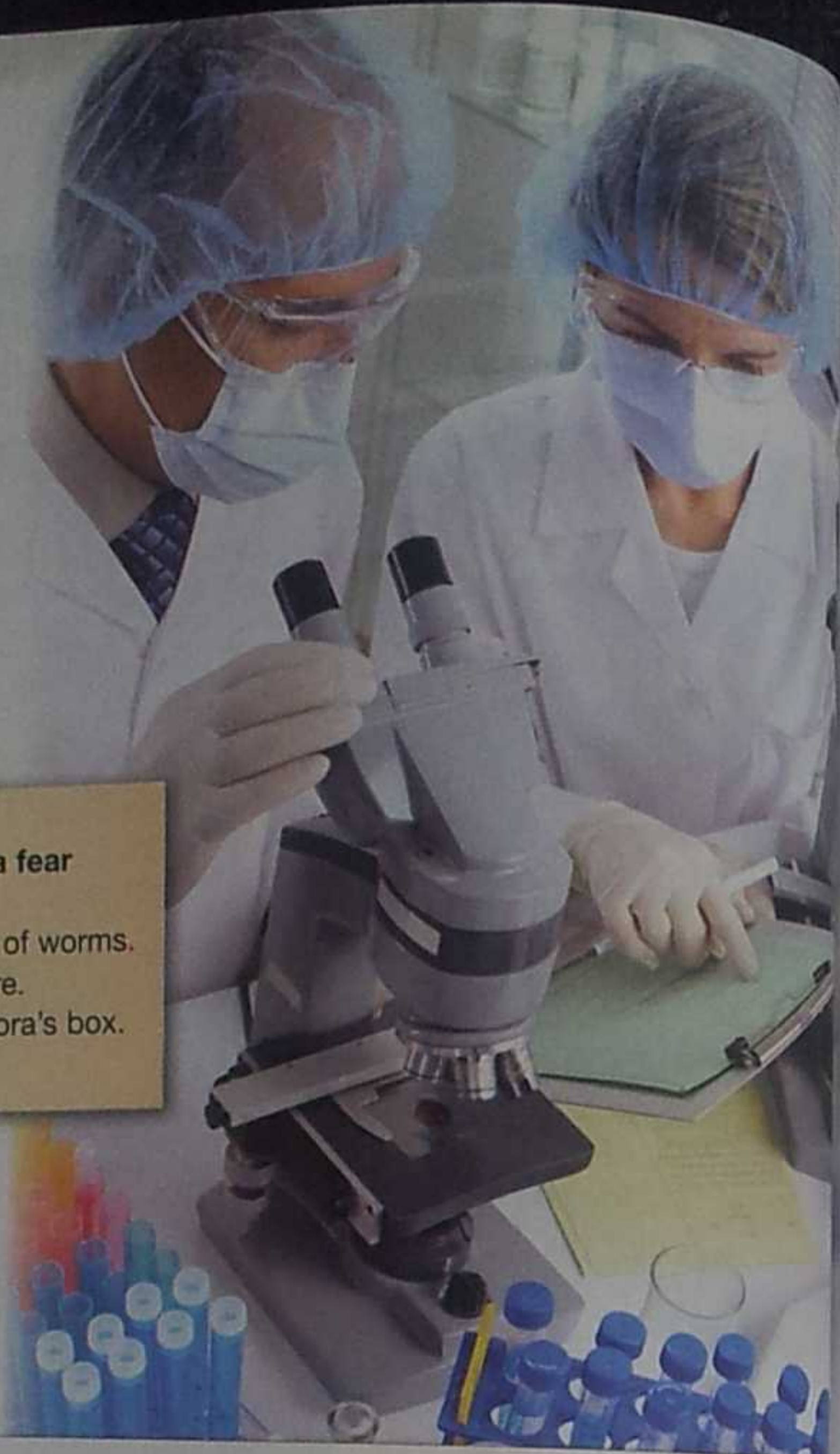
remote surgery an operation performed by a robot controlled by a surgeon at a distant location

artificial intelligence a computer designed to do things that the human brain can do, such as think and make decisions

computer chip implants electronic chips placed under the skin in order to make identification easy and foolproof

human cloning taking a cell from the human body and developing it artificially in order to make an exact living copy of that body

genetic engineering changing the structure of the genes of animals or plants for specific purposes



C ^{5:08} **Listening. Listen to Activate Vocabulary.** Listen to five conversations in which people discuss the applications of innovative technologies. After each conversation, write the type of technology they're discussing, using the Vocabulary. Then listen again and, with a partner, write a description of the application they mention.

	Innovative technology	Application
1		
2		
3		
4		
5		



D ^{5:09} **Listening. Identify Point of View.** Listen to the conversations again. Circle to indicate whether the speakers are for or against each technology. Explain your answer, citing information in the conversations.

1. He's (for it / against it).
2. She's (for it / against it).
3. She's (for it / against it).
4. They're (for it / against it).
5. He's (for it / against it).

E **Grammar. The passive voice in unreal conditional sentences**

The passive voice can appear in one clause, or both clauses, of unreal conditional sentences.

The present unreal conditional

If lots of effective cancer-fighting drugs **were developed** through genetic engineering, that technology **might be** more widely **accepted**.

If they implanted chips in all credit card users, signatures **would not be required**.

If artificial intelligence **were applied** to kitchen inventions, we **wouldn't have to spend** so much time in the kitchen.

The past unreal conditional

If antibiotics **had been discovered** in the 19th century, the death toll of the 1918 influenza epidemic **might have been lower**.

If gunpowder **had not been invented**, other tools of war **would have been developed**.

F **Grammar Practice.** Read the untrue statements. Then write conditional statements with your own opinions, using **if** clauses in the passive voice.

Example: Operations are always performed by robots.

If operations were always performed by robots, there would never be any surgical errors.

1. Chips are implanted in our bodies at birth.
2. Genetic engineering is prohibited.
3. Human cloning is permitted.
4. The airplane wasn't invented.
5. The dinosaur was not made extinct.
6. Written language was never developed.
7. Electricity wasn't discovered.

NOW YOU CAN Describe applications of innovative technologies

A **Notepadding.** On your notepad, write an innovative technology that exists in the present and one you'd like to see in the future. Write one important possible application or use of each technology.

Present technology
genetic engineering
 Application
create disease-resistant seeds

Future technology

Application

Application

B **Use the Conversation Strategies.** With a partner, discuss the innovative technologies of the present and future from your notepad. Use the Conversation Snapshot as a guide. Start like this: "You know, they say that ..."

GOAL
Discuss future trends

A ^{5:10} **Vocabulary. Demographics.** Listen and practice.

stat-ist-ic /stə'tɪstɪk/ *n.* **statistics** [plural] a collection of numbers which represents facts or measurements: *Government crime statistics indicate that the murder rate is falling.*

dem-o-graph-ic /demə'græfɪk/ *n.* **demographics** [plural] information about the people who live in a particular area, such as how many people there are or what types of people there are: *the changing demographics of Southern California*

rate /reɪt/ *n.* [C] the number of times something happens, or the number of examples of something within a certain period: *Prisoners escaped from the center at the rate of one every five days.*

trend /trend/ *n.* [C] a general tendency in the way a situation is changing or developing: *If current trends continue, tourism in the state will increase by 10%. | [+ in] The agency monitors trends in drug use among teenagers. | [+ toward] There is a recent trend toward more parental involvement in schools. | Davis is hoping to reverse the trend (=make a trend go in the opposite direction) of rising taxes.*

Excerpted from Longman Advanced American Dictionary © 2007

B **Vocabulary Practice.** With a partner, look at the types of rates in Exercise C. Use the Vocabulary to explain what each means.

C ^{5:11} **Listening. Listen to Infer.** Listen to people discussing social trends. After each conversation, write the number of the conversation next to the rate or rates they are discussing. Then circle the word to indicate if the rate is rising or falling. Listen again to check your work. (In one conversation, the speakers are discussing two rates.)

- crime rate (rising / falling)
- birthrate (rising / falling)
- literacy rate (rising / falling)
- fertility rate (rising / falling)
- divorce rate (rising / falling)

literacy = ability to read and write
fertility = ability to reproduce
mortality = death

"A crime rate is a statistic that shows how often crimes occur."

D ^{5:12} **Listening. Listen for Main Ideas.** Listen to a lecture predicting world population trends. Read the list of subjects. Then listen again and check the subjects that were discussed.

- population growth
- life expectancy
- marriage trends
- birthrates
- divorce rates
- mortality rates
- unemployment rates
- literacy rates

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E ^{5:13} **Listening. Infer Information.** Read the statements. Then listen to the lecture again. Circle the word or phrase that best completes each statement, according to the information presented in the lecture.

In comparison with the year 2000, . . .

1. the world's population in 2015 will be (higher / lower / the same).
2. birthrates in developed countries will be (higher / lower / the same).
3. populations in India and Pakistan will be (higher / lower / the same).
4. the population in African countries with high birthrates and high AIDS mortality will be (higher / lower / the same).
5. populations in Russia and Eastern Europe will be (higher / lower / the same).
6. populations in Japan and Western Europe will be (higher / lower / the same).
7. the rate of population growth in North America, Australia, and New Zealand will continue to be (higher than / lower than / the same as) in other developed countries.

F **Support an Opinion.** Do any of the statistics about future world demographics concern you? Why or why not?

NOW YOU CAN **Discuss future trends**

A **Notepadding.** With a partner, discuss some social trends in your country that concern you. Write them on your notepad. Do you and your partner have similar concerns?

Marriage and divorce: *Fewer and fewer people are getting married.*

Government and politics:

The news media:

Education:

Marriage and divorce:

Family life:

Other:

B **Discussion.** On the board, write the trends that students discussed. Choose one topic you're concerned about and meet in small groups with others who have chosen that topic. Discuss your concerns and predict at least three consequences if the trend continues.

Summarize Ideas. On a separate sheet of paper, write two paragraphs about the trend you discussed. In the first paragraph, explain the problem and give examples. In the second paragraph, explain what will happen as a result of the trend.

In this country, there has been a trend toward getting married at an older age . . .

GOAL

Discuss ways to protect the environment

A Reading Warm-up. What are some ways we can save energy and water?

B Reading. Read the article. What do you think about the steps the dealership took?

World's First "Green" Dealership

GreenZone, believed to be the world's first "green" dealer facility, was opened in Umeå in northern Sweden. It is expected to pave the way for other green facilities worldwide. The project was developed by Ford dealer Per Carstedt, in conjunction with Ford, McDonald's, and Statoil. It includes three different buildings—a car dealership, a restaurant, and a gas station.



The GreenZone project has two very challenging goals: to conserve resources by using only renewable energy sources to meet energy demands and to reduce energy consumption by 60–70% by using green technologies.

The car showroom building is heated by a geothermal system that collects heat energy from within the earth and from solar collectors that absorb the energy from the sun. In addition, the dealership, restaurant, and gas station are all linked by pipes. Water in the pipes carries heat from one building to another. For example, excess heat from the restaurant kitchen is used to heat the car showroom.

The energy used for lighting is provided by augmenting electricity from the national power company with power generated by a local wind generator. This cuts down on the amount of power that needs to be purchased. And to reduce the need for lighting, skylights have been installed in the roofs to give better light during the day.

Fresh water from the public water supply is needed only for the kitchen and the restaurant. Rainwater is collected for other uses within the facility, and used water is always filtered and reused. In this way, the demand for fresh water is reduced by 90%.

All the materials used in the construction of the facility were either reused or recycled, cutting down on waste and pollution. Living plants, known as "green filters," are used to purify air that circulates in the ventilation system in the buildings.

The entire staff has been educated in environmental matters so that they are also committed to the dealership's environmental goals.

renewable can be replaced so it is never used up
energy power that is used to produce heat and make machines work
consumption amount used
pipes tubes through which gas or liquid can travel
generator a machine that produces electricity
recycle to process used objects so they can be used again
waste unwanted materials that are left after something has been used or consumed

Information source: Ford Motor Company

C Activate Vocabulary from a Text. Complete each statement about the GreenZone project.

- Reducing _____ demands is the purpose of green technologies.
 - pollution
 - energy
 - renewable
- At GreenZone, a decision was made to avoid using _____ energy.
 - nonrenewable
 - renewable
 - power
- Waste and pollution are reduced by _____ materials at the dealership.
 - using
 - recycling
 - linking
- Employees know that one way to protect the environment is to protect its _____.
 - wastes
 - solar power
 - resources
- The GreenZone project uses a variety of _____ sources: electric, wind, geothermal, and solar.
 - pollution
 - waste
 - power

D Explain a Process. Complete the chart about the systems at GreenZone, according to the reading. Write the sources of energy for each system and describe the process.

System	Source of energy	Process
Heating	geothermal and solar	Heat is transported from one building to another.
Lighting		
Water		
Ventilation		

E Infer Information. Answer the questions, based on what you learned in the reading and from your own general knowledge.

- What are some renewable energy sources?
- What are some nonrenewable energy sources?
- How do solar collectors work?
- What are the benefits of using recycled materials?

F Draw Conclusions. Why do you think a car company, a gas station, or a fast-food restaurant would be interested in a green dealership? What might motivate a company to create a project such as this?

NOW YOU CAN Discuss ways to protect the environment

A Frame Your Ideas. Complete and discuss the self-test with a partner. How differently did you respond? Who seems to be more environmentally conscious, according to the self-test?

How environmentally conscious are you? Here are some ways you can protect the environment with the decisions you make at home.

Check off those that you do.

In the Kitchen

- Cover pots when boiling water.
- Use microwave ovens and pressure cookers when you can.
- Use energy-efficient appliances.

In the Bathroom

- Place a brick or a closed container filled with water in the reservoir tank of your toilet.
- Take showers instead of baths.
- Turn off the water when you brush your teeth or shave.

In the Laundry

- Use cold water in the washing machine.
- Always wash full loads instead of small ones. Presoak heavily soiled items.
- Hang your clothes to dry outside instead of using a dryer.

General

- Turn off your computer when not using it.
- Use fluorescent light bulbs instead of incandescent bulbs.
- Walk as often as you can or take public transportation instead of driving.

B Discussion. What do you think of the tips in the self-test? Do you think any of them are practical ideas or are they just a waste of time? Why? Do you think it's important to protect the environment for the future? Why or why not?

"I think it's silly to worry about how much water you use at home. I don't think it makes a bit of difference to the environment."

"I totally disagree. I think protecting the environment starts at home."

Writing: Predict life in the future

The Essay

When writing an essay, present your personal view on a topic and give reasons, facts, or examples to support that view. The outline on the left and the sample essay on the right indicate an effective way to organize an essay.

I. Introduction:

- Include a thesis statement—a sentence that presents the topic and focus of the entire essay.
- Write general statements about your topic that suggest what the body paragraphs will be about.

II. Body paragraphs: Develop the idea presented in the thesis statement in two or more paragraphs. Each paragraph should have a topic sentence, followed by supporting examples.

III. Conclusion: Summarize the main points and restate the thesis.

WRITING MODEL

thesis statement

In twenty years, cars will be very different from today's cars. The car of the future will probably be powered by an alternative energy source, and it will be equipped with new technologies brought about by advances in computing.

Experts predict the car of the future will be powered by electricity. This will benefit the environment in several ways. First of all, [other details] . . . In addition, [other details] . . .

Advances in computing will also bring a lot of changes in car design. The car of the future will have many advanced technological features. For example, [other details] . . .

Although we cannot predict exactly what the car of the future will be like, we can make some educated guesses based on the direction the car industry is heading in. In twenty years, we will probably not remember . . .

A Prewriting. Planning Ideas. Choose a topic and write a thesis statement.

Topics

- Transportation in the future
- Communication in the future
- The classroom of the future
- Your own topic: _____

Thesis statement:

On a separate sheet of paper, plan the body paragraphs of your essay. Write a topic sentence for each paragraph you plan to write. Follow each topic sentence with a list of supporting examples.

Body paragraph 1:
topic sentence

topic sentence
supporting example
supporting example

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B Writing. On a separate sheet of paper, write an essay about your topic. Use your thesis statement and your topic sentences and develop your supporting examples.

C Self-Check.

- Does your thesis statement announce what the essay will be about?
- Does the body of the essay give sufficient support for your point of view?
- Does your conclusion summarize the main points of your essay and restate its thesis?

Review



ActiveBook: More Practice

grammar • vocabulary • listening
reading • speaking • pronunciation

A **Listening.** Listen to the conversations. Write the technologies the people are referring to.

1. _____
2. _____
3. _____
4. _____

B Read the following idioms from the conversations. Then listen again and infer their meanings from the context.

