What kind of person are you?

Tell me about yourself.

A How true are these statements for you? Complete the quiz. Then add two more items about yourself.

### Personality Quiz

<table>
<thead>
<tr>
<th>Statement</th>
<th>Definitely True</th>
<th>Generally True</th>
<th>Definitely Not True</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I enjoy walking on the beach at sunset.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I avoid showing others what I'm feeling.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I can't stand waiting for people.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I like to make a daily schedule.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I love finding solutions to problems.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I enjoy spending hours on the phone.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I don't mind listening to people's problems.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I like to have lots of friends.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I love to accomplish goals.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I'm interested in visiting unusual places.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. __________________________________________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. __________________________________________</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B **Pair work** Compare your responses to the quiz. How are they different?

C **Group work** Join another pair. Use the statements in Exercise A to explain these personality traits. Give additional examples.

adventurous impatient practical romantic sympathetic
ambitious organized reserved sociable talkative

A romantic person is the kind of person who enjoys walking on the beach at sunset and dreaming about the future.

What do you have in common?

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

A: So, tell me about yourself.
B: Well, I'm pretty reserved.
A: Really? So am I. I like spending time by myself.
B: I do, too. I love...

<table>
<thead>
<tr>
<th>Agreeing</th>
<th>Disagreeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>So am I. (I am, too.)</td>
<td>That's not true for me.</td>
</tr>
<tr>
<td>I'm exactly the same way.</td>
<td>I'm not at all like that.</td>
</tr>
<tr>
<td>Neither can I. (I can't either.)</td>
<td>Oh, I can.</td>
</tr>
</tbody>
</table>
**Gerunds**

A gerund always follows these verbs.
- I **enjoy** meeting unusual people.
- I **dislike** spending a lot of time by myself.
- I **don't mind** waiting for people.
- I **avoid** talking on the phone.

An infinitive or gerund can follow these verbs.
- I **like** going/to go to parties.
- I **love** watching/to watch movies alone.
- I **hate** waiting/to wait for people.
- I **can't stand** staying/to stay home alone.

A gerund is often the object of a preposition.
- I'm interested in meeting unusual people.

**A Pair work** How do you feel about these things? Write sentences using gerunds or infinitives from the grammar box. Then discuss with a partner.

1. talk on the phone
   - I love to talk on the phone for hours.
2. go to big parties
3. eat a lot of junk food
4. learn about computers
5. go to places where I have to use my English
6. meet people from different cultures
7. talk about my private life with my friends
8. date someone who likes to dress differently

I hate going to big parties because I'm shy, I never know what to say.
I love to eat a lot of junk food, especially when I go to the movies.

**B Pair work** Now write six more sentences about yourself. Use the verbs in the grammar box. Then compare with a partner.

1. I enjoy staying home on weekends. It's the only time I can relax.
2. I avoid speaking in front of large groups. It makes me nervous.

**Who would you like to know?**

**A** Read these personality profiles prepared for the "personals" section of the newspaper. Which person would you most like to meet? Which person is most like you?

<table>
<thead>
<tr>
<th>Student</th>
<th>Musician</th>
<th>Lawyer</th>
<th>Computer programmer</th>
</tr>
</thead>
</table>

**B Class activity** Write a personality profile for yourself without signing your name to it. Your teacher will mix up the profiles and distribute one to each student. Ask questions around the class to match the profile you were given with its writer.

Do you enjoy listening to classical music?
**Time for a change**

**listening**

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

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

<table>
<thead>
<tr>
<th></th>
<th>Luis</th>
<th>Celine</th>
<th>Diana</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used to be</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reason</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Luis</th>
<th>Celine</th>
<th>Diana</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wants to change</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**How have you changed?**

**discussion**

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

**Describing how you've changed**

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

**Describing how you'd like to change**

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

<table>
<thead>
<tr>
<th>Three things I've changed</th>
<th>Three things I'd like to change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

A: Five years ago I was pretty shy. I'm more outgoing now.
B: Really? How did you change?
A: Well, I joined some clubs, made some new friends, and ...
Main ideas in paragraphs

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

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

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

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

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

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

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

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

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

Let me tell you about my family.

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

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

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

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

How are their families different?

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

<table>
<thead>
<tr>
<th>Paul</th>
<th>Andrea</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
</tbody>
</table>

**B Pair work** Is your family similar to Paul’s or Andrea’s? If so, how? If not, how is it different?
**Noun clauses after be**

That in noun clauses after be is optional. Notice the prepositions that are used with the following nouns.

An advantage of having an older brother is (that) you always have someone to help you.
The best thing about having brothers and sisters is (that) you’re never lonely.
A problem with having lots of brothers and sisters is (that) you don’t get a very big allowance.

A Complete these sentences. Then compare with a partner.

1. An advantage of having an extended family is . . .
2. The worst thing about being a parent is . . .
3. The best thing about having a nuclear family is . . .
4. A disadvantage of being an only child is . . .
5. The worst thing about living near your parents is . . .
6. A problem with being the oldest child is . . .
7. The best thing about having a supportive family is . . .