1. "I find that a little sketchy." _____
2. "I think it's just pie in the sky." _____
3. "I'm still on the fence." _____
4. "You know—you buy everything hook, line, and sinker!" _____

C Complete the paragraph with words and phrases from the box. Make any necessary changes.

trend life expectancy mortality rate population growth statistics birthrate

_____ indicate that there are over 6 billion people in the world, with an increase of (1) 76,570,430 people each year. This (2) _____ is not a result of an increased (3) _____. In fact, there is actually a worldwide (4) _____ for women to have fewer children. This increase in population is mainly the result of a decrease in the child (5) _____, with more children living to adulthood. People are living much longer lives. When the first humans walked the earth, the average person lived only to the age of twenty. Today, the worldwide (6) _____ is 77.1.

D Rewrite each of the following sentences in the passive voice. Include a by phrase only if that information is necessary.

1. In two years, engineers will have designed a new factory. _____
2. Engineers are going to equip the factory with filters. _____
3. Workers will recycle paper, metal, and plastic. _____
4. _____ e before they dump it into rivers. _____
5. New technologies are going to reduce energy demands by 50 percent. _____
6. Pipes will collect rainwater, and they will transport it to tanks. Pipes will also carry excess heat from one building to another. _____
7. If engineers hadn't designed the factory to use solar energy, the national grid couldn't have met its demand for electricity. _____

An interconnected world

GOALS After Unit 10, you will be able to:

- 1 Describe the cultural impact of foreign imports
- 2 React to news about global issues
- 3 Discuss the economic impact of globalization
- 4 Discuss the role of English in international communication

A Topic Preview. Read what these people say about globalization. Who seems enthusiastic about it? Who seems to be critical? Who seems neutral?

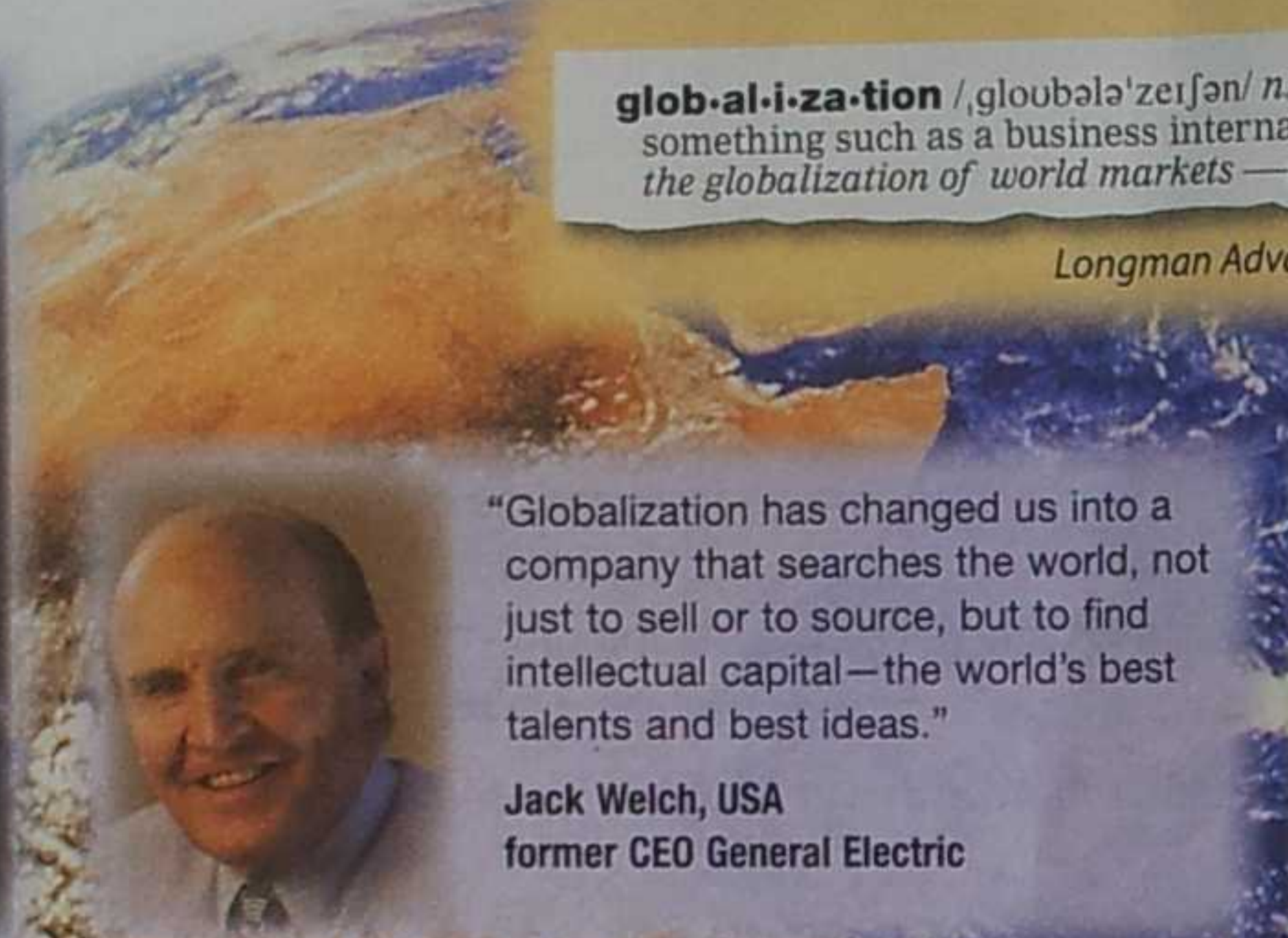
glob-al-i-za-tion /ˌɡloʊbəlaɪˈzeɪʃən/ n. [U] the process of making something such as a business international, or the result of this: *the globalization of world markets* — **globalize** /ˈɡloʊbəˌlaɪz/ v. [I,T]

Longman Advanced American Dictionary © 2007



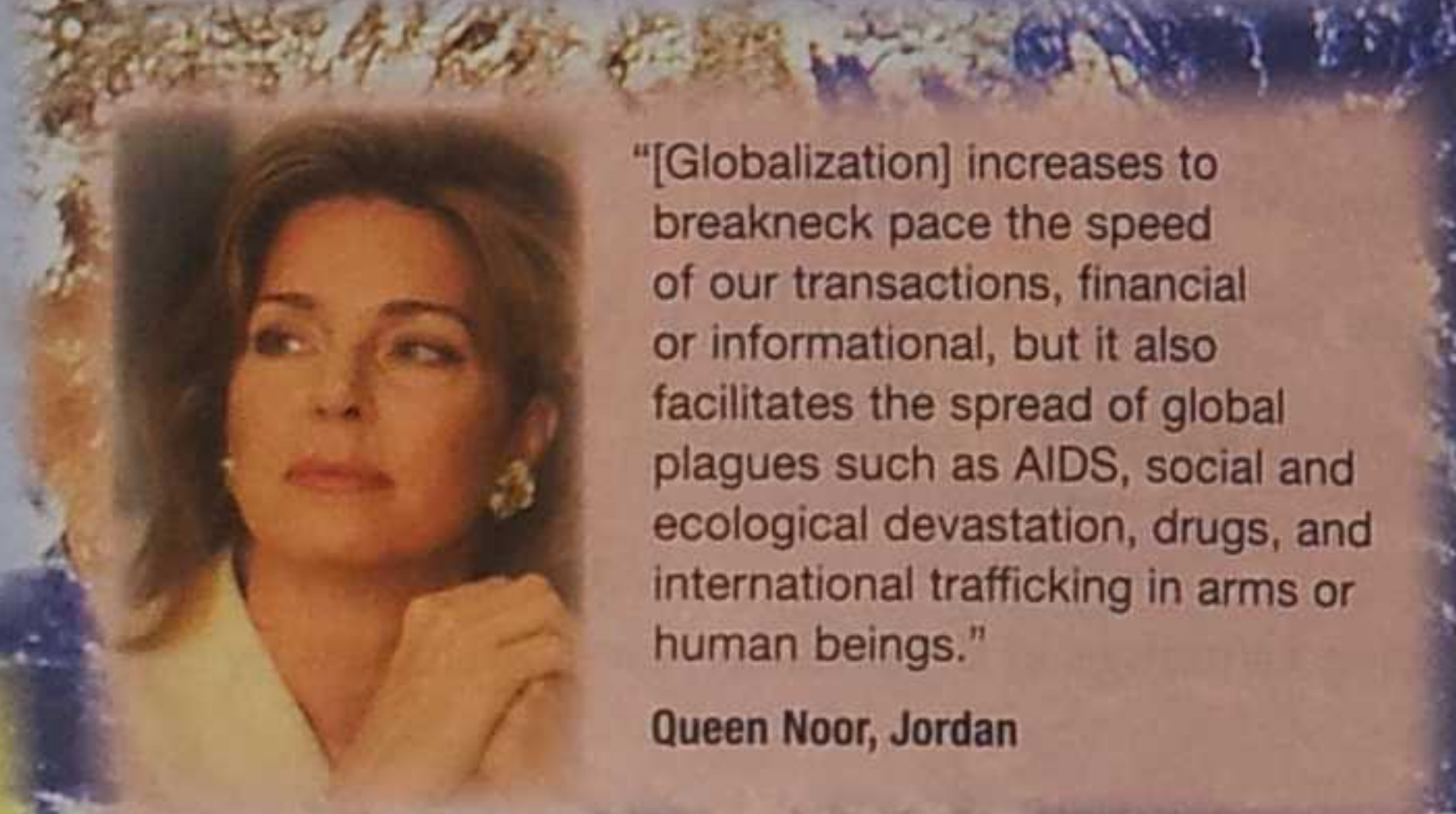
"This is a very exciting time in the world of information . . . The whole pace of business is moving faster. Globalization is forcing companies to do things in new ways."

Bill Gates, USA
CEO Microsoft



"Globalization has changed us into a company that searches the world, not just to sell or to source, but to find intellectual capital—the world's best talents and best ideas."

Jack Welch, USA
former CEO General Electric



"[Globalization] increases to breakneck pace the speed of our transactions, financial or informational, but it also facilitates the spread of global plagues such as AIDS, social and ecological devastation, drugs, and international trafficking in arms or human beings."

Queen Noor, Jordan



"When protesters shout about the evils of globalization, most are not calling for a return to narrow nationalism but for the borders of globalization to be expanded, for trade to be linked to labor rights, environmental protection, and democracy."

Naomi Klein, Canada
activist and writer



"Across the world, as the 'free market' brazenly protects Western markets and forces developing countries to lift their trade barriers, the poor are getting poorer, and the rich richer."

Arundhati Roy, India
author and activist



"If we cannot make globalization work for all, in the end it will work for no one."

Kofi Annan, Ghana
former Secretary-General of the United Nations



"Globalization is not something we can hold off or turn off . . . It is the economic equivalent of a force of nature . . . like wind or water."

Bill Clinton, USA
former president

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B Express Your Ideas. Which of the quotations come closest to your own views?

C Sound Bites. Read and listen to a conversation about globalization.

EVA: You may want to head home soon. They're closing off the streets for that antiglobalization demonstration.

CRAIG: Another one? What is it with these people? What's the big deal about globalization, anyway?

EVA: There are a lot of reasons to be against it. I think they have a point.

CRAIG: No offense, Eva, but don't you think you're talking out of both sides of your mouth? I mean, you've got your Brazilian shoes, your Chilean wine, your German car. How can you be against globalization?

EVA: OK, maybe I'm being a bit hypocritical. But not everyone benefits like we do. I still think we've got to stand up for what's right.

D Think and Explain. With a partner, discuss the questions and support your answers with information from Sound Bites.

1. Why does Craig think Eva is being hypocritical?
2. What benefits of globalization is Eva referring to?
3. Why does Eva think the demonstrators have a point?



STARTING POINT

Support an Opinion. With a partner, decide which of the following you think are *not* examples of globalization. Explain your answers, according to the dictionary definition on page 110.

a Every year, New York City hosts a flamenco festival featuring artists from around the world who sing and dance in this traditional Spanish gypsy style.

d Canada charges that French and Russian fishing ships have violated its waters by fishing within the two-hundred-mile limit it claims along its Pacific and Atlantic coasts.

b At an international meeting in Porto Alegre, Brazil, participants from more than forty countries use English to communicate.

e Unemployed communications workers in Italy complain that their jobs are being taken by lower-paid workers in Sri Lanka.

c Nike, the U.S. sports apparel company, calls a news conference to answer further charges that workers in their factories in Southeast Asia are being paid poverty wages.

f Mexico, the United States, and Canada agree to eliminate trade barriers and permit sales of products from one country to the other without taxes.

GOAL

Describe the cultural impact of foreign imports

A Grammar Snapshot. Read the people's opinions and notice the phrasal verbs.



Sanjita Kalyani, India

"Go anywhere young people shop and you'll **come across** foreign brand names everywhere you look. **Try** a shirt **on**, and it's probably made in China. **Check** those new CDs **out** at the local music store, and they may be from Brazil or Spain. Or **try** some new product **out** at the electronics store and you can bet it's imported. I know a lot of people here see all this as a threat to our culture. But the way I see it, we can enjoy foreign things and still value and appreciate our own traditions."



Daniel Odunje, Nigeria

"When I **turn** my television **on**, it's great having the choice of so many movies and shows from all over the world. But I have to admit, I'm concerned about the influence of Hollywood movies on my children. I really don't care for the values they teach. But my kids are crazy about those films. If I were to ask my kids to **give** them **up**, I'm sure I'd never hear the end of it! I've been trying to **talk** them **into** watching other things, but it's a bit of a losing battle, I'm afraid."



Claire Hamilton, Canada

"It's amazing to see all the foreign things that we take for granted now. If you have an interest in martial arts, you can **take up** karate from Japan, kung fu from China, tae kwon do from Korea, or capoeira from Brazil. When it comes to food, you can always **count on** finding someplace that serves Indian, Thai, Mexican, Japanese, Korean—all foods that would have been hard to find here a generation ago. If you like karaoke, you can **try it out** almost anywhere now. People are a whole lot more sophisticated about these things than they were in my parents' time."

B Activate Prior Knowledge. Are any of the opinions in the Grammar Snapshot ones that might be heard in your country? Explain.

C Grammar. Separability of transitive phrasal verbs

REMEMBER: Transitive* phrasal verbs can be separable or inseparable.

Separable phrasal verbs

A direct object noun can generally come before or after the particle.

Let's **check out** those new CDs. OR Let's **check** those new CDs **out**.

BE CAREFUL! A direct object pronoun must come before the particle.

Let's **check** them **out**. NOT Let's ~~check out~~ them.

Some separable verbs are *always* separated: the direct object always comes before the particle.

I've been trying to **talk** my kids **into** watching other things.

NOT I've been trying to ~~talk into~~ my kids watching other things.

Inseparable phrasal verbs

With inseparable phrasal verbs, all direct objects always come **AFTER** the particle.

Those kinds of companies **cater to** younger customers.

NOT Those kinds of companies ~~cater~~ younger customers ~~to~~.

Separable	Always separated	Inseparable
check out	keep (something) on	carry on
figure out	see (something) through	cater to
find out	start (something) over	come across
give up	talk (someone) into	count on
hand out		
pick up		
put off		
take up		
throw away		
try on		
try out		
turn on / off		

For a complete list and definitions, see the Appendices, pages A4–A6.

GRAMMAR BOOSTER
p. G14

• Phrasal verbs: expansion

*Transitive verbs are verbs that take direct objects.

D Grammar Practice. Complete each statement, using a form of the phrasal verb with the pronoun *it* or *them*. Pay attention to whether or not the phrasal verb is separable.

- Although only a small minority of the population can read English, English words are visible everywhere. You often (come across) _____ on signs, product advertisements, and even clothing.
- Tai chi has become really popular in this country. Even my eighty-year-old great-grandmother has (take up) _____!
- For the governments of some countries, the benefits of globalization are not so clear. It may not be easy to (talk into) _____ dropping trade tariffs.
- Because many young adults have tremendous economic power, many fashion companies develop marketing campaigns that (go after) _____ exclusively.
- A common marketing technique is to hand out free samples of new products at international trade fairs so people can (try out) _____.
- Many parents feel that certain songs express a negative social attitude and worry that their children will (pick up) _____ just by listening to the songs.

NOW YOU CAN Describe the cultural impact of foreign imports

A Notepadding. On your notepad, list examples of things from foreign countries or cultures that you come across often.