B Now combine these sentences, and complete them. Then compare with a partner.

1. I’m the most talkative person in my family. It’s an advantage.
   *An advantage of being the most talkative person in your family is that you get a lot of attention.*
2. I’m the youngest in my family. It’s a disadvantage.
3. I’m a twin. It’s an advantage.
4. I have young parents. It’s an advantage.
5. I work in the family business. It’s a disadvantage.
7. I have a large family. It’s a disadvantage.

C Read the results of this survey question. What do you think? Write two advantages and two disadvantages of living away from one’s parents.

**Do you think children should live away from their parents after age 18?**

- Yes 69%
- No 29%
- Not sure 2%

**Your place in the family**

A Check the sentences that apply to you.

- □ Our family always discusses problems frankly when they come up.
- □ My parents were very strict when I was a child.
- □ Both my parents have always worked.
- □ I don’t live with my parents.
- □ I got along with my brothers and sisters when we were young.
- □ I never share personal secrets with my brothers and sisters.
- □ I always talk to my parents before making major decisions.
- □ I don’t plan to follow in my parents’ footsteps.

B **Group work** Talk about the advantages and disadvantages of the situations you checked in Exercise A.
Describing parents and children

vocabulary

A Look at these adjectives. Which do you think are positive (+)? Which are negative (−) or neutral (N)? Compare your answers with a partner.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>active</td>
<td>generous</td>
<td>mischievous</td>
<td>sensible</td>
</tr>
<tr>
<td>adventurous</td>
<td>inexperienced</td>
<td>patient</td>
<td>strict</td>
</tr>
<tr>
<td>frank</td>
<td>innocent</td>
<td>responsible</td>
<td>supportive</td>
</tr>
</tbody>
</table>

B Which words in Exercise A describe parents? Which describe children? Are there any adjectives that can fit under both categories? Can you think of two more words to add to each list?

Parents | Children
---------|---------

C Can you think of an opposite for each word in Exercise A?

D Pair work Choose an adjective to describe each person in your family. Ask follow-up questions.

A: My father is very supportive.
B: In what way?
A: For one thing, he . . .

Family rules

discussion

Group work What rules do you have in your family? Discuss these topics and add others. Are there any rules your families all share? Make a list.

- doing household chores
- coming home late
- preparing meals
- watching TV
- talking on the telephone
- using the bath or shower
- settling disputes
- using the family car
- __________________
- __________________
- __________________
- __________________

During the school year, I wasn't allowed to watch TV until I finished my homework.

In our family, we all have weekend chores. For example, I have to wash the dishes and take out the garbage.
Parents and children

Reading

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

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

Upside-Down Families

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

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

- Be a leader. Parents cannot guide a child and seek his or her approval of their decisions at the same time. Don't say, "It's time for bed. OK?" Instead, say, "It's time for bed, kids."

- Don't make rules quickly and then change them. It's very important to be consistent. Once you make a rule, stick to it.

- Pay less attention to your children when their behavior is bad and more when it is good. Do not reward bad behavior by giving extra attention to it. Instead, save your attention for when the child acts appropriately.

- Don't allow your kids to call you by your first name. This removes the authority figure in a child's life. Children need parents, not another friend.

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

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

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

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

How can schools be improved?

Starting point

Schools in the United States

A Read these facts about schools in the United States. Which statements do you find surprising? Why?

FACTS ABOUT U.S. SCHOOLS

✓ Schooling is compulsory from ages 6 to 16.
✓ The typical school day starts at 8:00 A.M. and finishes at 3:00 P.M.
✓ The school year generally begins in September and ends in June.
✓ Students attend school approximately 178 days a year.
✓ Students who fail a grade are often asked to repeat it or attend summer school.
✓ 29% of students do two or more hours of homework daily.
✓ 84% of students watch TV two or more hours daily.
✓ 50% of all public schools have access to the Internet.
✓ Annual university tuition and fees cost an average of $2,860 for students in public universities (about 80% of all students) and $12,430 for students in private universities.

B Pair work Prepare four statements about schooling in your country that would be of interest to someone from another country. Then compare your statements with a partner.

In my country, schooling is compulsory from ages 5 to 18.

How can we make education better?

Discussion

A Pair work Which of these suggestions would improve education in your country? Discuss each one and then agree on two recommendations.

- The school day should last longer so that students can take additional classes.
- Students ought to spend a minimum of three hours a day on homework.
- All students ought to have access to the Internet and ought to be allowed to watch educational TV in the classroom.
- Students shouldn’t be given failing grades.
- Schooling should be free until the age of 21.
- The library ought to be replaced by a multimedia center with computers.

A: I think all students ought to have access to the Internet.
B: Why do you think so?
A: Well, it's a useful tool. And almost everyone likes to use computers.