Foods you eat:

Music you listen to:

Home furnishings:

Clothes and accessories you buy:

TV programs or movies you watch:

Other:

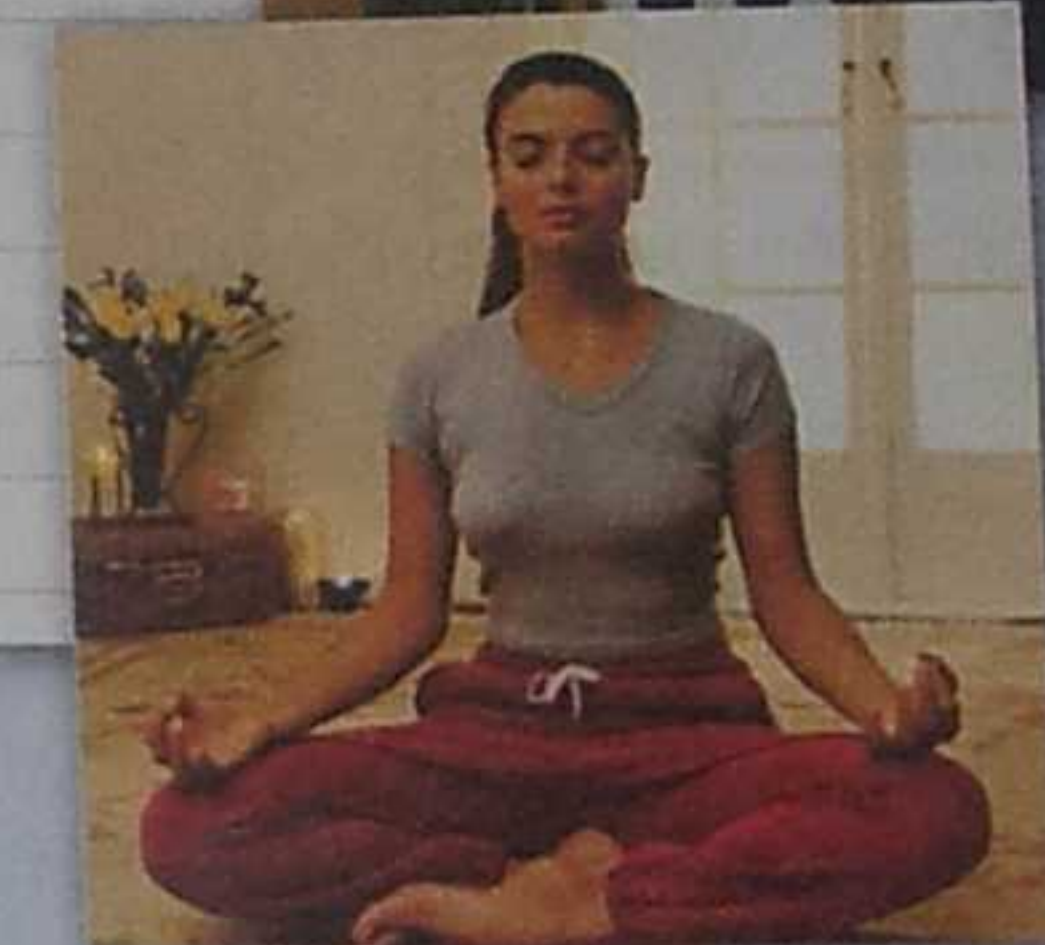
B Pair Work. Discuss whether the items you listed have had a positive or things that are a part of your life, are give up? Which products or traditions have a positive impact on other countries?

C Use the Grammar. Do you agree with any of these statements about the future cultural impact of globalization? Explain. Try to use phrasal verbs when you can.

"Globalization will lead to the creation of one global culture as people **give up** local traditions."

"Thanks to globalization, people around the world will **take up** the best aspects of each other's cultures while still retaining their own."

"Because of globalization, people will imitate the shallow, negative values they **pick up** from foreign movies, TV shows, and ads."



GOAL

React to news about global issues

A **5:19** **Conversation Snapshot.** Read and listen. Notice the conversation strategies.

To react positively

- A:** Can you believe how much money was donated for hunger relief?
- B:** It really makes you feel good, doesn't it?
- A:** I guess it just goes to show you what people can do when they put their minds to it.

To react negatively

- A:** Can you believe that no one's doing anything about global warming?
- B:** It's really mind-boggling, isn't it?
- A:** Yeah. You'd think in this day and age they could come up with a way to slow it down.

5:20 **Rhythm and intonation practice**

5:21 **Ways to react to world issues and news**

- It's really (mind-boggling / shocking / appalling), isn't it?
- It really makes you feel (angry / depressed / helpless), doesn't it?
- It's really (wonderful / heartwarming), isn't it?
- It really makes you feel (great / teary-eyed / fantastic), doesn't it?
- It's not really surprising, is it?
- It makes you feel kind of guilty, doesn't it?
- It really makes you stop and think, doesn't it?



Raising money in China for the World Food Program

PRONUNCIATION BOOSTER p. P9
• Intonation in tag questions

B **5:22** **Vocabulary. Phrasal Verbs to Discuss Global Issues.** Listen and practice.

lay off to stop employing a worker, especially for a period of time in which there is not much work to do
The company announced they were laying off two hundred employees.

put up with to accept a bad situation or person without complaining
For many years, the people in that village have put up with inadequate roads.

run out of use all of something and not have any left
If we're not careful, we'll run out of oil before alternative sources of energy have been found.

go without to live without something you need or usually have
No one should have to go without clean water to drink.

wipe out to remove or destroy
Illiteracy has been nearly wiped out there.

come up with to think of an idea, plan, reply, etc.
They need to come up with a new plan to shelter the homeless.

come down with to be ill
Since the flood, hundreds have come down with malaria.

carry out to do something that needs to be organized and planned
It's time the president carried out her plan to vaccinate all school-age children.

bring about to make something happen
We need to tell management our ideas if we expect to bring about any policy changes.

C **Vocabulary Practice.** There are some errors with phrasal verbs in the article. Make corrections.

UN HUNGER RELIEF

In order to assist local hospitals in their battle against acute malnutrition, the UN World Food Program is carrying through operations in the southern region, where thousands of children have been going with proper food or sanitary conditions. The terrible hardship these children have had to put on with is the result of extreme poverty brought to by ongoing drought conditions and the increasing number of people who have been recently laid away in the region because of factory closings. The poorest and most isolated families have run away of money to buy the staples they need to feed their children. The program has come down with a plan to provide emergency rations to these families.

D **Vocabulary Practice.** Fill in the blanks with appropriate forms of phrasal verbs from the Vocabulary on page 114.

Drug Discovery Plan to Tap and Help Rain Forests

In Madagascar, off the coast of Africa, as farmers (1) usable land, they burn and destroy the rain forests to make more room for farming. If action is not taken, Madagascar's rain forests will soon be (2).

A team of international scientists have (3) an interesting idea to help save the forests. Led by researcher Patricia Wright, they are currently negotiating agreements with local government officials to (4) research in the area through a program called "The Drug Discovery and Biodiversity Program." The program will study local traditional healing methods from a scientific point of view. Researchers believe the rain forests of Madagascar may be home to sources of new drugs that will fight the numerous illnesses that millions of people (5) each year, such as malaria, AIDS, and even the common cold. They are confident their plan will (6) much needed economic growth in the area.

Information source: <http://news.nationalgeographic.com>

NOW YOU CAN *React to news about global issues*

A **Use the Conversation Strategies.** Read and react to each newspaper clipping about global problems. Use the Conversation Snapshot as a guide. Start like this: "Can you believe ...?"

Philippine Authorities Concerned about New Outbreaks
Hundreds of people have come down with malaria in Mindanao, causing authorities to increase their recent mosquito eradication and travel there.

Leaders Gather to Fight Poverty
World leaders gathered in Malta this week to come up with a plan to stamp out poverty by the end of the decade, while protesters fought with police outside.

Study Warns of Global Warming Threat
By 2050, more than a million species of animals and plants will have been wiped out because of rising temperatures caused by greenhouse emissions, according to a new study carried out by conservation biologist Chris Thomas.

Scientists Concerned about South Asia Smog
A vast blanket of pollution stretching across South Asia, brought about by breakneck economic growth, is modifying rainfall patterns and putting the health of hundreds of thousands of people at risk.

Famine Sends Thousands into Refugee Camps
A catastrophic drought that has forced more than four million people to go without adequate food is filling United Nations refugee camps to capacity.

B **Discussion.** What do you think could be done to address some of the following world problems? Use phrasal verbs if you can.

- hunger
- poverty
- pollution
- illiteracy
- war
- disease
- destruction of the rain forests
- global warming

GOAL

Discuss the economic impact of globalization

A Reading Warm-up. Are people in your country generally advocates or critics of globalization? Why is that?

B Reading. Read the article about economic globalization. Which view do you agree with?

GLOBALIZATION
Experts Debate Pros and Cons

Over the past few decades, more and more countries have opened up their markets, increasingly transforming the world economy into one free-flowing global market. The question is: Is economic globalization good for all?

According to the World Bank, one of its chief proponents, economic globalization has helped reduce poverty in a large number of developing countries. It cites one study that shows increased prosperity contributing to improved education and longer life expectancies in twenty-four developing countries as a result of integration of local economies into the world economy. Home to some three billion people, these twenty-four countries have seen incomes increase at an average rate of five percent—compared to two percent in developed countries.

Globalization advocates claim economies in developing countries will benefit from new opportunities for small and home-based businesses. For example, small farmers in Brazil who produce cashew nuts that would previously have sold only in local open-air markets can now promote their goods worldwide via the Internet.

Critics take a different view, believing that economic globalization is actually widening the

gap between the rich and poor. A study carried out by the U.N.-sponsored World Commission on the Social Dimension of Globalization shows that only a few developing countries have actually benefited from integration into the world economy and that the poor, the illiterate, unskilled workers, and indigenous peoples have been left behind. Furthermore, they maintain that globalization may ultimately threaten emerging businesses. For example, Indian artisans who currently seem to benefit from globalization because they are able to export their products may soon face stiff competition that could put them out of business. When large-scale manufacturers start to produce the same goods, or when superstores like Wal-Mart move in, these small businesses will not be able to keep up and will be crowded out.

One thing is certain about globalization—there is no turning back. Advances in technology combined with more open policies have already created an interconnected world. The challenge now is finding a way to create a kind of globalization that works for the benefit of all.

On your ActiveBook disc: *Reading Glossary and Extra Reading Comprehension Questions*

The People Weigh In

The Pew Global Attitudes Project surveyed more than 38,000 people in forty-four countries. Majorities in all countries took a favorable view of growing international trade and business ties. Faster communication and travel, the growing availability of foreign culture, and the wide variety of products were cited as benefits.

Growing Trade and Business Ties

	SEE IT HAPPENING	THINK IT'S GOOD FOR THE COUNTRY
	%	%
Angola	79	89
Argentina	28	60
Bangladesh	31	84
Bolivia	65	77
Brazil	70	73
Bulgaria	42	89
Canada	59	85
China	53	90
Czech Republic	60	84
Egypt	55	67
France	50	88
Germany	58	91
Ghana	70	85
Great Britain	61	87
Guatemala	59	83
Honduras	70	93
India	65	69
Indonesia	73	87
Italy	71	79
Ivory Coast	48	96
Japan	74	72
Jordan	50	52
Kenya	67	90
Lebanon	74	83
Mali	79	95
Mexico	77	79
Nigeria	82	95
Pakistan	63	78
Peru	45	83
Philippines	78	83
Poland	76	78
Russia	75	88
Senegal	74	98
Slovak Republic	51	86
South Africa	69	88
South Korea	77	90
Tanzania	52	82
Turkey	51	82
Uganda	69	95
Ukraine	79	93
United States	67	78
Uzbekistan	84	97

Information sources: <http://econ.worldbank.org> and <http://news.bbc.co.uk>

C Summarize Ideas. Discuss these questions.

- According to the article, what are the two opposing views of globalization? What examples are given to illustrate each view? Can you give other examples?
- According to the survey, in which countries were people the most and least enthusiastic about globalization? What are the main reasons people felt positive about globalization in the survey?

D Activate Prior Knowledge. Take the survey and compare the responses in your class. What percentage of the students checked each box? Share your opinions and support your ideas with specific examples.

Do you see the following effects of globalization occurring in your country? Do you think they're beneficial?	I see it occurring.	I think it's beneficial.
1. Growing trade and business ties	<input type="checkbox"/>	<input type="checkbox"/>
2. Faster communication and travel	<input type="checkbox"/>	<input type="checkbox"/>
3. Growing availability of foreign culture	<input type="checkbox"/>	<input type="checkbox"/>
4. Wide variety of products from different parts of the world	<input type="checkbox"/>	<input type="checkbox"/>

E Vocabulary. Economic Terms. Listen and practice.

standard of living level of wealth, comfort, and access to goods

Many hope globalization will raise the standard of living in developing countries.

investment money put into a company or business in order to make a profit and make a business successful

The World Bank believes that foreign investment will benefit local economies.

employment rate the percentage of people who have jobs

unemployment rate the percentage of people who don't have jobs

Advocates of globalization cite an increased employment rate in countries that have been integrated into the world economy. Critics, however, worry that the unemployment rate will, in fact, increase.

income money earned from work or investments

wages money paid according to the number of hours worked

The World Bank reports that on average, incomes have improved in developing countries, but critics complain that inadequate wages are keeping the poorest people stuck in poverty.

imports products brought to one country from another to be sold

exports products sent from one country to another to be sold

The promise of globalization is that old protective barriers against trade will give way to a freer flow of imports and exports.

F Listening. Listen to Activate Vocabulary. Listen to the conversations. After each conversation, determine which economic term from the Vocabulary best describes the topic of the conversation. Listen again if necessary.

Conversation 1: _____

Conversation 2: _____

Conversation 3: _____

Conversation 4: _____

NOW YOU CAN *Discuss the economic impact of globalization*

A Notepadding. On your notepad, write the names of at least three foreign companies that do business in your country. What is the general response of the public to these companies or their products: positive, negative, or neutral?

Name of business / Product	General response of public

Some well-known international companies

- BP (British Petroleum)
- Coca-Cola
- Daewoo
- IKEA
- Nestle
- Sony
- Starbucks
- The Gap
- Volkswagen

"In my opinion, Starbucks hasn't had a particularly strong impact. The stores are small, so they haven't really reduced unemployment."

"Volkswagen's investment in local factories has been good for the country. It's provided employment for thousands, and it pays good wages. Its products are reliable and affordable, raising the standard of living for a lot of people."

B Discussion. What benefits or problems have these businesses and products brought to your country? Overall, do you think globalization is good or bad for your economy? Explain. Use the terms from the Vocabulary in your discussion to clarify your ideas.

4

GOAL

Discuss the role of English in international communication

A **Listening. Listen to Summarize.** Listen to four people talking about their views on using English for international communication. Summarize each speaker's opinion.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	



B **Listening. Draw Conclusions.** Now listen again. Write the number of the speaker you think would be most likely to make each statement. Explain why.

"I'm willing to learn whatever language is needed for international communication."

"English makes international communication really fair."

"I really don't mind if I have an accent or make a few mistakes in English."

"There's no other language I'd rather learn than English."

C **Word Skills. Using a Dictionary.** Use the Key to answer the following questions.

- Which of the verbs can be intransitive?
- Which entries indicate that the word can be used as a part of speech other than a verb?
- Which two verbs are appropriate for formal use?
- Which entry includes an antonym (a word that means the opposite)?

KEY	
Grammar Codes	
[C]	countable
[U]	uncountable
[I]	intransitive
[T]	transitive
[I,T]	intransitive or transitive
Parts of Speech	
adj.	adjective
adv.	adverb
n.	noun
v.	verb

dom-i-nate /ˈdɑːməˌneɪt/ v. [I,T] to control someone or something, or to have more power or importance than them: *Movie directing is a profession dominated by men.* | *New Orleans dominated throughout the game.* **2** [I,T] to be the most important feature of something: *The murder trial has dominated the news this week.* **3** [T] to be larger or more noticeable than anything else in a place or situation: *A pair of red-and-gold boots dominated the display.* —**dominating** /ˈdɑːməˌneɪtɪŋ/ adj. —**domination** /ˌdɑːməˌneɪʃən/ n. [U]

max-i-mize /ˈmæksəˌmaɪz/ v. [T] **1** to increase something as much as possible: *We need to look at how to maximize our cash flow.* **2** to CLICK on a special part of a WINDOW on a computer screen so that it becomes as big as the screen —**maximization** /ˌmæksəˌmaɪzɪʃən/ n. [U] —compare MINIMIZE

neu-tra-lize /ˈnjuːtrəˌlaɪz/ v. [T] to make something neutral or to remove its effect: *The new medicine neutralized the pain.* —**neutralization** /ˌnjuːtrəˌleɪʒən/ n. [U]

sur-pass /səˈpæs/ v. [T] **1** to be even better or greater than someone or something else: *In 15 years, China will likely surpass the U.S. as the world's largest market.* | *surpass expectations/hopes/dreams* (=be better than you had expected, hoped etc.) **2** **surpass yourself** FORMAL to do something even better than you have ever done before: *Stewart has surpassed himself with his latest novel.*

u-til-ize /ˈjuːtɪˌaɪz/ v. [T] FORMAL to use something for a particular purpose: *The old fire station could be utilized as a theater.* —**utilizable** adj. —**utilization** /ˌjuːtɪˌəˌzeɪʃən/ n. [U]

Excerpted from Longman Advanced American Dictionary © 2007

D **Word Skills Practice.** Use the dictionary entries to find words to complete each sentence. Use the context of the sentence to determine the appropriate meaning and the correct part of speech.

1. The import-export company enrolls all new employees in an intensive English program designed to _____ the amount of time they are exposed to written and spoken English.
2. Some have argued that the _____ of world communication by the English language has reduced the use of other languages.
3. Language experts point out that students of English are more likely to _____ their English skills to speak with other non-native speakers than with native speakers.
4. With approximately 100 million Chinese Internet users, it's not surprising that six of the world's top 20 most popular websites are in Chinese and that the number of websites in Chinese will soon _____ the number in English.
5. In some countries with populations who speak different languages, English is used to _____ any arguments about which language to use in government and business transactions.

NOW YOU CAN Discuss the role of English in international communication

A **Frame Your Ideas.** Complete the survey. Rate how important each English skill is to you, with 1 being very important, 2 somewhat important, and 3 not important. Then compare and explain your answers with a partner.

English Skills	Importance		
1. understanding the customs of the U.S., Britain, Australia, or other English-speaking countries	1	2	3
2. sounding like a native speaker	1	2	3
3. watching movies or TV without subtitles in one's own language	1	2	3
4. being able to participate in business meetings and other business communication	1	2	3
5. reading academic journals and writing papers	1	2	3
6. functioning socially, such as meeting people or knowing how to be polite	1	2	3
7. expressing opinions precisely	1	2	3
8. being able to travel easily in English-speaking countries	1	2	3
9. teaching English to others	1	2	3
10. other	1	2	3

B **Discussion.** Do you agree with any of the statements below? How do you think the use of English as an international language will change over the next fifty years?

_____ by _____
international language in the world."

"The use of English as an international language is a reflection of how the United States and Britain dominate the world economically and culturally. If that changes, English will decline as an international language."

"Using English is actually an excellent way to neutralize any difficulties in international communication."

C **Express Your Ideas.** On a separate sheet of paper, write about the importance of learning English in your life. What role do you hope English will play in your life? What are your goals? What do you plan to do to achieve them? Then share your ideas with your classmates.

Writing: Express your point of view on the impact of globalization

Persuasion

When you write an essay to express a point of view, you are trying to persuade your reader to consider, and possibly share, your opinions.

- 1. Present your point of view.** Introduce the topic and focus of your essay by including a thesis statement. Acknowledge that there are other ways to see the issue.
- 2. Support your point of view.** Develop your ideas by presenting information, facts, examples, and explanations that support your ideas. Including opposing opinions can help make your own views clearer. Each paragraph should have a topic sentence.
- 3. Summarize your main points.** Summarize and restate the thesis in another way.

① There are many people who feel that globalization is causing more problems than it is solving. However, I agree with former U.S. president Bill Clinton when he says that it cannot be stopped. We need to accept globalization as a reality of the world today and learn to make it work for everyone.

② Some, such as Queen Noor of Jordan, worry that globalization speeds up the spread of social, ecological, and medical problems. This may be true. However, these global problems existed before globalization as well. I believe that more open borders and increased international cooperation make it easier for nations to fight these problems more effectively.

③ Globalization has its good points and bad points, but it's here to stay. Overall, I believe that the advantages it provides far outweigh the problems. If people cooperate to make it work, we can create a better world.

A Prewriting. Generating Ideas.

Read the quotes on page 110 again and choose one. First, on a separate sheet of paper, paraphrase the point of view expressed in the quote. List what you think are some of the pros and / or cons of globalization as they relate to that point of view. Then choose one or two other quotes and do the same.

Who	Queen Noor
Point of view?	Globalization increases the speed of doing business, but also spreads global problems.
Pros	Cons
More opportunities for doing business	Easier for criminals to cross borders
Can meet people's needs more quickly	Rich become richer; poor become poorer

Ways to discuss opposing arguments

To paraphrase

Queen Noor **thinks** (OR **believes**) that globalization has some advantages. **However**, ...

Bill Clinton **states that** globalization cannot be stopped. **However**, ...

According to Bill Gates, globalization is an exciting development. **However**, ...

To concede

It can be argued that globalization causes global problems. **However**, ...

It is true that the poor are getting poorer. **However**, ...

Of course, globalization needs to work for everyone. **However**, ...

B Writing. On a separate sheet of paper, write an essay on the impact of globalization. Use the ideas you generated in Prewriting.

C Peer Response. Read a classmate's essay. Check if your response to each question is yes. If your response is no, explain your reasons.

- Does the introductory paragraph have a clear thesis statement?
- Does the writer include opposing arguments?
- Do the body paragraphs of the essay make persuasive arguments to support the writer's point of view?
- Does the concluding paragraph summarize the writer's point of view clearly?
- Do you have any suggestions for the writer to improve the essay?

Review

A Listening. Listen to three news reports on globalization-related topics. After each report, complete each statement so that it is true, according to the information presented in the report. Listen again if necessary.

Report 1: WorldWatch is concerned that improving living standards in developing countries

- will cause natural resources to run out
- will bring about an increase in prices for luxury goods

Report 2: According to the report, most people think that globalization

- is causing social and economic problems
- is not causing social and economic problems

Report 3: The chairman of Starbucks believes that his customers appreciate

- the convenience of having Starbucks stores in so many locations
- both the coffee and the experience of being in the store

B Complete each phrasal verb with the correct particle.

- The island voted to carry _____ a plan to find foreign investors to develop the island into a tourist resort.
- Technological advances such as cell phones and the Internet have brought _____ great changes in the way people communicate.
- The government is determined to figure _____ how to increase trade with other countries without causing a rise in unemployment.
- Clerks were handing _____ free cups of Colombian coffee at the supermarket in the hopes that it would catch on with local shoppers.
- I picked _____ a little French when I visited my uncle in Paris last summer, but I wouldn't say that I'm fluent.
- A lot of families have been putting _____ large purchases because they're afraid they may soon be out of work if the economy doesn't improve.
- To be honest, I'm worried that the culture of rich nations will one day wipe _____ the traditional culture of poorer nations.
- Asian martial arts have become really popular recently. I know so many people who have taken _____ taekwondo, karate, or judo.

C On a separate sheet of paper, rewrite each sentence, replacing the underlined phrase with the phrase in parentheses.

- _____ French film.
- We're trying to do without imported products.
- They voted to give up protections against imports.
- Falling profits forced the factory owner to lay off the workers.
- Just turn on your TV and you'll see news and films from all over the world.



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Irregular verbs

base form	simple past	past participle	base form	simple past	past participle
be	was / were	been	mean	meant	meant
beat	beat	beaten	meet	met	met
become	became	become	mistake	mistook	mistaken
begin	began	begun	pay	paid	paid
bend	bent	bent	put	put	put
bet	bet	bet	quit	quit	quit
bite	bit	bitten	read /rid/	read /red/	read /red/
bleed	bled	bled	ride	rode	ridden
blow	blew	blown	ring	rang	rung
break	broke	broken	rise	rose	risen
breed	bred	bred	run	ran	run
bring	brought	brought	say	said	said
build	built	built	see	saw	seen
burn	burned / burnt	burned / burnt	sell	sold	sold
burst	burst	burst	send	sent	sent
buy	bought	bought	set	set	set
catch	caught	caught	shake	shook	shaken
choose	chose	chosen	shed	shed	shed
come	came	come	shine	shone	shone
cost	cost	cost	shoot	shot	shot
creep	crept	crept	show	showed	shown
cut	cut	cut	shrink	shrank	shrunk
deal	dealt	dealt	shut	shut	shut
dig	dug	dug	sing	sang	sung
do	did	done	sink	sank	sunk
draw	drew	drawn	sit	sat	sat
dream	dreamed / dreamt	dreamed / dreamt	sleep	slept	slept
drink	drank	drunk	slide	slid	slid
drive	drove	driven	smell	smelled / smelt	smelled / smelt
eat	ate	eaten	speak	spoke	spoken
fall	fell	fallen	speed	sped / speeded	sped / speeded
feed	fed	fed	spell	spelled / spelt	spelled / spelt
feel	felt	felt	spend	spent	spent
fight	fought	fought	spill	spilled / spilt	spilled / spilt
find	found	found	spin	spun	spun
fit	fit	fit	spit	spit / spat	spit / spat
fly	flew	flown	spoil	spoiled / spoilt	spoiled / spoilt
forbid	forbade	forbidden	spread	spread	spread
forget	forgot	forgotten	spring	sprang / sprung	sprang / sprung
forgive	forgave	forgiven	stand	stood	stood
freeze	froze	frozen	steal	stole	stolen
get	got	gotten	stick	stuck	stuck
give	gave	given	sting	stung	stung
go	went	gone	stink	stank / stunk	stunk
grow	grew	grown	strike	struck	struck / stricken
hang	hung	hung	string	strung	strung
have	had	had	swear	swore	sworn
hear	heard	heard	sweep	swept	swept
hide	hid	hidden	swim	swam	swum
hit	hit	hit	swing	swung	swung
hold	held	held	take	took	taken
hurt	hurt	hurt	teach	taught	taught
keep	kept	kept	tear	tore	torn
know	knew	known	tell	told	told
lay	laid	laid	think	thought	thought
lead	led	led	throw	threw	thrown
leap	leaped / leapt	leaped / leapt	understand	understood	understood
learn	learned / learnt	learned / learnt	upset	upset	upset
leave	left	left	wake	woke / waked	woken / waked
lend	lent	lent	wear	wore	worn
let	let	let	weave	wove	woven
lie	lay	lain	weep	wept	wept
light	lit	lit	win	won	won
lose	lost	lost	wind	wound	wound
make	made	made	write	wrote	written

Verbs followed by a gerund

acknowledge	celebrate	discontinue	escape	imagine	postpone	recall	risk
admit	complete	discuss	explain	justify	practice	recommend	suggest
advise	consider	dislike	feel like	keep	prevent	report	support
appreciate	delay	don't mind	finish	mention	prohibit	resent	tolerate
avoid	deny	endure	forgive	mind	propose	resist	understand
can't help	detest	enjoy	give up	miss	quit		

Expressions that can be followed by a gerund

be excited about	be committed to	make an excuse for	look forward to
be worried about	be opposed to	have a reason for	blame [someone or something] for
be responsible for	be used to	believe in	forgive [someone or something] for
be interested in	complain about	participate in	thank [someone or something] for
be accused of	dream about / of	succeed in	keep [someone or something] from
be capable of	talk about / of	take advantage of	prevent [someone or something] from
be tired of	think about / of	take care of	stop [someone or something] from
be accustomed to	apologize for	insist on	

Verbs followed directly by an infinitive

afford	can't wait	demand	hope	need	pretend	swear	want
agree	care	deserve	hurry	neglect	promise	threaten	wish
appear	choose	expect	intend	offer	refuse	volunteer	would like
arrange	claim	fail	learn	pay	request	wait	yearn
ask	consent	grow	manage	plan	seem		
attempt	decide	hesitate	mean	prepare	struggle		

Verbs followed by an object before an infinitive*

advise	cause	enable	force	need*	persuade	require	want*
allow	challenge	encourage	hire	order	promise*	teach	warn
ask*	choose*	expect*	instruct	pay*	remind	tell	wish*
beg	convince	forbid	invite	permit	request*	urge	would like*

* In the active voice, these verbs can be followed by the infinitive without an object (example: *want to speak* or *want someone to speak*).

Verbs that can be followed by a gerund or an infinitive

with a change in meaning	without a change in meaning					
forget	remember	begin	continue	like	prefer	try
regret	stop	can't stand	hate	love	start	

Adjectives followed by an infinitive

afraid	ashamed	depressed	eager	fortunate	lucky	relieved	surprised
alarmed	certain	determined	easy	glad	pleased	reluctant	touched
amazed	content	disappointed	embarrassed	happy	prepared	sad	upset
angry	curious	distressed	encouraged	hesitant	proud	shocked	willing
anxious	delighted	disturbed	excited	likely	ready	sorry	

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amazing	–	alarmed	embarrassing	–	embarrassed	paralyzing	–	paralyzed
amused	–	amazed	enlightening	–	enlightened	pleasing	–	pleased
annoying	–	amused	entertaining	–	entertained	relaxing	–	relaxed
astonishing	–	annoyed	exciting	–	excited	satisfying	–	satisfied
boring	–	astonished	exhausting	–	exhausted	shocking	–	shocked
confusing	–	bored	fascinating	–	fascinated	soothing	–	soothed
depressing	–	confused	frightening	–	frightened	startling	–	startled
disappointing	–	depressed	horrifying	–	horrified	stimulating	–	stimulated
disgusting	–	disappointed	inspiring	–	inspired	surprising	–	surprised
distressing	–	disgusted	interesting	–	interested	terrifying	–	terrified
disturbing	–	distressed	irritating	–	irritated	tiring	–	tired
		disturbed	moving	–	moved	touching	–	touched

Stative verbs

amaze	contain	feel*	look*	please	smell*
appear*	cost	forget	look like	possess	sound
appreciate	desire	hate	love	prefer	suppose
astonish	dislike	have*	matter	realize	surprise
be*	doubt*	hear	mean	recognize	taste*
believe	envy	imagine	mind	remember*	think*
belong	equal	include*	need	resemble	understand
care	exist	know	owe	see*	want*
consist of	fear	like	own	seem	weigh*

* These verbs also have action meanings. Example: *I see a tree.* (non-action) *I'm seeing her tomorrow.* (action)

Transitive phrasal verbs

Some transitive phrasal verbs have more than one meaning. Not all are included here.

SEPARABLE

blow sth. out	stop a flame by blowing on it
blow sth. up	1 make sth. explode 2 fill sth. with air, e.g., a balloon 3 make sth. larger, e.g., a photo
bring sth. about	make sth. happen
bring sth. back	1 return sth. to a store 2 revive or renew sth., e.g., a custom or tradition
bring sth. out	1 introduce a new product 2 make a quality more noticeable
bring s.o. up	raise a child
bring sth. up	start to talk about an issue
burn sth. down	burn a structure completely
call s.o. back	return a phone call
call sth. off	cancel sth.
call s.o. up	call s.o. on the phone
carry sth. out	conduct a plan
check s.o./sth. out	look at s.o. or sth. more closely
cheer s.o. up	make s.o. feel happier
clean s.o./sth. up	clean s.o. or sth. completely
clear sth. up	clarify sth.
close sth. down	force a business or institution to close
cover sth. up	1 cover sth. completely 2 change facts to avoid responsibility
cross sth. out	draw a line through sth.
cut sth. down	make sth. fall by cutting, e.g., a tree
cut sth. off	1 remove sth. by cutting 2 stop the supply of sth.
cut s.o. off	interrupt s.o. who is speaking
dream sth. up	invent or think of a new idea
drink sth. up	drink a beverage completely
drop s.o./sth. off	leave s.o. or sth. somewhere
empty sth. out	empty sth. completely
figure s.o./sth. out	understand s.o. or sth. after some thought
fill s.o. in	tell s.o. about recent events
fill sth. out	complete a form
fill sth. up	fill a container completely
find sth. out	learn new information
follow sth. through	do everything to complete a task
get sth. across	help s.o. understand an idea
give sth. away	give sth. you do not need or want
give sth. back	return sth. to its owner
give sth. out	distribute sth.
give sth. up	quit doing sth.
hand sth. in	submit work, e.g., to a boss or a teacher
hand sth. out	distribute sth.
hang sth. up	put sth. on a hanger or hook, e.g., clothes
help s.o. out	assist s.o.
keep s.o./sth. away	cause s.o. or sth. to stay at a distance
lay s.o. off	fire s.o. because of economic conditions
leave sth. on	1 not turn sth. off, e.g., an appliance 2 not remove sth. such as clothing or jewelry

Abbreviations

s.o.	= someone
sth.	= something
e.g.	= for example
inf.	= informal

leave sth. out	omit sth.
let s.o. down	disappoint s.o.
let s.o./sth. in	allow s.o. or sth. to enter
let s.o. off	allow s.o. to leave a bus, car, taxi, etc.
let s.o./sth. out	allow s.o. or sth. to leave
light sth. up	illuminate sth.
look s.o./sth. over	examine s.o. or sth.
look s.o./sth. up	1 try to find s.o. 2 try to find sth. in a book, the Internet, etc.
make sth. up	create a fictional story
pass sth. out	distribute sth.
pass sth. up	decide not to take an opportunity
pay s.o. off	bribe s.o.
pay sth. off	pay back money one owes
pick s.o./sth. out	identify or choose s.o. or sth.
pick s.o. up	stop a vehicle so s.o. can get in
pick s.o./sth. up	lift s.o. or sth.
pick sth. up	1 get or buy sth. from somewhere 2 learn sth. new 3 get an infectious disease
point s.o./sth. out	show s.o. or sth. to another person
put sth. away	put sth. in its appropriate place
put sth. back	return sth. to its original place
put s.o./sth. down	1 stop holding or lifting s.o. or sth. 2 insult s.o.
put sth. off	delay or postpone sth.
put sth. on	get dressed or place sth. on one's body
put sth. together	1 put sth. on a wall 2 build sth.
put sth. up	build or erect sth.
set sth. off	cause sth. to explode
set sth. up	1 establish a new business, organization, etc. 2 prepare equipment for use
show s.o./sth. off	display the best qualities of s.o. or sth.
shut sth. off	stop a machine or supply
straighten sth. up	make sth. straight
switch sth. on	start a machine or supply
take sth. away	remove sth.
take sth. back	1 return sth. to a store 2 accept sth. returned by another person
take sth. down	remove sth. that is hanging
take sth. in	1 notice and remember sth. 2 make a clothing item smaller
take sth. off	remove clothing, jewelry, etc.
take s.o. on	hire s.o.
take sth. on	agree to do a task
take s.o. out	invite s.o. somewhere and pay for his/her meal, show, etc.
take sth. up	start doing an activity habitually
talk sth. over	discuss sth.
tear sth. down	destroy sth.