B Group work Join another pair. Choose the most important recommendation, and then share it with the class.
Should and ought to in the active and passive

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

Active = modal + simple form of verb
Teachers shouldn't give students failing grades.
Students ought to have access to the Internet.

Passive = modal + be + past participle
Students shouldn't be given failing grades.
Students ought to be allowed to watch TV in class.

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

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

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

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

Maintaining educational standards

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

- Students should be required to pay a fee for any class that they fail and need to repeat.
- High school students ought to be able to choose all their own courses. They learn best when they study things that interest them.
- More emphasis should be placed on helping students get job experience and less emphasis on courses like history and literature.
- Teachers' salaries should be based on how popular the teachers are with students.

B Group work Join another pair and discuss your answers.

A: I think more emphasis should be placed on helping students get job experience. The whole point of education is to prepare you for a job.
B: I think job preparation is important, but courses in literature and history are important, too. They prepare students to be better citizens and live better lives.
A Academic subjects aren’t the only things you learn in school. Here are some other things. Read this list. Can you add two more items?

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

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

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

- foreign languages
- literature
- music
- science
- history
- mathematics
- physical education
- other: __________

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

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

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

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

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

What they learned in school

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

<table>
<thead>
<tr>
<th>College experience</th>
<th>What they learned from it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carol</td>
<td></td>
</tr>
<tr>
<td>Michael</td>
<td></td>
</tr>
</tbody>
</table>

B Pair work Are your experiences similar to Carol’s or Michael’s?
Identifying topic sentences

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

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

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

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

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

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

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

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

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

Learning strategies

starting point

A  Read these statements about learning. What do you think they mean? Which ones do you agree with? Why?

A little learning is a dangerous thing.  Learn by doing.  If you think education is expensive, try ignorance.  Knowledge itself is power.

B  Pair work  Do you agree with these statements about studying foreign languages and literature? What are two other ways to learn a foreign language? to learn about literature?

- A good way to learn a foreign language is by studying grammar and vocabulary so that you have some knowledge before you practice speaking.
- A good way to learn a new language is by making friends with a native speaker and practicing with that person.
- The only way to master a foreign language is to live in a country where it is spoken so that you have to speak it all the time.
- The best way to learn about literature is by taking a course because a teacher can help you appreciate things that you wouldn’t notice by yourself.
- A good way to learn about literature is simply to choose books that interest you and then read them.

A: I don’t think studying grammar is very useful. I studied grammar for six years and couldn’t speak at all.
B: I don’t agree. I think grammar is very important. . . .

What's their learning strategy?

listening

A  Listen to Frank, Regina, and Sonia talking about something they’re trying to learn. What strategies are they using? What problems are they having?

<table>
<thead>
<tr>
<th></th>
<th>How they are trying to learn</th>
<th>Problems they are having</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frank</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regina</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sonia</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B  Pair work  What other suggestions can you think of for Frank, Regina, and Sonia?
Infinitives and gerunds to talk about how to do things

Notice the use of infinitives and gerunds to talk about ways and methods of doing things.

A good way to learn a foreign language is to make friends with a native speaker.
The only way to learn to speak a new language is to live in a country where it is spoken.
The best way to learn about literature is by taking a course.

A Pair work How can you learn the following things? Choose from the methods listed on the right, and then add other ideas of your own. Compare with a partner. Do you agree?

1. learn how to drive a car ___ Watch someone do it, and then do the same thing.
2. learn about history ___ Try it out and learn by making mistakes.
3. learn how to run a business ___ Follow a set of rules or instructions.
4. learn how to fly a plane ___ Talk to people who were successful at it.
5. learn a musical instrument ___ Read as much as possible about the subject.
6. learn advanced math ___ Practice doing it by yourself.
7. learn a new dance ___ Take a course from an expert.
8. learn about current events ___ Practice doing it with a personal instructor at your side.

The only way to learn how to drive is to practice with a driving instructor. A bad way to learn is by reading a manual about it.

B Pair work Think of something you were successful at learning. How did you learn it? What advice do you have for other people who want to learn something?

In order to and so that

The expressions in order to and so that introduce a reason or purpose for doing something.

I plan to buy a computer so that I can master some new software programs.
I purchased a video course on public speaking so that I could learn to give better speeches.
I enrolled in a cooking class in order to learn how to cook.

Complete these sentences with a reason or purpose. Then compare with a partner.

1. One way to learn a foreign language is to live in a country where it’s spoken so that . . .
2. If I wanted to learn to use a computer, I’d sign up for a course so that . . .
3. I’d like to purchase my own computer in order to . . .
4. If you don’t know how to drive, it’s best to go to a driving school so that . . .
5. It might be fun to enroll in a cooking class in order to . . .
6. I would like to take a math course in order to . . .

Discussion

Pair work List three things you want to do in the next year, and explain why you want to do them.

A: I want to take classes so that I can become an actor. I think the only way to be successful is to study with someone famous.
B: Really? Who would you study with?
**Helping others learn**

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

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

A: How would you help a shy friend prepare for a job interview?
B: I would begin by helping the friend make a list of possible interview questions so that...
C: Then you should play the role of the interviewer in order to...

**Reach the top!**

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

<table>
<thead>
<tr>
<th></th>
<th>a dream</th>
<th>a goal</th>
<th>a task</th>
</tr>
</thead>
<tbody>
<tr>
<td>achieve</td>
<td></td>
<td></td>
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<tr>
<td>complete</td>
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<td></td>
<td></td>
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<tr>
<td>fulfill</td>
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<td>reach</td>
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<td></td>
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<tr>
<td>realize</td>
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</tbody>
</table>

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

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

**Learning alternatives**

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

1. correspondence course ____________
2. field trip _______________________
3. independent study ________________
4. home schooling ___________________
5. vocational school ________________
6. educational TV course ____________
7. continuing education ____________

The best thing about taking a correspondence course is that you don't have to travel to school. I took a correspondence course in order to learn how to draw.
Learning at home

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

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

---

**Home Schooling:**

**A Growing Trend**

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

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

The answer in many cases is yes. In many studies, students taught at home ranked average or above average when compared to students who went to public schools. More importantly, these students are often more self-directed and have a greater depth of knowledge. “They are very well prepared for academic challenges,” says Patricia Riordan, the dean of admissions at George Mason University.

One such student, Janie Fist, began home schooling at the age of 11. “I was learning something all the time,” says Fist. Now she’s a first-year student at a college in New Jersey.

Robert Conrad, now a sophomore at Florida International University, claims he really learned how to study and schedule his time during his eight years of home schooling. Still, not every student is as successful as Robert.

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

---

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

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

Lesson A

Fascinating destinations

Cities of the world

A Which cities do these sentences describe? Check your answers on page 118.

1. This city, which lies in the northeast, was the country's busiest port from 1500 to 1815.
2. This is the city that hosted the summer Olympics in 1988.
3. This city, which was the country's capital from 794 until 1868, has around 2,000 temples and shrines.
4. People often visit this city in February or March for the famous Mardi Gras Festival.
5. This city, which is built on two levels, is famous for spicy food and lively music that trace their origins to Africa.
6. Visitors to this city love the French Quarter, which is known for its music clubs, bars, and restaurants.
7. In this city, food lovers should try the spicy cabbage dish called kimch'i, which is served as a side dish with almost every meal.
8. In this city, tiny shops on picturesque streets sell traditional sweets made from beans.

B Pair work If you were planning to visit the cities in Exercise A, what are three additional things you'd like to know about each place? Make up questions with a partner.

C Group work Join another pair. Can anyone in your group answer your questions?

What do you like about the city?

Listen to Deborah and Todd talking about two of the cities in Exercise A. Which city is each person talking about? What are some interesting features of each city?

<table>
<thead>
<tr>
<th>City</th>
<th>Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deborah</td>
<td></td>
</tr>
<tr>
<td>Todd</td>
<td></td>
</tr>
</tbody>
</table>
A defining relative clause defines or gives essential information about a noun.
New Orleans is a city **where** people go to celebrate Mardi Gras.
Salvador is famous for food and music that **trace** their origins to Africa.

A non-defining relative clause gives optional information about a noun. Notice the use of commas.
Seoul, **which hosted the 1988 Summer Olympics**, is well known for its shopping.
There are many temples and shrines in Kyoto, **which used to be the capital of Japan**.

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

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

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

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

A great place to visit

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

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

B  **Pair work**  Tell your partner which of the four cities you’d like to visit and why.
Describing a city

vocabulary

A These words describe different features of a city. Can you give a definition for each word or phrase? Which features are most important to you when you’re choosing a city to visit?

architecture
cuisine
customs
festivals
historical sites
nightlife
scenery
shopping

Architecture refers to the design and construction of buildings.

B Write four sentences about a city that you’ve enjoyed visiting and that you would recommend to a tourist. Cover four of the features in Exercise A.

New York is a city that has many interesting skyscrapers. . . .

Santiago, which is located at the foot of the Andes, has beautiful views of mountains covered with snow. . . .

C Group work Describe the city you wrote about to your group. Answer any questions your classmates may have.

What’s the city like?

listening

A Listen to José and Vicki talking about the same city. What do they like about it?

<table>
<thead>
<tr>
<th>What they like</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>José</td>
<td></td>
</tr>
<tr>
<td>Vicki</td>
<td></td>
</tr>
</tbody>
</table>

B Pair work Would you like to visit that city? Why or why not?

Preferred destinations

discussion

Group work Discuss these questions and give reasons for your answers. Then compare suggestions around the class.

What is . . .

a place where you’d like to spend your honeymoon?
a place that would make a great vacation destination?
a city where you’d like to live for a few years?
a place that you would never want to visit?
A Look at this cluster diagram, and then read the paragraph. Which idea in the diagram is the most general? Which idea does the writer choose for a topic sentence?