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tear sth. up	tear sth. into small pieces
think sth. over	consider sth.
think sth. up	invent or think of a new idea
throw sth. away	put sth. in the garbage
throw sth. out	put sth. in the garbage
touch sth. up	improve sth. with very small changes
try sth. on	try clothing to see if it fits
try sth. out	use sth. to see if one likes it or if it works
turn sth. around	1 turn so the front is at the back 2 cause things to get better
turn s.o./sth. down	reject s.o. or sth.
turn sth. down	lower the volume, heat, etc.

turn sth. in	submit a paper, application, etc.
turn sth. off	stop a machine, light, etc.
turn s.o. off	cause s.o. to lose interest (inf.)
turn sth. on	start a machine, light, etc.
turn sth. out	make or manufacture sth.
turn sth. over	turn sth. so the bottom is at the top
turn sth. up	raise the volume, heat, etc.
use sth. up	use sth. completely
wake s.o. up	cause s.o. to stop sleeping
wipe sth. out	remove or destroy sth.
work sth. out	1 resolve a problem 2 calculate a math problem
write sth. down	write sth. to have a record of it

ALWAYS SEPARATED

ask s.o. over	invite s.o. to one's home
bring s.o./sth. down	remove a ruler or government from power
do sth. over	do sth. again
keep sth. on	not remove sth. such as clothing or jewelry

see sth. through	complete a task
start sth. over	begin sth. again
talk s.o. into sth.	persuade s.o. to do sth.

INSEPARABLE

cater to s.o.	provide what s.o. wants or needs
carry on sth.	continue sth. another person has started
come across s.o./sth.	find s.o. or sth. unexpectedly
count on s.o./sth.	depend on s.o. or sth.
do without s.o./sth.	live without s.o. or sth. one needs or wants
go after s.o./sth.	pursue s.o. or sth.

go over sth.	examine sth. carefully
go without sth.	live without sth. one needs or wants
run into s.o.	meet s.o. unexpectedly
run into sth.	accidentally hit or crash into sth.
stick with s.o.	stay close to s.o.
stick with sth.	continue doing sth. as before

Intransitive phrasal verbs

Some intransitive phrasal verbs have more than one meaning. Not all are included here.

blow up	1 explode 2 suddenly become very angry
break down	stop functioning
break out	start suddenly, e.g., a war, disease, or fire
burn down	burn completely
call back	return a phone call
carry on	1 continue doing sth. 2 behave in a silly or emotional way
catch on	become popular
check in	report one's arrival at an airport or hotel
check out	pay one's bill and leave a hotel
cheer up	become happier
clear up	become better, e.g., a rash or the weather
close down	stop operating, e.g., a factory or a school
come along	accompany s.o.
come back	return
come in	enter
come off	become unattached
come out	1 appear, e.g., the sun 2 be removed, e.g., a stain
dress up	wear more formal clothes or a costume
drop in	visit unexpectedly
drop out	quit a school or program
fill out	become unattached
fill out	become bigger
fill up	become completely full
find out	learn new information
follow through	continue working on sth. until it is completed
fool around	have fun or not be serious
get ahead	make progress or succeed
get along	to not argue
get back	return from a place
get together	meet somewhere with a friend or acquaintance
get up	get out of bed
give up	quit
go along	1 accompany s.o. 2 agree
go back	return

go off	explode; make a sudden noise
go on	continue to talk about or describe sth.
go out	1 leave a building 2 leave one's home to meet people, enjoy entertainment, etc.
go up	be built
grow up	become an adult
help out	do sth. helpful
hang up	end a phone call
hold on	wait during a phone call
keep away	stay at a distance
keep on	continue
keep up	go or think as fast as another person
lie down	rest on a bed
light up	1 begin to shine brightly 2 look pleased or happy
make up	end an argument and reestablish a friendly relationship
pass out	become unconscious
pay off	be worthwhile
pick up	improve, e.g., the economy
play around	have fun or not be serious
run out	no longer in supply
show up	appear
sign up	register
sit down	sit
slip up	make a mistake
stand up	rise to one's feet
start over	begin again
stay up	not go to bed
straighten up	make neat
take off	depart by plane
turn in	go to bed (inf.)
turn out	have a particular result
turn up	appear
wake up	stop sleeping
watch out	be careful
work out	1 exercise 2 be resolved; end successfully

Three-word phrasal verbs

Some three-word phrasal verbs have more than one meaning. Not all are included here.

catch up on sth. 1 do sth. one didn't have time to do earlier
2 get the most recent information
catch up with s.o. exchange information about recent activities
check up on s.o. make sure s.o. is OK
come away with sth. learn sth. useful from s.o. or sth.
come down to sth. be the most important point or idea
come down with sth. get an illness
come up against s.o./sth. be faced with a difficult person or situation
come up with sth. think of an idea, plan, or solution
face up to sth. accept an unpleasant truth
fall back on sth. use an old idea because new ideas have failed
follow through on sth. continue doing sth. until it is completed
get around to sth. finally do sth.
get away with sth. avoid the consequences of a wrong act
get back at s.o. harm s.o. because he / she harmed you
give up on s.o. stop hoping that s.o. will change

give up on sth. stop trying to make sth. happen
go along with sth. agree to do sth.
go through with sth. do sth. difficult or painful
grow out of sth. stop doing sth. as one becomes an adult
keep up with s.o. stay in regular contact
look down on s.o. think one is better than another person
look out for s.o. protect s.o.
look up to s.o. admire or respect s.o.
make up for sth. do sth. to apologize
put up with s.o./sth. accept s.o. or sth. without complaining
run out of sth. no longer have enough of sth.
stand up for sth. support an idea or a principle
stand up to s.o. refuse to let s.o. treat anyone badly
team up with s.o. do a task together
think back on s.o./sth. think about and remember s.o. or sth.
walk out on s.o. end a relationship with a wife, boyfriend, etc.
watch out for s.o./sth. protect s.o. or sth.

Verb forms: overview

Summary of verb forms

	Present time	Past time	Future time
Simple	Simple present walk / walks	Simple past walked	Simple future will walk
Continuous	Present continuous am walking / is walking / are walking	Past continuous was walking / were walking	Future continuous will be walking
Perfect	Present perfect have walked / has walked	Past perfect had walked	Future perfect will have walked
Perfect continuous	Present perfect continuous have been walking / has been walking	Past perfect continuous had been walking	Future perfect continuous will have been walking

Simple verb forms: usage

	Present time	Past time	Future time
Simple verb forms describe habitual actions or events that occur at a definite time.	Simple present¹ Habitual action The department meets once a month to review the status of projects. Facts and generalizations The Earth rotates around the sun every 365 days.	Simple past Completed action that occurred at a definite time in the past Last year researchers discovered a new cancer treatment. Habitual action in the past² When I was young we visited my grandparents every week.	Simple future³ Action that will occur at a definite time in the future Next month I'll go to the gym three times a week.

¹ The simple present can also express a future action: Her flight arrives this evening at eight.

² **Used to** and **would** also express habitual actions in the past: When I was a child, we used to spend the summer in the mountains. In the mornings we would go hiking and in the afternoons we would swim in a nearby lake.

³ **Be going to** can also express a future action: Next year they are going to offer a course on global trade.

Continuous verb forms: usage

	Present time	Past time	Future time
Continuous verb forms describe continuous actions or events that occur at a definite time.	Present continuous* Action in progress now The business managers are discussing next year's budget right now.	Past continuous Action in progress at a definite time in the past None of the computers were working when I came in this morning.	Future continuous Action that will be in progress during a definite time in the future We'll be listening to the speech when you arrive.

*The present continuous can also express a future plan: They're getting married next month.

Perfect verb forms: usage

	Present time	Past time	Future time
Perfect verb forms describe actions or events in relation to other time frames.	Present perfect* Completed action that occurred at an indefinite time before the present She has made many contributions to the field. Recently completed action He has just published an article about his findings. Uncompleted action (action that began in the past, continues into the present, and may continue into the future) They have studied ancient cultures for many years.	Past perfect Action that occurred at some point before a definite time in the past By 2002, he had started a new business. Action that occurred before another past action They had already finished medical school when the war broke out.	Future perfect Action that will be completed by some point at a definite time in the future By this time next year, I will have completed my research.

*Many statements in the present perfect can also be stated correctly using the simple past, depending on the speaker's perspective: She made many contributions to the field.

Perfect continuous verb forms: usage

	Present time	Past time	Future time
Perfect continuous verb forms describe continuous actions or events in relation to other time frames.	Present perfect continuous Uncompleted continuous action (action that began in the past, continues into the present, and may continue into the future) She has been lecturing about that topic since 2001. Recently completed action They have been working on the project. They're finished now.	Past perfect continuous Continuous action that occurred before another past action or time By 2005, researchers had been seeking a cure for AIDS for more than twenty years.	Future perfect continuous Continuous action that occurred before another action or time in the future When the new director takes over, I will have been working at this company for ten years.

Pronunciation table

These are the pronunciation symbols used in *Summit 2*.

Vowels		Consonants			
symbol	key word	symbol	key word	symbol	key word
i	beat, feed	ə	banana, among	p	pack, happy
ɪ	bit, did	ɚ	shirt, murder	b	back, rubber
eɪ	date, paid	aɪ	bite, cry, buy, eye	t	tie
e	bet, bed	əʊ	about, how	d	die
æ	bat, bad	ɔɪ	voice, boy	k	came, key, quick
ɑ	box, odd, father	ɪr	beer	g	game, guest
ɔ	bought, dog	ɛr	bare	tʃ	church, nature, watch
oʊ	boat, road	ɑr	bar	dʒ	judge, general, major
ʊ	book, good	ɔr	door	f	fan, photograph
u	boot, food, student	ʊr	tour	v	van
ʌ	but, mud, mother			θ	thing, breath
				ð	then, breathe
				s	sip, city, psychology
				z	zip, please, goes
				ʃ	ship, machine, station, special, discussion
				ʒ	measure, vision
				h	hot, who
				m	men, some
				n	sun, know, pneumonia
				ŋ	sung, ringing
				w	wet, white
				l	light, long
				r	right, wrong
				y	yes, use, music
				t	butter, bottle
				tʃ	button

Pronunciation Booster

The *Pronunciation Booster* is optional. It provides more information about pronunciation as well as additional practice.

Unit 1

Sentence stress and intonation: review

Sentence stress

Remember: Content words are generally stressed in a sentence.

I've **ALWAYS DREAMED** about **BEING** a **PHOTOGRAPHER**.

You've been **TALKING** about **DOING** that for **YEARS!**

Have you **EVER THOUGHT** about a **CAREER** in **LAW?**

Intonation

Lower pitch after the stressed syllable in the last stressed word in statements, commands, and information questions. Raise pitch after the last stressed syllable in **yes/no** questions.

I love the outdoors, so I've decided to become a naturalist.

What's stopping you?

Tell me something about your experience.

Have you made plans to get married?

If the last syllable in the sentence is stressed, lengthen the vowel and lower pitch. In **yes/no** questions, lengthen the vowel and raise pitch.

I just gave notice at the bank.

Have you decided on a career?

Content words

nouns	photographer, Robert, career
verbs	think, study, discuss
adjectives	important, young, successful
adverbs	carefully, ever, recently
possessive pronouns	ours, yours, theirs
demonstrative pronouns	this, that, these
reflexive pronouns	myself, yourself, ourselves
interrogative pronouns	who, what, why

In compound nouns, stress only the first word.

She has just been accepted to a top **BUSINESS** school.

Have you made any progress with your **JOB** search?

A ^{6.03} Listen and practice.

- I've always dreamed about being a photographer.
- You've been talking about doing that for years!
- Have you ever thought about a career in law?

B ^{6.03} Listen and practice.

- I love the outdoors, so I've decided to become a naturalist.
- Tell me something about your experience.
- What's stopping you?
- Have you made plans to get married?
- I just gave notice at the bank.
- Have you decided on a career?

C Circle the content words.

- It was very difficult for Dan to hide his disappointment.
- He was rejected by two law schools.
- What does he plan to do now?
- He just accepted a position teaching math at the university.
- MediLabs has an opening for a junior lab specialist.

^{6.04} Now practice reading each sentence aloud. Listen to compare.*

D Circle the last stressed content word in each of the following sentences.

- He wants to start his own travel agency.
- I don't really know how to get started.
- Do I need to have experience in the tourism industry?
- Why are you looking for a change?
- Tell me about your plans for the coming year.
- Do you want to become a flight attendant?
- Have you applied for that job?

^{6.05} Now practice reading each sentence aloud, using the intonation patterns you have learned. Listen to compare.*

Unit 2

Emphatic stress and pitch to express emotion

Use **emphatic stress and higher pitch on content words** to indicate intensity of emotion.

I'm **SO SORRY!**

How could you **DO** that?

I'm **REALLY UPSET!**

What **GREAT NEWS!**

What do you **MEAN?**

Thank you **SO MUCH!**

A ^{6.06} Listen and practice.

- I'm so sorry!
- I'm really upset!
- What do you mean?
- How could you do that?
- What great news!
- Thank you so much!

NOTE: Whenever you see a listening activity with an asterisk (), say each word, phrase, or sentence in the pause after the number. Then listen for confirmation.

B ^{6:07} Practice reading each sentence aloud, using intonation to express emotion. Listen to compare.*

1. JOHN, what HAPPENED?
2. You look WORRIED.
3. I feel JUST TERRIBLE!
4. How did THAT happen?
5. Why didn't you slow DOWN?
6. We could have been KILLED!
7. How could you SAY that?

Unit 3

Vowel reduction to /ə/

Remember: The /u/ sound in the function word **to** is often reduced to /ə/ in spoken English.

- We tried **to** cheer him up. /tə/
 They were scared **to** death. /tə/
 It was starting **to** get me down. /tə/
 You just need **to** give it a little more time. /tə/

Do not reduce the /u/ sound when **to** comes before another /ə/ sound.

- She was trying **to** e-mail a message **to** a friend.
 /tə/ /tu/

When **to** occurs before the pronouns **her** or **him**, you can say it two ways:

- Use /tə/ and pronounce /h/ → I sent it **to** her yesterday. /təhər/
 Use /tu/ and drop /h/ → I sent it **to** her yesterday. /tuər/

In the phrases **have to**, **ought to**, and **be going to**, /u/ generally reduces to /ə/, and there are often other sound changes.

- I didn't **have to** walk very far. /hæftə/
 You really **ought to** be careful next time. /ɔtə/
 We're definitely **going to** take a cell phone on our next trip. /gʌnə/

A ^{6:08} Listen and practice.

1. We tried to cheer him up.
2. They were scared to death.
3. It was starting to get me down.
4. You just need to give it a little more time.
5. She was trying to e-mail a message to a friend.
6. I sent it to her yesterday.
7. I sent it to her yesterday.
8. I didn't have to walk very far.
9. You really ought to be careful next time.
10. We're definitely going to take a cell phone on our next trip.

B Circle the words in the following sentences that you think contain sounds that will be reduced, according to what you learned about vowel reduction.

1. I'm learning to sail my ship.
2. They had sent an SOS text message from a cell phone to a friend in London.
3. They got several messages telling them to be strong.
4. The helicopters had been unable to take off because of the severe weather.
5. You ought to tell your brother that you can't talk to him right now.
6. Don't let it get to you.
7. I'm going to refuse to give up.
8. We have to keep trying, no matter how tired we are.

^{6:09} Now practice reading each sentence aloud and listen to compare.*

Unit 4

Shifting emphatic stress

You can shift stress within a sentence to change emphasis. Place emphatic stress on key words to get your meaning across.

- A:** I think I'm too critical of other people.
B: Really? I don't think I'm critical ENOUGH.
A: I don't think I'm critical enough.
B: Really? I think I'm TOO critical.
- A:** I think I'm too critical of other people.
B: I don't see you that way at all. I'M too critical.
A: I think I'm too critical of other people.
B: Really? Not me . . . At least I don't THINK I'm too critical.

A ^{6:10} Listen and practice.

1. I don't think I'm critical ENOUGH.
2. I think I'm TOO critical.
3. I'M too critical.
4. I don't THINK I'm too critical.

B Study each conversation, paying attention to emphatic stress.

1. "You know what my problem is? I'm a perfectionist."
 RESPONSE: Well, I'M just the opposite.
2. "You know what my problem is? I'm a perfectionist."
 RESPONSE: Not me. I'm just the OPPOSITE.
3. "There goes Carla again—yelling at Phil."
 RESPONSE: I'm not surprised. She's ALWAYS angry about SOMETHING.
4. "Why is Carla yelling at Phil?"
 RESPONSE: It's just the way she is. She's always ANGRY about something.
5. "Why was John so angry this morning?"
 RESPONSE: I don't know. I've NEVER seen him lose his temper like that.
6. "Can you believe how angry John was this morning?"
 RESPONSE: Not really. I've never seen him lose his temper like THAT.

^{6:11} Now practice reading each response aloud, using emphatic stress as shown. Listen to compare.*

Unit 5

Linking sounds

Link plural noun endings to the first sound in the word that follows.

- Diamonds are very expensive. /dɑmɒndzər/
 Diamonds make great gifts. /dɑmɒndzmeɪk/

Link third-person singular endings to the first sound in the word that follows.

- It makes an impressive gift. /meɪksən/
 I promise to give you a diamond. /prəmɪsɪzə/

Remember: There are three different sounds for the endings of plural nouns and third-person singular verbs.

/z/	/s/	/ɪz/
diamonds	results	promises
superstitions	sharks	noises
bottles	types	matches
believes	beliefs	wishes
dreams	sleeps	judges

A ^{6:12} Listen and practice.

1. Diamonds are very expensive.
2. Diamonds make great gifts.
3. It makes an impressive gift.
4. The company promises to give you a diamond.

B ^{6:13} Practice reading each sentence aloud, paying attention to the linking sounds you learned. Listen to compare.* (Note that your choices may differ from what you hear on the audio.)

1. A frog brings good luck to the house it enters.
2. Babies born with teeth become extremely selfish.
3. An itchy nose means you will have a fight.
4. A lucky charm protects against the evil eye.
5. She keeps a large bowl of water near the front door.
6. Superstitions can be found in every culture.
7. A company claims to have invented a machine that allows people to talk with their pets.
8. Phobias are exaggerated fears.
9. My sister believes in ghosts, avoids black cats, and carries a lucky charm in her pocket.

Unit 6

Regular past participle endings

There are three pronunciations of the past participle ending **-ed**, depending on the final sound of the base form of the verb.

With voiced sounds

When the base form ends with a **voiced sound**, pronounce the **-ed ending** as /d/.
 moved canceled described stayed agreed

With voiceless sounds

When the base form ends with a **voiceless sound**, pronounce the **-ed ending** as /t/.
 helped asked crushed watched

With /t/ or /d/

When the base form ends with the sound /t/ or /d/, pronounce the **-ed ending** as a new syllable, /ɪd/ or /əd/. Link /t/ or /d/ with the **-ed ending**.

waited → /weɪtɪd/ needed → /niːdɪd/
 reported → /rɪpɔːtɪd/ responded → /rɪspɒndɪd/

Voiced sounds		Voiceless sounds
/b/	/v/	/p/
/g/	/ɹ/	/k/
/ð/	/eɪ/	/θ/
/v/	/ɛ/	/f/
/z/	/æ/	/s/
/ʒ/	/ɑ/	/ʃ/
/dʒ/	/ɔ/	/tʃ/
/m/	/oʊ/	
/n/	/u/	
/ŋ/	/ʊ/	
/r/	/ʌ/	
/l/		

Reduction in perfect modals

The auxiliary **have** in perfect modals is generally reduced. The /h/ is dropped and /æ/ is reduced to /ə/.

If I'd looked at the expiration date, I **would have** renewed my passport.

If I weren't Japanese, I **might have** needed a visa to enter the country.

If we'd left on time, we **wouldn't have** missed our flight.

Perfect modals
 would have
 could have
 should have
 might have
 may have
 } [past participle]

A ^{6:14} Listen and practice.

- | | | | |
|--------------|------------|--------------|---------------|
| 1. moved | 5. agreed | 9. watched | 12. needed |
| 2. canceled | 6. helped | 10. waited | 13. responded |
| 3. described | 7. asked | 11. reported | |
| 4. stayed | 8. crushed | | |

B ^{6:15} Listen and practice.

1. If I'd looked at the expiration date, I would have renewed my passport.
2. If I weren't Japanese, I might have needed a visa to enter the country.
3. If we'd left on time, we wouldn't have missed our flight.

C Circle the correct pronunciation of each **-ed ending**.

- | | | | | | | | |
|---------------|------|-----|-----|------------------|------|-----|-----|
| 1. avoided | /ɪd/ | /t/ | /d/ | 9. promised | /ɪd/ | /t/ | /d/ |
| 2. looked | /ɪd/ | /t/ | /d/ | 10. covered | /ɪd/ | /t/ | /d/ |
| 3. summarized | /ɪd/ | /t/ | /d/ | 11. added | /ɪd/ | /t/ | /d/ |
| 4. arrived | /ɪd/ | /t/ | /d/ | 12. changed | /ɪd/ | /t/ | /d/ |
| 5. owed | /ɪd/ | /t/ | /d/ | 13. reported | /ɪd/ | /t/ | /d/ |
| 6. ruined | /ɪd/ | /t/ | /d/ | 14. discussed | /ɪd/ | /t/ | /d/ |
| 7. kicked | /ɪd/ | /t/ | /d/ | 15. investigated | /ɪd/ | /t/ | /d/ |
| 8. refunded | /ɪd/ | /t/ | /d/ | 16. enjoyed | /ɪd/ | /t/ | /d/ |

^{6:16} Now practice saying each word aloud and listen to check.*

D ^{6:17} Practice saying each sentence aloud, paying attention to reductions. Listen to compare.*

1. If I'd put the film in my carry-on, it wouldn't have gotten damaged.
2. If you'd checked the luggage limits, you might have avoided extra charges.
3. If my friend's luggage hadn't gotten stolen, he could have gone on the sightseeing tour.
4. I probably wouldn't have missed my flight if I had come on time.
5. If they'd taken a few simple precautions, their luggage might not have gotten stolen.

Unit 7

Intonation of sentences with subordinating conjunctions

In statements with subordinating conjunctions, it is common to use rising intonation in the first clause and falling intonation in the second clause. Pause slightly between clauses.

One's EQ can be high even if one's IQ is low.
 Even if one's IQ is low, one's EQ can be high.

Intonation of sentences with transitions

In statements with transitions, it is common to lower pitch after the last stressed syllable of the transition word and pause after it. Use falling intonation in the rest of the sentence.

She achieved success. However, she doesn't do well on EQ tests.
 Otherwise, he wouldn't have gotten that job.

A ^{6:18} Listen and practice.

1. One's EQ can be high even if one's IQ is low.
2. Even if one's IQ is low, one's EQ can be high.
3. He must have a high IQ. Otherwise, he wouldn't have gotten that job.
4. She achieved success. However, she doesn't do well on EQ tests.

B ^{6:19} Practice reading each sentence aloud, using the intonation you learned for sentences with subordinating conjunctions. Listen to compare.*

1. You'll be given an interview as long as you get a high score on the test.
2. Unless a new theory emerges, our abilities will continue to be measured with IQ and EQ tests.
3. The IQ test can be an accurate measure of intelligence only if there is such a thing as general intelligence.
4. Because the science of investigating the brain is quite new, no theory of intelligence has yet been proved.
5. Some people have achieved extraordinary successes, although they didn't have high IQs.
6. Intelligence is not easy to measure since there isn't just one kind of intelligence.
7. Although good memory and creativity show intelligence, common sense is important, too.

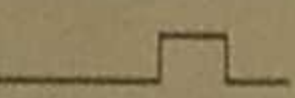
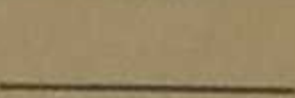
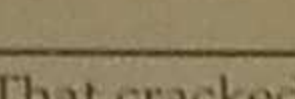
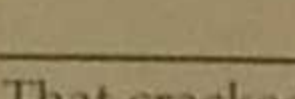
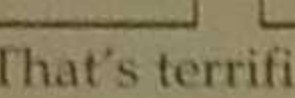
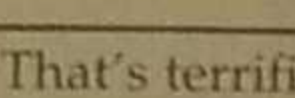
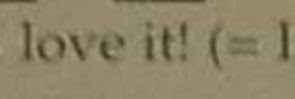
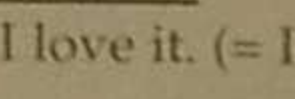
C ^{6:20} Practice reading each sentence aloud, using the intonation you learned for sentences with transitions. Listen to compare.*

1. No theory of intelligence has yet been proved. Nevertheless, many people believe success depends on high IQs.
2. She has a low IQ score. However, her EQ could be high.
3. The science of investigating the brain is quite new. Consequently, no theory of intelligence has yet been proved.
4. He has a high IQ score. Nonetheless, he didn't get the job.
5. There isn't just one kind of intelligence. Therefore, intelligence is not easy to measure.
6. Good memory and creativity show intelligence. However, common sense is important, too.

Unit 8

Intonation of sarcasm

Saying the opposite of what you mean in order to show that you don't think a joke is funny is a type of sarcasm. When someone thinks a joke is funny, the response is usually said with raised pitch. The same response can convey sarcasm if it is said with flattened pitch and at a slower pace.

Pleasure	Sarcasm
 What a riot! (= It's funny.)	 What a riot. (= It's not funny.)
 That cracked me up! (= It's funny.)	 That cracked me up. (= It's not funny.)
 That's terrific! (= It's great.)	 That's terrific. (= It's not great.)
 I love it! (= It's great.)	 I love it. (= It's not great.)

A ^{6:21} Listen and practice.

1. What a riot! / What a riot.
2. That cracked me up! / That cracked me up.
3. That's terrific! / That's terrific.
4. I love it! / I love it.

B ^{6:22} Practice saying each statement two ways, first with intonation showing pleasure and then sarcasm. Listen to compare after you say the statement each way.* (Note that your choices may differ from what you hear on the audio.)

- | | |
|--|--|
| 1. That's hysterical! / That's hysterical. | 5. That's hilarious! / That's hilarious. |
| 2. That's so funny! / That's so funny. | 6. That's too much! / That's too much. |
| 3. What a scream! / What a scream. | 7. That really tickled me! / That really tickled me. |
| 4. What a hoot! / What a hoot. | |

Unit 9

Formal pronunciation, rhythm, and intonation for reading aloud

Because it's more difficult to understand language when it is read rather than spoken in conversation, read with a regular rhythm and use fewer reductions. If there's a title, state it separately with falling intonation. Pause at all punctuation, and separate sentences into thought groups.

Rocket-delivered mail
On June 8, / 1959, / a rocket / carrying three thousand letters / was launched from a submarine in the ocean / and delivered to a U.S. naval station in Florida. / Some people believed / the age of rocket-delivered mail had begun. / But rocket-delivered mail / was a bust.

A ^{6:23} Listen to the selection. Then practice reading it aloud.

Rocket-delivered mail

On June 8, 1959, a rocket carrying three thousand letters was launched from a submarine in the ocean and delivered to a U.S. naval station in Florida. Some people believed the age of rocket-delivered mail had begun. But rocket-delivered mail was a bust.

B ^{6:24} Practice reading each selection aloud. Then listen to compare. (Note that your choices may differ from what you hear on the audio.)

1. Smell-O-Vision

In 1960, the movie *Scent of Mystery* combined visual images with releases of odors into the theater. The movie-maker predicted this technology would be used in all movies of the future. Smell-O-Vision was a flop.

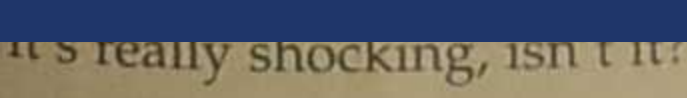
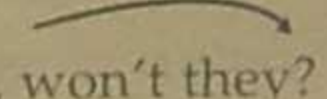
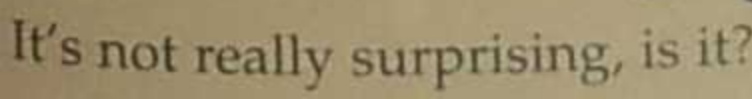
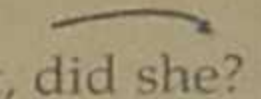
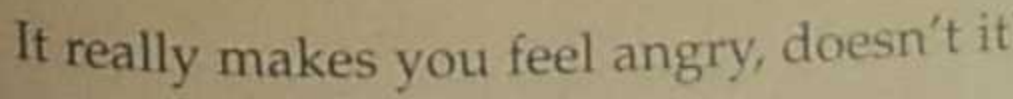
2. Cryonics for immortality

In the 1960s, Robert Ettinger's book *The Prospect of Immortality* argued that people with fatal illnesses could have their bodies frozen before death and, once a cure for the illness was found, could then be thawed and cured. This would permit us to live beyond our natural life. This technology never took off.

Unit 10

Intonation in tag questions

When a tag question follows a statement to which a speaker anticipates agreement, both the statement and the tag question are said with falling intonation. The main stress in the tag question falls on the auxiliary verb and not on the pronoun. Note that there

	
It's really shocking, isn't it?	They'll come up with a solution, won't they?
	
It's not really surprising, is it?	She didn't speak out against that project, did she?
	
It really makes you feel angry, doesn't it?	

When the tag question represents a genuine question to which the speaker expects an answer, the statement is said with falling intonation, but the tag question is said with rising intonation.

- It's really shocking, isn't it? They'll come up with a solution, won't they?
- It's not really surprising, is it? She didn't speak out against that project, did she?
- It really makes you feel angry, doesn't it?

A ^{6:25} Listen and practice. (Each sentence is said two ways.)

1. It's really shocking, isn't it?
2. It's not really surprising, is it?
3. It really makes you feel angry, doesn't it?
4. They'll come up with a solution, won't they?
5. She didn't speak out against that project, did she?

B ^{6:26} Listen to the following tag questions. Check to indicate if each one anticipates agreement or expects an answer.

	Anticipates agreement	Expects an answer
1. That's really appalling, isn't it?	<input type="checkbox"/>	<input type="checkbox"/>
2. He's worried about his children, isn't he?	<input type="checkbox"/>	<input type="checkbox"/>
3. It really makes you feel good, doesn't it?	<input type="checkbox"/>	<input type="checkbox"/>
4. It wasn't really true, was it?	<input type="checkbox"/>	<input type="checkbox"/>
5. They're going to do something about that problem, aren't they?	<input type="checkbox"/>	<input type="checkbox"/>
6. It's not really important, is it?	<input type="checkbox"/>	<input type="checkbox"/>
7. You heard that on TV, didn't you?	<input type="checkbox"/>	<input type="checkbox"/>
8. You'll support us, won't you?	<input type="checkbox"/>	<input type="checkbox"/>

^{6:26} Now practice saying each tag question aloud and listen to compare.*

C ^{6:27} Practice saying each tag question two ways, first to express anticipated agreement and then to express a genuine question. Listen to compare after you say each pair of questions.*

1. It really makes you stop and think, doesn't it?
2. They're concerned about global warming, aren't they?
3. It won't be easy to talk them into dropping trade tariffs, will it?
4. The president's economic policy is effective, isn't it?
5. The benefits of globalization are very clear, aren't they?
6. The benefits of globalization aren't very clear, are they?
7. There's no turning back, is there?

Grammar Booster

The Grammar Booster is optional. It provides more explanation and practice, as well as additional grammar concepts and review.

Unit 1

Stative verbs

Stative (non-action) verbs express mental states, emotions, perceptions, descriptions, relationships, possession, measurements, and other conditions, rather than actions. They are not usually used in the continuous or perfect continuous, even when they describe a situation that is in progress.

- Many people **believe** the environment should be the government's top priority.
 NOT Many people ~~are believing~~ the environment should be the government's top priority.
 She **has** always **understood** that job satisfaction was important to the employees.
 NOT She ~~has always been understanding~~ that job satisfaction was important to the employees.

Some stative verbs have both non-action and action meanings. A stative verb that has an action meaning may be used in the continuous.