Orlando is a vibrant city full of exciting activities. It has become a favorite destination of vacationers from all over the world because of the amazing choices for both daytime and nighttime amusement. In fact, there are more than 60 attractions in the Orlando area. Nature lovers can go on calming walks in a variety of parks and gardens. Shoppers can find one-of-a-kind boutiques, in addition to six shopping malls scattered throughout the city. Sports enthusiasts will enjoy the many golf courses and the incredible variety of beach and lake activities. The more than 2,000 restaurants, which range from pizza shops to sushi bars, offer something for everyone.

B Now choose a place you know, and make your own cluster diagram. Decide which idea best summarizes the other idea, and use that idea to write a topic sentence. Write a paragraph using that topic sentence.

C Pair work Exchange your paragraph with a partner, and answer these questions.
1. Is there any information that doesn’t belong? Cross it out.
2. Would you like your partner to add more information?
3. Would you like to visit the place mentioned in your partner’s paragraph? Why or why not?
It's my kind of city.

Contrasting lifestyles

starting point

A What's important when choosing a city to live in? Rank these items from 1 to 5 (1 = the most important).

___ cost of living ___ crime rate ___ jobs ___ nightlife ___ weather

B Pair work Read the descriptions of these two cities. Using the categories in Exercise A, which city do you think has more to offer?

1

If you're looking for an exciting place with lots of street life, consider moving to this city, where the streets are filled all day, bars and nightclubs are open until 4:00 A.M., and the buses and subways run all night. Most evenings you can choose from among many concerts and plays or visit one of the many museums that have late hours.

There are lots of jobs for newcomers to the city, and the average salary is around $2,500 per month. And don't forget to budget for air-conditioning. The heat and humidity can be quite high in the summer.

2

If you want a large apartment in a picturesque little spot in the mountains, move to this town, where you can find a place for just $800 a month, and average monthly salaries are around $2,000. The weather is great, too, with temperatures ranging from a low of 55°F to a high of 75°F in the summer—not warm enough to want to go to the nearest beach, located 200 miles away.

Transportation in town can be difficult, as there is no subway, and buses run infrequently. You'll need a car not only for work and shopping, but also to get to museums and concerts, all over 60 miles away.

C Pair work Add these sentences to the descriptions in Exercise B where gaps are indicated by (...). Does the added information change your opinion about these cities?

1. On the other hand, the beach is only an hour's train ride from the city!
2. And even though you'll feel safe on the streets at almost any hour, there's not much action, and you'll probably prefer to curl up in front of the TV.
3. But be careful—in spite of all the late-night activity in the streets, the crime rate is high.
4. Unemployment, however, is quite high these days.
5. Just the same, you'll need more than that to find a nice apartment—a two-bedroom apartment costs on the average $2,000 per month.

Talking about two cities

discussion

Group work Discuss these questions about the two cities in Exercise B.

1. In which city would you have the best chance of succeeding at a career?
2. Which city is better for a single person? For raising a family?
3. Which city has the best recreational activities?
Order of adjectives

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

<table>
<thead>
<tr>
<th>quality</th>
<th>size</th>
<th>age</th>
<th>type</th>
<th>noun</th>
<th>modifying phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>picturesque</td>
<td>little</td>
<td>old</td>
<td>town</td>
<td>in the mountains</td>
</tr>
<tr>
<td>an</td>
<td>exciting</td>
<td>big</td>
<td></td>
<td>port</td>
<td>city</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>with lots of street life</td>
</tr>
</tbody>
</table>

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

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

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

Connecting contrasting ideas

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

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

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

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

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

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

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

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

My hometown

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

A: There are few job opportunities in my town. Nevertheless, I want to stay here.
B: Why do you want to stay?
A: Because all my friends and family live here.
Life in New York City

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

<table>
<thead>
<tr>
<th>Quality-of-life issues</th>
<th>How they feel about them</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lindsay</td>
<td></td>
</tr>
<tr>
<td>Eric</td>
<td></td>
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</tbody>
</table>

Quality-of-life issues

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

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

<table>
<thead>
<tr>
<th>art and culture</th>
<th>city services</th>
<th>climate/environment</th>
<th>cost of living</th>
</tr>
</thead>
<tbody>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>safety and crime</th>
<th>jobs</th>
<th>recreation</th>
<th>transportation</th>
</tr>
</thead>
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</table>

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

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

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

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

---

**GET YOURSELF LOST**

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

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

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

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

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

---

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

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

---

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

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vk.com/englishlibrary
Review of Units 1-3

Gerunds

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

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

Gerunds Gerunds or infinitives

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

books hobbies movies music

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

Noun clauses after be

A Fill in the appropriate prepositions.

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

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

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

Should and ought to in the active and passive

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

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

B Pair work Discuss the statements with a partner. Which ones do you agree with? Why?
Infinitives and gerunds to talk about how to do things

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

1. The best way to get fit is . . .
   The best way to get fit is by walking 20 minutes a day.
   The best way to get fit is to join a health club and exercise regularly.

2. One way to improve your English is . . .
3. The only way to give up smoking is . . .
4. A good way to have a fun vacation is . . .

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

In order to and so that

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

1. Many people buy computers __________ they can use the Internet.
2. Some people join health clubs __________ meet people.
3. People often take night classes __________ they can find a better job.
4. People sometimes like to work overseas __________ learn about another culture.

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

Defining and non-defining relative clauses

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

1. New York/famous for its skyline ____
2. Moscow/artistic subway stations ____
3. Tokyo/the business center of Japan ____
4. Sydney/also famous for its Harbour Bridge ____
5. Venice/built on 118 small islands ____
6. Honolulu/a warm climate all year round ____

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

   a. bustling with crowds day and night
   b. a favorite winter destination for tourists
   c. home to the Empire State Building
   d. crossed by many canals
   e. the largest city in Russia
   f. well known for its Opera House

B Complete these sentences with defining relative clauses.

1. My country’s capital city is a . . . place where . . .
2. . . . is a romantic city that . . .
3. . . . is a cosmopolitan city where . . .
**Likes and dislikes**

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

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

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

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

**This option is better for me.**

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

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

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

**Hidden benefits**

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

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

**Giving reasons for doing something**

It's worth studying ... in order to understand ... 

It's worth studying ... so that you can appreciate ... 

Some people study ... to learn how ... 

People take courses in ... because they want to ...

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

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

A Pair work You are members of an action group that has been asked to suggest improvements for life in your city. Make recommendations, giving background information.

Making recommendations

The city should provide free/low-cost...
The city ought to... to make our city safer/better/cleaner.
People should be encouraged to become more involved in order to...
Young people ought to be allowed to...

I think the city should plant more trees along the streets. At the moment, there are very few trees...

A typical small town in the U.S.

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

Welcome to my city.

Group work What are three places of interest in your city that people would enjoy visiting? Why? Give as much information as you can about each place.

Our most beautiful church, which was built in the nineteenth century, is located in the oldest part of town...

Flagler Church, St. Augustine, Florida
Unit 4 Day and night

Lesson A

Your energy profile

What's your best time of day?

A Read these statements. Which of these people are you most similar to?

As soon as I wake up in the morning, I get dressed and race off to work. Mornings are when I'm at my best. I guess I'm an "early bird."
--Cecilia, from Brazil

Until I've had several cups of coffee, breakfast, and a long shower, I don't feel really awake. I'm definitely not an "early bird."
--Tetsuo, from Japan

I always feel sleepy around 4:00 in the afternoon while I'm working at the office! But if I can sneak a short nap, I can work for several more hours. I'm a "catnapper."
--Jennifer, from the U.S.

I don't get much done during the day, but I get a spurt of energy in the late afternoon and can concentrate until after midnight. I'm a real "night owl."
--Yuri, from Russia

B Pair work What's the best time of day for you to do the following things? Complete the chart and then compare with a partner.

<table>
<thead>
<tr>
<th></th>
<th>morning</th>
<th>afternoon</th>
<th>evening</th>
</tr>
</thead>
<tbody>
<tr>
<td>study for an exam</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>do something creative</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>do something that requires concentration</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>do vigorous exercise</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>speak English</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

A: I always study for an exam at night. It's really quiet after everyone else has gone to sleep.
B: I try to study for an exam as soon as I get up. That's when I'm most alert.

The time is right.

discussion

Pair work Read this information. Do you agree with the advice given? Why or why not? Does this information make you think differently about your answers in Exercise 1B?

When the Mind and Body Are at Their Best

- When you need to study for a test, do it between 9:00 A.M. and noon. It's the best time to try to remember information you'll need to use very soon.
- Study languages in the early afternoon. This is the best time of day to learn something you want to remember for a long time.
- Whenever you have to work with numbers, plan to do it around noon. Your brain is most alert at this time.
- Energy levels dip between 2:00 and 4:00 P.M. As soon as your energy level falls, try to take a short nap. If that's impossible, just relax.
- You're most energetic between the hours of 6:00 and 9:00 P.M. This is another good time to do something that requires concentration.
- Your mind and body are sleepiest at 4:00 A.M. This is why it's not a good idea to stay up studying all night. Wait until morning.

Source: "The Secrets of Sleep" by Michael Segall, Esquire
**Time relationships**

Notice how these clauses and phrases show time relationships.

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

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

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

A: As soon as I wake up in the morning, I go running in the park.
B: Really? Don’t you eat anything before you go out?