Non-action meaning	Action meaning
That's ridiculous! (description)	You're being ridiculous! (act in a ridiculous way)
She has two children. (possession)	She's having another baby soon. (act of giving birth)
Do they have any fish? (possession)	What are we having for dinner? (act of eating)
We think these laws are unfair. (mental state: opinion)	We're thinking of organizing a protest. (act of planning)
That perfume smells beautiful! (perception)	The customer is smelling the perfumes. (act of smelling)
How does the soup taste ? (perception)	I'm tasting the soup to see if it needs salt. (act of tasting)
This garden looks neglected. (description)	The child is looking at the flowers. (act of looking)
He's very thin. How much does he weigh ? (measurement)	The nurse is weighing the patient. (act of weighing)

NOTE: In informal spoken English, certain stative verbs, especially **want**, **need**, and **have to**, are becoming common in the continuous:

- I'm really **wanting** a cup of good coffee. Let's go into that coffee bar.
 John called. He says he's **needing** to talk to you. Please give him a call.
 We're so busy! We're **having** to rewrite all these reports before tomorrow.

For a complete list of stative verbs, see the Appendices, page A4.

A Decide if each stative verb in parentheses has an action or a non-action meaning. Then complete each sentence with the simple present tense or the present continuous.

- | | action | non-action | |
|----|--------------------------|--------------------------|--|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | Sara (doubt) that she'll get a promotion since she's been here less than a year. |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | Ms. Linder's skills are excellent, and she (have) experience working in the field. |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | Philip (think) about moving abroad to teach for a year. |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | The training she needs to achieve her goal (cost) more than she was planning to spend. |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | We (have) dinner at 6:00 today so we can go to Jane Goodall's changes at Gombe. |
| 6. | <input type="checkbox"/> | <input type="checkbox"/> | (not remember) where the meeting will take place. |
| 7. | <input type="checkbox"/> | <input type="checkbox"/> | I (include) some diagrams with my paper to explain my theory. |
| 8. | <input type="checkbox"/> | <input type="checkbox"/> | The doctor (see) another patient now. |

Unit 2

Adjective clauses: overview

Adjective clauses	Examples
to identify or give additional information about a person • relative pronoun can be subject or object of clause	The physicist who made that discovery teaches at my university. The psychologist whom that he interviewed did a study about lying.
to identify or give additional information about a place or thing • relative pronoun can be subject or object of clause	The building that which is on your left was formerly a private palace. The article (that) which I read yesterday is fascinating.
to show possession	The woman whose house you admired is a famous author. Paris, whose museums hold so many treasures , is a favorite destination for tourists. The precious stone, whose origin is unknown , was stolen from the gallery.
to modify a noun of place	The town where they live in which they live in which they live in that they live in has many beautiful parks and squares.
to modify a noun of time	I can't remember the year (when) that we visited them for the first time. (in which)

NOTE: Words in parentheses may be omitted.

A Underline the best word or words to complete each sentence.

- Parents (who / which) spend time with their children give them a sense of security.
- The city (that / in which) my father grew up was destroyed during the war.
- The Miller family, (whose / who) house is for sale, hopes to find a buyer soon.
- I want to buy a cell phone (who / that) has a digital camera function.
- The star of the film, (whom / which) we had hoped to meet, didn't come to the reception.
- I will never forget the time (when / who) I told the truth and was punished for it.
- The woman (who / which) used to teach English at my school is now the director there.
- The *Sun Times*, (whose / which) is the best newspaper in town, recently published an article about the social uses of lying.

Some expressions of quantity used with of
a few of
all of

half of
little of
many of
most of
neither of
none of
one of
several of
some of

Adjective clauses with quantifiers

Some adjective clauses may include a quantifier that refers to a previously mentioned phrase. These clauses are constructed as follows: quantifier + of + relative pronoun (who or whose).

He consulted three doctors, **all of whom** confirmed the original diagnosis.

I can think of several possible explanations, **none of which** justifies their behavior.

The reporters questioned the president, **one of whose** strengths is his ability to remain calm under pressure.

Adjective clauses that include quantifiers appear more often in written than spoken English.

B Complete each sentence with a quantifier from the box and the correct relative pronoun. Use each quantifier only once.

all of each of neither of one of both of

- I know many commercials make false claims because I've bought many advertised products, only _____ works.
- He's upset with his three children, _____ always makes up a different excuse to avoid sharing chores at home.
- The teacher punished the six students, _____ were caught cheating on the same exam.
- These two articles, _____ deal with the issue of honesty in the workplace, should be required reading for everyone in the company.
- My parents, _____ has ever told a lie, are the most honest people I know.

Grammar for Writing: adjective clauses reduced to adjective phrases

Adjective clauses can be reduced to adjective phrases.

clause: Hawaii, **which is known for its beautiful topography and climate**, lies in the middle of the Pacific Ocean.

phrase: Hawaii, **known for its beautiful topography and climate**, lies in the middle of the Pacific Ocean.

There are two ways to reduce an adjective clause to an adjective phrase:

- When the adjective clause contains a form of the verb **be**, drop the relative pronoun and the verb **be**.
Herodotus, **who was the first Greek historian**, wrote about the wars between ancient Greece and Persia. →
Herodotus, **the first Greek historian**, wrote about the wars between ancient Greece and Persia.
- When the adjective clause does not contain a form of the verb **be**, drop the relative pronoun and use the present participle of the verb.
The human skeleton, **which contains** 206 separate bones, is a strong and flexible structure. →
The human skeleton, **containing** 206 separate bones, is a strong and flexible structure.
Those **who tamper** with the smoke detector will be prosecuted. →
Those **tampering** with the smoke detector will be prosecuted.

Adjective phrases are common in writing. They often begin with an article or with words and expressions like **one, a type of, the kind of**.

My grandmother, **a very practical and hardworking woman**, made clothes for the entire family.

The largest city in Turkey, Istanbul is at the point where Europe joins Asia.

They're looking for a quiet place to live, preferably **one in the suburbs**.

Chanterelles, **a type of edible mushroom with a rich yellow color**, are very expensive.

These plants are in the cactus family, **the kind of vegetation with the most tolerance for a hot, dry climate**.

C Reduce the adjective clause in each sentence to an adjective phrase.

- James Bond, who is one of the best-known movie characters, often uses a fake identity when he is on a mission.
- _____ tales, which are short tales of animals behaving like people, comment on human nature.
- _____ fail to accept responsibility for their mistakes often lose the trust of their employees.
- "The Boy Who Cried Wolf," which teaches the moral that liars are never believed even when they tell the truth, is a fable by Aesop.
- Compassion, which is believed to be the source of moral behavior, develops in children at a very young age.

D On a separate sheet of paper, combine each pair of sentences. Use the second sentence as an adjective phrase.

- Aesop wrote a lot of fables using animal characters.
(Aesop was a Greek writer living in the sixth century B.C.)
- My nephew Brian enjoys volunteering in a local hospital.
(My nephew Brian is a man of great compassion and integrity.)
- Margo Farmer is an honest and independent legislator.
(Margo Farmer is one legislator never influenced by any special interest groups.)
- The morality play offers moral instructions by presenting good and evil as human characters.
(The morality play is a type of play once popular in the fifteenth and sixteenth centuries.)
- Making up an excuse for being late can get a person into trouble.
(Making up an excuse for being late is the kind of mistake most common among office workers.)
- A lot of money was raised at last night's concert.
(Last night's concert was the biggest charity event of the year.)

Aesop, a Greek writer living in the sixth century B.C., wrote a lot of fables using animal characters.

Unit 3

Describing past actions and events: review

The past of be and the simple past tense
Use for completed actions and states and for those that occurred at a specific time in the past.
He **was** here at 10:00 and **left** this message.

The past continuous
Use for one or more actions in progress at a specific time in the past.
The baby **was sleeping** and the older children **were eating** dinner when we arrived.

The present perfect
Use for actions completed at an unspecified time in the past.
She **has** already **informed** her manager about the problem.
I've **stayed** at that hotel three times.

The past perfect
Use for an action that occurred before another past action.
They **had** already **made** a decision when we called to discuss the matter.

The past perfect continuous
Use for a continuous action that had occurred before another past action.
We **had been working** in the garden for two hours when the storm began.

Used to / would
Use **used to** for past situations and habits that no longer exist. Use **would** or **used to** for actions that were repeated regularly in the past.
When she was younger, she never **used to** be afraid of anything.
In those days, we **would take** a long walk every evening after supper.

The future as seen from the past
Use **was / were going to + the base form of a verb** to express future plans someone had in the past.
He **was going to start** his own business, but he couldn't get a loan.

Would + the base form of the verb can also express the future as seen from the past, but only knowledge or belief.
We always thought that she **would become** an actress, but she decided to study law.

A Correct the errors with past forms.

- Florence has been walking for several hours before she realized that her wallet was missing.
- As a child, he was practicing the piano for hours every day. Then he stopped taking lessons.
- Eleanor's neighbor was here at noon and had left some flowers for her.
- "I have seen that movie last year, and I thought it was great," Frank exclaimed.
- When the power went off, I read an article in this morning's paper.
- Before this morning, I never took a yoga class.
- I am going to travel to Venice this summer, but I can't take time off from work.
- He was working on the problem all morning when he finally found the solution.

Unit 4

Infinitive and gerund phrases in place of the subjunctive

It is often possible to use an infinitive phrase after adjectives of urgency, obligation, or advisability with almost the same meaning as the subjunctive.
It is essential that John **find** the time each day to relax. = It is essential for John **to find** the time each day to relax.

It is also often possible to use a gerund phrase after verbs of urgency, obligation, or advisability with almost the same meaning as the subjunctive.
Dr. Sharpe recommends (that) you **spend** a few moments relaxing. = Dr. Sharpe recommends **spending** a few moments relaxing.

Note that when an infinitive or gerund phrase is used without a pronoun, it usually refers to people in general.
It is essential **to find** the time each day to relax.
Dr. Sharpe recommends **spending** a few moments relaxing.

A On a separate sheet of paper, rewrite each sentence with an infinitive or a gerund phrase. Make any necessary changes.

- It is crucial that you practice feng shui.
- The article suggests that you carry several lucky charms.
- The manager recommended that they finish the project before the holiday.
- It is important that we get enough sleep every night.
- The directions advise that you throw salt over your shoulder.
- It is necessary that she arrive at the theater by 4:00 PM.

Unit 5

More phrases that make non-count nouns countable

Natural phenomena	Foods	Drinks and liquids	Household products
a bolt of lightning	a bar of chocolate	a bottle of water	a bar of soap
a breath of air	a clove of garlic	a carton of milk	a tube of toothpaste
	of sugar	a cup of coffee	a box of detergent
	spoon of salt	a glass of juice	a can of cleanser
	of bread	a liter of gasoline	
a gust of wind			
a ray of sun			

Here are four common phrases that are used to make a number of non-count nouns countable.

a piece of	{	advice equipment furniture gossip information news paper	}	a sense of	{	achievement community confidence control humor identity	}	an act of	{	anger insanity justice defiance kindness generosity heroism	}	a state of	{	confusion disrepair emergency war mind	}
------------	---	--	---	------------	---	--	---	-----------	---	---	---	------------	---	--	---

A Choose the best word from the box to complete each sentence.

- The group's donation was a true _____ of generosity.
- My sister has an amazing _____ of humor.
- The room was filled with a _____ of smoke.
- The woman slipped on a _____ of soap in the shower.
- Our town has been in a _____ of emergency since the hurricane.
- The park just installed a new _____ of equipment in the playground.
- I asked the waitress for a _____ of orange juice.

act
bar
cloud
glass
piece
sense
state

More non-count nouns with both a countable and an uncountable sense

With some non-count nouns, the change in meaning is subtle: the countable meaning refers to something specific and the uncountable meaning refers to something general.

a **fear** = the anticipation of a specific danger; a phobia
He had a **fear** of heights.

fear = a general anticipation of danger
Irrational **fear** can lead to anxiety.

a **victory** = a specific event in which mastery or success is achieved
The battle of Waterloo was a great **victory** for the English.

victory = the phenomenon of winning
She led her party to **victory**.

a **time** = a specific moment in the past or future; a specific occasion
There was a **time** when food was much cheaper.
How many **times** did you read it?

time = the general concept; clock time
Time passes so quickly!
What **time** did you arrange to meet?

a **superstition** = a specific belief or practice
A common American **superstition** is that Friday the 13th brings bad luck.

superstition = a general attitude
The prevalence of **superstition** among educated people is surprising.

B Complete each pair of sentences. Write a before a noun where necessary. Write X if a noun should not have an article.

- a. Will people ever learn to control their phobias? Only _____ time can tell.

b. There has never been _____ time when people didn't try to interpret _____.
- a. If you have _____ fear of flying, you shouldn't take a job that requires _____.

b. Psychologists agree that _____ fear is a universal emotion.
- a. Ignorance and fear may sometimes lead to _____ superstition.

b. There is _____ widely held superstition that knocking on wood brings good luck.
- a. The coach's tactics helped the team win _____ major victory in last night's game.

b. Everyone cannot always experience the joy of _____ victory; someone has to lose.

Article usage: overview

Note where indefinite or definite articles are used or omitted.

	Indefinite article	Definite article	No article
General statement	Use with singular count nouns: <i>A cat may symbolize good or bad fortune.</i>	Use with singular count nouns: <i>The cat may symbolize good or bad fortune.</i> <i>The telephone was invented by Bell.</i> <i>The guitar is a string instrument.</i> Use with non-count nouns: <i>Freud called attention to the importance of dreams.</i>	With plural count nouns: <i>Cats may symbolize good or bad fortune.</i> With non-count nouns: <i>Misfortune may strike at any time.</i>
First mention	Use with singular count nouns: <i>I found a lucky charm.</i>		With plural count nouns: <i>I have (some) lucky charms.</i> With non-count nouns: <i>I bought (some) shampoo.</i>
Second mention		Use with singular count nouns: <i>The lucky charm was in a box.</i> Use with plural count nouns: <i>The lucky charms were in a box.</i> Use with non-count nouns: <i>The shampoo is in the closet.</i>	

C Read the paragraph. Then correct eleven errors in article usage. Make any necessary changes.

The homes are expensive these days, but Peter got lucky and bought small house last week. A house has two bedrooms and one bathroom. It also has large kitchen and the living room. Peter will use a living room as his home office. Bedrooms are in bad condition, and Peter will need a help painting them. Then he wants to have the party so his friends can admire a house. Later Peter will buy a furniture—when he saves some money!

Definite article: additional uses

	Definite article
When a noun represents a unique thing	Use with singular count nouns: <i>The sun rises in the east.</i>
With a comparative or superlative adjective to make a noun unique (or with <u>right</u> , <u>wrong</u> , <u>first</u> , <u>only</u> , <u>same</u>)	Use with singular count nouns: <i>Telling the truth is the best course of action. It's always the right thing to do.</i> <i>The robin is the first sign of spring.</i> Use with plural count nouns: <i>People in different places often have the same superstitions.</i> Use with non-count nouns: <i>That's the only information I was able to find on the Internet.</i>
Specific	Use with singular count nouns: <i>The hospital in this town has an excellent emergency room.</i> Use with plural count nouns: <i>The buildings in this town are no higher than ten stories.</i> Use with non-count nouns: <i>The air in this city is polluted.</i>

	Definite article
When an adjective clause makes a noun specific	Use with singular count nouns: <i>The mirror that you broke will bring you bad luck.</i> Use with plural count nouns: <i>The mirrors that you broke will bring you bad luck.</i> Use with non-count nouns: <i>The progress that she made was due not to good luck but to hard work.</i>
When an adjective represents a certain group of people	Use with a noun derived from an adjective, such as the blind / the deaf / the dead / the living / the young / the old / the poor / the rich / the unemployed / the privileged / the underprivileged: <i>The unemployed must often learn new job skills.</i>

D Complete the paragraphs with words from the box. Use a definite article when appropriate.

tourists	gasoline	view	world
wealthy	sky	ballooning	first men

On March 20, 1999, Bertrand Piccard of Switzerland and Brian Jones of Britain were to travel around (1) _____ in a balloon. The numerous balloonists who had been attempting this journey for decades beforehand ran into various problems with weather and equipment.