**More or less energy?**

**discussion**

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

- doing vigorous exercise
- drinking strong coffee
- eating a chocolate bar
- eating a large meal
- having an argument
- playing video games
- sleeping late in the morning
- taking an afternoon nap
- taking a brisk walk
- taking a cold shower
- taking a hot bath
- watching television

**Activities that raise energy levels | Activities that lower energy levels**

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

What do you do . . .

when you get sleepy in the afternoon? when you need a quick spurt of energy?
when you have a hard time waking up? when you have too much energy?

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

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

- call a friend
- do vigorous exercise
- do yoga
- drink herbal tea
- get a massage
- listen to music
- meditate
- take a hot bath
- think pleasant thoughts
- vent your feelings

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

<table>
<thead>
<tr>
<th></th>
<th>Frequent cause of stress</th>
<th>Method of lowering stress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Victor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

I need some advice.

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

A: I have a real problem. I work so hard during the week that I'm too exhausted to do anything on the weekend.
B: So, how late do you usually work during the week?
A: I work until I'm finished, usually around 9:00 P.M.
B: Have you ever thought of going home a little earlier and then doing some vigorous exercise?...

Giving advice

Have you ever thought of (going) ... You might want to ... It might not be a bad idea to ... If I were in your shoes, I think I'd ... The way I see it, you ought to ...
Choosing the best topic sentence

There are several reasons why your choice of a topic sentence may not be effective.
1. It is too general or broad to be supported in a paragraph.
2. It is too specific or narrow for the paragraph.
3. It does not relate to the other sentences in the paragraph.

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

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

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

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

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

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

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

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

D  Group work  Take turns reading your paragraphs. Don't read the topic sentence. Can others guess what the topic sentence is?
A  Read these facts about sleep in the U.S. and Canada. Which ones are true for you? Compare with a partner.

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

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

- I sometimes lie awake at night, even if I’m very tired.  
  T  F
- I fall asleep as soon as my head hits the pillow.  
  T  F
- Unless I get eight hours of uninterrupted sleep, I feel tired the next day.  
  T  F
- I can get along on five hours of sleep at night, provided that I can take a nap during the day.  
  T  F
- Since I’m a very light sleeper, any small noise wakes me up.  
  T  F
- I’m such a heavy sleeper that nothing wakes me up.  
  T  F

Talking about sleep and dreams

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

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>chronic</td>
<td>dream</td>
</tr>
<tr>
<td>funny</td>
<td>nightmare</td>
</tr>
<tr>
<td>heavy</td>
<td>insomnia</td>
</tr>
<tr>
<td>horrible</td>
<td>sleeper</td>
</tr>
<tr>
<td>light</td>
<td>nap</td>
</tr>
<tr>
<td>loud</td>
<td>snoring</td>
</tr>
<tr>
<td>vivid</td>
<td></td>
</tr>
</tbody>
</table>

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

A: Does loud snoring bother you at night?  
B: Not if I’m the person who’s snoring!
**Clauses stating reasons and conditions**

**Because** and **since** introduce causes and reasons.
I often lie awake at night **because** I have so much pressure at work.

**Since** I'm a very light sleeper, any small noise wakes me up.

**Provided that** introduces a condition on which another situation depends.
I can get along on five hours of sleep a night, **provided that** I can take a nap during the day.

**Even if** introduces a situation that does not influence another situation.
I sometimes lie awake at night, **even if** I'm very tired.

**Unless** introduces something that must happen in order to avoid a consequence.
**Unless** I get eight hours of uninterrupted sleep, I feel tired the next day.

---

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

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

**B** Now complete these sentences with your own information.

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

---

**A good night's sleep**

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

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

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

**listening**

A Listen to Lucia and Rick describing a dream they each had. What did each person dream about? What do they think the dreams mean?

<table>
<thead>
<tr>
<th>Dream</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lucia</td>
<td></td>
</tr>
<tr>
<td>Rick</td>
<td></td>
</tr>
</tbody>
</table>

**B Pair work** What do you think the dreams mean? Have you ever had a similar dream?

---

**The meaning of dreams**

**discussion**

A Pair work Read this information. Can you match the dreams with their meanings?

<table>
<thead>
<tr>
<th>Dreams</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Falling</td>
<td>1. You like someone and feel you can trust that person.</td>
</tr>
<tr>
<td>Flying</td>
<td>2. You are pleased with something you did and feel very positive about yourself.</td>
</tr>
<tr>
<td>Being chased</td>
<td>3. You feel pleased with yourself and superior to other people.</td>
</tr>
<tr>
<td>Being embraced</td>
<td>4. You feel disappointed in yourself because something you did.</td>
</tr>
<tr>
<td>Failing</td>
<td>5. You are worried about something, and this is a warning to be careful.</td>
</tr>
<tr>
<td>Winning</td>
<td>6. You feel out of control because someone is threatening you.</td>
</tr>
<tr>
<td>Being ashamed</td>
<td>7. You feel insecure about something and are worried about being unsuccessful.</td>
</tr>
</tbody>
</table>

**B Pair work** Read these accounts of unusual dreams. What do you think they mean?

“Suddenly I found myself on stage in a school play and realized that I didn’t know my lines.”