In the past several years, (2) _____ has become a popular adventure sport. Due to the high cost of balloons and (3) _____, however, it is a sport reserved for (4) _____. (5) _____ can get a taste of ballooning during their travels. (6) _____ of a city or landscape from (7) _____ is always breathtaking. (8) _____

Unit 6

The conditional: overview

Type	Use	If clause (states the condition)	Result clause (states the result)	Examples
Factual conditional	To express a general or scientific fact	simple present Note: In this type of conditional, <u>if</u> can be replaced by <u>when</u> or <u>whenever</u> .	simple present	<i>If it rains, the gardens close early.</i> <i>Water freezes if the temperature falls below zero degrees Celsius.</i>
	To talk about what will happen in the future under certain conditions	simple present Note: Don't use a future form in the <u>if</u> clause.	will / be going to + base form of the verb Note: Use <u>can</u> , <u>may</u> , <u>might</u> , <u>should</u> if the result is not certain.	<i>If you plan your trip carefully, things will go smoothly.</i> <i>If we arrive late, they're going to start without us.</i> <i>If we hurry, we may be able to catch the train.</i>
Present unreal conditional	To talk about present unreal or untrue conditions	simple past or were Note: Don't use <u>would</u> in the <u>if</u> clause.	would + base form of the verb Note: Use <u>could</u> or <u>might</u> if the result is not certain.	<i>If he were here, he might make a lot of changes.</i>

Type	Use	If clause (states the condition)	Result clause (states the result)	Examples
Past unreal conditional	To talk about past unreal or untrue conditions	past perfect Note: Don't use <u>would</u> <u>have</u> in the <u>if</u> clause.	would have + past participle Note: Use <u>could have</u> or <u>might have</u> if the result is not certain.	<i>If they had known about the storm, they would have taken a different flight.</i> <i>If you had told us about the delay, we could have made other arrangements.</i>
Mixed conditional	To talk about past unreal or untrue conditions in relation to the present	past perfect Note: Don't use <u>would</u> in the <u>if</u> clause.	would + base form of the verb Note: Use <u>could</u> or <u>might</u> if the result is not certain.	<i>If I had prepared for the interview, I wouldn't be so nervous.</i> <i>If we had left earlier, we might be on time now.</i>
	To talk about present unreal or untrue conditions in relation to the past	simple past or were Note: Don't use <u>would</u> <u>have</u> in the <u>if</u> clause.	would have + past participle Note: Use <u>could have</u> or <u>might have</u> if the result is not certain.	<i>If she were honest, she would have told us the truth.</i> <i>If I spoke Russian, I might have understood the guide.</i>

Special cases

1. Use should, happen to, or should happen to in the if clause in factual conditionals when the condition is less likely.

If you should / happen to / should happen to see Peter, tell him to call me.

2. Use if it weren't for ... / if it hadn't been for ... in the if clause in unreal conditionals to express regret or relief.

If it weren't for the traffic, we would be at the airport by now.
(= Without the traffic, we would be at the airport by now.)

If it hadn't been for your help this morning, we wouldn't have been able to meet the deadline.
(= Without your help this morning, we wouldn't have been able to meet the deadline.)

3. To express inferences in conditional sentences, different combinations of tenses can be used.

If Julie went to the party last night, she definitely saw what happened.

If you don't know the answer to this question, you didn't do your homework.

If the results didn't come out yesterday, they'll definitely come out today.

If you still haven't finished packing by now, you're not going to catch your flight.

A Underline the correct word or words to complete each sentence.

- If Sam (does / will do) well this year, he will apply to medical school. F
- Water (boils / is going to boil) when the temperature reaches 100° Celsius. Boils
- If you (will / should) find my scarf, please hold it for me. will
- If it (wouldn't have been / hadn't been) for her savings, Anna wouldn't have been able to attend university. hadn't been
- If we (would have known / had known) that car insurance was so expensive, we would not have _____ today, you (would definitely hear / will definitely hear) from us tomorrow.
- If I (had / would have) a garden, I would grow several types of flowers.
- If I (would have practiced / had practiced) my speech a bit more, I might not be so worried now.

Unit 7

REMEMBER

- A **coordinating conjunction** links two independent clauses in a sentence. It is preceded by a comma.
- A **subordinating conjunction** introduces a dependent clause in a sentence. When a dependent clause starts a sentence, the clause is followed by a comma.
- A **transition** links ideas between sentences or paragraphs. It is followed by a comma. A transition can be preceded by a semicolon.

Grammar for Writing: more conjunctions and transitions

Purpose	Coordinating conjunctions	Subordinating conjunctions	Transitions
To add information <i>Marc is working as a photographer, and he has experience in graphic design.</i> <i>In addition to working as a photographer, Marc has experience in graphic design.</i>	and	in addition to besides	in addition furthermore moreover besides
To clarify information <i>Smaller cars are more efficient; in other words, they use less fuel.</i>			that is in other words in fact
To illustrate or exemplify information <i>Many European cities are found along waterways. For example, London, Paris, Vienna, and Budapest all lie on major rivers.</i>			for instance for example to illustrate
To show contrast <i>Meg does not usually perform well under pressure, but she gave a brilliant recital.</i> <i>Meg does not usually perform well under pressure. Despite this, she gave a brilliant recital.</i>	but yet	even though although though while whereas	however nevertheless nonetheless in contrast even so still despite this / that
To express cause or result <i>They have a new baby, so they rarely get a good night's sleep!</i> <i>Now that they have a new baby, they rarely get a good night's sleep!</i>	so for	because since due to the fact that now that so that	therefore consequently accordingly as a result
To express a condition <i>Pollution can be reduced provided that car manufacturers mass-produce cars with greater fuel efficiency.</i> <i>Car manufacturers should mass-produce cars with greater fuel efficiency. Otherwise, pollution will not be reduced.</i>	or (else)	(only) if provided that as long as unless even if whether (or not)	otherwise
To show similarity <i>Water is necessary for life. Similarly, oxygen is required by all living things.</i>			similarly likewise

A

On a separate sheet of paper, combine each pair of sentences two ways, once with the connecting word(s) in **a** and once with the connecting words in **b**. Use a semicolon before a transition. Change the wording as necessary to retain the meaning.

1. The ability to think logically is essential for making plans. The ability to think creatively is important for brainstorming new ideas. (**a.** while **b.** in contrast)
2. Nicole has been under a lot of pressure lately. Nicole still manages to stay calm and pleasant. (**a.** although **b.** despite that)
3. Salespeople need to know the products very well. Salespeople need to have strong interpersonal skills. (**a.** in addition to **b.** furthermore)
4. We have to stay focused on the roots of the problems. We can't come up with effective solutions. (**a.** unless **b.** otherwise)
5. Charlie realized that he is mechanically inclined. Charlie wants to become a mechanical engineer. (**a.** now that **b.** as a result)

Unit 8

Indirect speech: review

Optional tense changes

When a reporting verb is in the simple past tense, backshifting is optional when:

1. the statement refers to something **JUST** said:
Tom just called. He said that the director **is leaving**.
OR Tom just called. He said that the director **was leaving**.
2. the direct speech refers to something **that's still true**:
Ann mentioned that she **needs** to renew her passport.
OR Ann mentioned that she **needed** to renew her passport.
3. the direct speech refers to a **scientific or general truth**:
He noted that the Earth **is** the fifth largest planet in the solar system.
OR He noted that the Earth **was** the fifth largest planet in the solar system.

BE CAREFUL! Remember that when the reporting verb is in the present tense, the verb tense in indirect speech does not change.
They say an exceptionally cold winter is expected this year. NOT They say an exceptionally cold winter was ...

Changes in pronouns and possessives

In indirect speech, pronouns and possessives change to reflect the point of view of the reporter rather than the speaker.

My manager said, "**You** have to finish **your** report and give it to **me** as soon as possible." →
My manager said (that) **I** had to finish **my** report and give it to **her** as soon as possible.
I told her, "**You**'ll have it on **your** desk by noon." →
I told her (that) **she** would have it on **her** desk by noon.

Questions in indirect speech

Indirect questions are a kind of embedded question—a question that is included in another sentence. Indirect **yes / no** questions begin with **if**, **whether**, or **whether or not**. Indirect information questions begin with a question word. All indirect questions follow statement (not inverted) word order and do not usually use **do**, **does**, or **did**.

He asked, "**Did you see the movie?**" → He asked if I had seen the movie. OR He asked **whether (or not) I had seen the movie**.
She asked, "**When are you planning to go?**" → She asked when I was planning to go.

REMEMBER

Indirect questions end with a period, not a question mark. The verbs in indirect questions follow the same changes as the verbs in indirect statements.

Imperatives in indirect speech

When imperatives are used to report commands, requests, instructions, and invitations, the imperative form changes to the infinitive. The negative infinitive is used for negative commands, requests, and instructions.

"Where's the store?"
The chef said, "Add two eggs and stir the mixture."
"Please have dinner with us," he said.
She told the child, "Don't cross the street."

Indirect speech

She asked me **to go** to the store.
The chef said **to add** two eggs and stir the mixture.
He invited me **to have** dinner with them.
She told the child **not to cross** the street.

A On a separate sheet of paper, write the sentences in indirect speech. If a sentence can be written both with and without backshifting, write it both ways.

1. Zachary mentioned, "I need a new suit, but I really want a new jacket."
2. Kate just called. She asked, "Did you enjoy your vacation?"
3. In his lecture, Dr. Taylor stated, "The Earth rotates around the sun."
4. Georgia says, "I've never seen such exciting paintings before."
5. The professor explained, "I want you to finish your essays for the next class."

B On a separate sheet of paper, write these conversations in indirect speech, using correct pronouns and possessives.

1. **MARIA:** Your cartoon is really good. Your drawing of the penguin is a hoot.
JACK: Yours is hilarious, too! It really cracked me up!
2. **RICHARD:** My paper on the health benefits of humor has just been published in a medical journal.
ME: I'm happy for you! I'd appreciate it if you could give me a copy.
3. **KIM:** I bought a new MP3 player last week.
BEN: I know. I saw it on your desk. It looks much better than your old one.

C On a separate sheet of paper, rewrite each of the following in indirect speech.

1. The teacher asked his students, "Can you tell me what the joke is about?"
2. Don asked his wife, "Have you finished reading the book on humor?"
3. Lisa asked her boyfriend, "Why did you have to tell an ethnic joke at my father's birthday party last night?"
4. Barry sometimes wonders, "How would I react if someone made me the butt of a joke?"
5. Vivian wondered, "When is the best time to tell a joke?"

D On a separate sheet of paper, write the conversation in indirect speech. Begin like this: Harry asked me . . .

- HARRY:** Can I borrow your car on Saturday?
ME: Yes, you can. But you'll have to return it to me by 7:00 PM.
HARRY: Do you really need your car by 7:00? Could I bring it back by 9:00 PM instead?
ME: I'm sorry, but I promised to take my nephew to the movies.
HARRY: Oh, I understand. I'll return it to you by 7:00.

E On a separate sheet of paper, write each sentence in indirect speech.

1. The patient asked the nurse, "Could you please bring me a funny movie?"
2. Dr. Baker advised, "Don't let emotional tension make you sick."
3. She told me, "Be a good sport and laugh about it."
4. "Don't laugh at that joke," Fred instructed his son. "It's disgusting," he said.
5. "Laugh first, cry later," an old saying advises us.
6. Lucas told us, "Never touch the green button on the printer."
7. "Take the penguin to the zoo tomorrow," Mr. Franklin's neighbor told him.
8. Nick said, "Please don't ask how the meeting went."

Unit 9

Grammar for Writing: when to use the passive voice

Sentences in the passive voice can have the same meaning as those in the active voice. However, the word order in passive sentences gives a different emphasis to the information. Passive sentences focus the reader's (or listener's) attention on the result of the action rather than on the performer of the action (the agent). Writers prefer the passive voice in the following situations:

1. **To emphasize the result of an action, or if the agent is unimportant or unknown. This use is common in academic writing, scientific articles, and news reports.**
A number of sophisticated treatments for heart disease **have been developed** in the last decade. (The writer emphasizes the treatments rather than the people who developed them.)
Hundreds of people **were made** homeless by yesterday's floods. (The writer emphasizes the result of the floods rather than the floods themselves.)
The Parthenon **was built** in the fifth century BC. (The builder is unknown or unimportant.)
2. **To describe a process. This use is found in technical and scientific writing.**
There are four basic steps in the production of juice. First the oranges **are unloaded** from the trucks and **placed** on a conveyor belt. Then they **are washed** and **sorted**. Next they **are put** into machines that remove the juice and put it into cartons. Finally the juice **is distributed** all over the world.
3. **To use an impersonal or indirect tone, which suggests formality, impartiality, or objectivity. This use is favored in official documents, formal announcements, and signs, or to avoid placing blame.**
Their wedding **will be celebrated** in June.
Walking on the grass **is prohibited**.
A mistake **has been made** in your account. It **will be corrected** on next month's statement. (The writer avoids mentioning who made the mistake and emphasizes the fact that it will be corrected, rather than who will do the correcting.)
4. **To keep the reader's attention focused on a previously mentioned noun, because it is the central topic of the paragraph.**
They caught the thief later that evening. He **was placed** in jail and **was allowed** to call a lawyer. (The topic of the paragraph is the thief. By using the passive voice in the second sentence, the writer keeps the reader's attention focused on the thief.)
5. **To avoid using a general subject, which is considered weak. General subjects include the impersonal you, we, and they; people; one; someone / somebody; anyone / anybody. This use is common in formal documents, in official signs, and in newspaper editorials and other texts that express an opinion.**
People must show their IDs before boarding. PREFERRED: IDs **must be shown** before boarding.
We have cut prices on all merchandise. PREFERRED: Prices on all merchandise **have been cut**.
Someone should inform voters of their rights. PREFERRED: Voters **should be informed** of their rights.
6. **To avoid clumsy sentence constructions. This is a common solution when the agent has a long or complex modifier.**
The Tigers, whose new strategy of offense and defense seemed to be working, defeated the Lions.
PREFERRED: The Lions **were defeated** by the Tigers, whose new strategy of offense and defense seemed to be working.

A On a separate sheet of paper, write each sentence in the passive voice.

1. Construction workers built the museum in less than six months.
 2. People must present their passports at the border.
 3. The company hired Ben Jones to replace the executive director. They gave Jones the corner office and offered him a very generous salary.
 4. First engineers perfect the design for the new product. Then workers build a prototype. Next engineers test the prototype. After engineers approve the design, the factory begins production.
- sum of eighty-five dollars to your VISTA account.
investigation uncovered many shocking facts and a pattern of corrupt behavior,
exposed the official for taking bribes.

Unit 10

Phrasal verbs: expansion

The passive form of phrasal verbs

Transitive phrasal verbs are always inseparable in the passive voice, even when they are separable or always separated in the active voice.

The TV couldn't be turned on this morning. (I couldn't turn the TV on this morning.)

The empty lot has been turned into a beautiful garden. (They turned the empty lot into a beautiful garden.)

Transitive and intransitive meanings

Some phrasal verbs have both a transitive and an intransitive meaning.

He went to bed without taking off his clothes. (transitive meaning: remove)

What time does your plane take off? (intransitive meaning: leave)

Thieves broke in and stole her jewelry. (transitive meaning: enter by force)

She broke in the new employees by showing them the procedures. (intransitive meaning: train someone)

For a complete list of transitive and intransitive phrasal verbs, see the Appendices, pages A4–A5.

Three-word phrasal verbs

A three-word phrasal verb consists of a verb, a particle, and a preposition that together have a specific meaning.

The verb and the particle in three-word phrasal verbs are inseparable.

As a result of his controversial ideas, the senator came up against members of his own party, who opposed him vigorously.

Does society have an obligation to look out for people who are disadvantaged?

Temper tantrums are not uncommon in young children. As they mature, they grow out of this behavior.

I'm going to close my door and not take any calls today; I've just got to catch up on my work.

For a complete list of three-word phrasal verbs, see the Appendices, page A6.

REMEMBER

Intransitive phrasal verbs are always inseparable. They can't be used in the passive voice since they don't have direct objects.

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RAM	512 MB RAM minimum or higher	512 MB RAM minimum or higher
Internet Browser	Microsoft Internet Explorer® 7.x or Mozilla Firefox™ 4.x, or higher	Safari® 3.x, Mozilla Firefox™ 4.x, or higher
Plugins	Adobe PDF 8	Adobe PDF 8
Hardware	Computer CD-ROM drive, Sound card and speakers or headphones.	Computer CD-ROM drive, Sound card and speakers or headphones.
Monitor Resolution	1024x768	1024x768

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TECHNICAL SUPPORT

For Technical Product Support, please visit our support website at www.PearsonELTSupport.com. You can search our Knowledgebase for frequently asked questions, instantly **Chat** with an available support representative, or **Submit a Ticket/Request** for assistance.

A On a separate sheet of paper, write each sentence in the passive voice. Use a *by* phrase, if necessary.

1. We have to call the meeting off.
2. He talked the client into a better deal.
3. The president covered the mistake up.
4. She dropped the children off in front of the school.
5. One of the applicants filled the form out incorrectly.
6. I paid the balance off last month.
7. Someone threw the document away by mistake.
8. The speaker handed pamphlets out at the end of the presentation.

B Underline the phrasal verb in each sentence. Then decide if it has a transitive or an intransitive meaning.

- | | | | |
|----|--------------------------|--------------------------|--|
| | transitive | intransitive | |
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | The photographer blew up the photo 200 percent so w |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | The plane blew up shortly before it was supposed to l |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | The workers won't give up until they're paid fair wages. |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | She has tried to give up smoking several times, without success. |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | Phil has to wake up at 5:00 AM every morning to get to work on time. |
| 6. | <input type="checkbox"/> | <input type="checkbox"/> | The children played quietly in order not to wake up their parents. |
| 7. | <input type="checkbox"/> | <input type="checkbox"/> | He works out three or four times a week in order to keep in shape. |
| 8. | <input type="checkbox"/> | <input type="checkbox"/> | World leaders are meeting to work out a plan to eradicate poverty. |