“I was in a hot-air balloon above a big park. When I looked down, I was amazed to see hundreds of people on the ground pointing up at me.”

“I was in a big building, walking down a dark corridor. Every time I opened a door, there was another corridor. Whenever I stopped, I could hear footsteps stop behind me.”

“I was in a strange country and didn’t know how I’d gotten there. I asked a man for help, and he held up a sign in a language I’d never seen before.”

**C Group work** Finish each of the dreams in Exercise B. Take turns adding sentences. Then share the most interesting dream with the class.
Avoiding insomnia

**Pair work** What should you do if you have trouble getting to sleep? Think of four suggestions. Then read this article, and compare your ideas to the author’s.

---

**Ten Keys to a Better Night’s Sleep**

Sleep is a basic human need, as basic as the need for oxygen. Getting a good night’s sleep is not only directly related to how we feel the next day, but to our long-term health as well. Still, many of us suffer from at least occasional insomnia. Even more of us report at least one night of restless sleep per week that leaves us feeling ill and irritable. This is a serious problem. If you think otherwise, consider this. People who sleep four hours or less per night are twice as likely not to survive in six years as those who sleep the normal eight hours or so.

Given the seriousness of sleep, how can we make sure that we rest well and stay healthy? While there are no foolproof methods, here are some suggestions from sleep experts. If you do have trouble sleeping and these methods don’t help, it’s important that you see a doctor before insomnia causes your health to suffer. Start with these suggestions, though.

- If you can’t sleep in the middle of the night, don’t get up. Exposing yourself to bright light will affect your body clock and worsen your insomnia. Stay in bed.
- Avoid naps except for a brief ten- to fifteen-minute nap between 2:00 and 4:00 p.m.
- Restrict your time in bed to the average number of hours you’ve actually slept per night during the previous week. Don’t try to make up for lost sleep, it can’t be done.
- Get regular exercise each day, but finish at least six hours before bedtime. Exercising in the evening can help keep you awake.
- Take a hot bath for thirty minutes within two hours of bedtime. The bath will warm you, relax you, and make you feel sleepy.
- Keep your bedroom dark, quiet, and well ventilated.
- Keep a regular schedule seven days a week. Avoid the urge to sleep late on weekends. Although it may feel good while you’re doing it, sleeping late on the weekends can lead to insomnia during the week.
- Get at least half an hour of sunlight within thirty minutes of waking. The morning sun helps set your body clock. Without the sunlight, your body doesn’t know it’s awake.
- Don’t drink alcohol. Although having a drink before bed makes you sleepy, alcohol changes its effects after a bit of time. These secondary effects of alcohol can wake you up during the second half of your night’s sleep.
- Keep the face of the clock in your bedroom turned away, and don’t find out what time it is when you awaken in the night.

Pleasant dreams!

---

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

1. Do you think the suggestions in the article are helpful? How many of them do you follow? Discuss each suggestion.
2. What other methods of getting to sleep do you know about? Do these methods work?
What’s typical?

The average American

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

Age: 32.7 years old
Sex: Female
Education: High school graduate
Employment: Works for a manufacturing company as a clerical worker
Housing: Pays a monthly mortgage of $737 for a three-bedroom home
Expenses: Owes $2,317 on credit cards; spent $750 on gifts last year
Possessions: Owns a car, two TVs, one VCR, two telephones

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

1. In contrast to the average American, people in my country don’t usually ____________.
2. People in my country like to ____________, except that we don’t do it as often as Americans do.
3. Unlike the average American, people in my country ____________.
4. While many Americans ____________, people in my country ____________.

What questions would you ask?

discussion

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

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________

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

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

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

I don’t think I’m average because my ideas are less conservative than everyone else’s.
Showing contrast and exception

Use while, unlike, and in contrast to to present contrasting information.

While many Americans drive every day, people in my country use public transportation.
Unlike the average American, people in my country don’t use credit cards very often.
In contrast to the average American, people in my country don’t usually eat out.

Use except that and except for to show an exception.

I’m very similar to the average American except (that) I don’t have a car.
People in my country don’t eat out except (for) on special occasions.

A Here’s some information about American customs. How different are customs in your country? Write sentences showing contrasts and indicating exceptions.

1. If people study a foreign language, it is often Spanish.

While Americans often study Spanish, if people in my country study a foreign language, it’s usually English.

2. If two friends meet on the street, they usually shake hands.

3. If two people get married, the bride’s parents pay for most of the wedding.

4. If friends go out to eat together, they usually split the bill.

5. If children misbehave, they’re often sent to their rooms.

6. If someone wants to visit a friend, he or she normally calls first.

B Are you completely typical? What are some ways in which you are different from other people in your country? Complete these sentences and compare with a partner.

1. Unlike most (men/women) in my country, . . .

2. In contrast to the majority of my friends, . . .

3. While quite a few of the people in my class . . .

4. Unlike most people who are my age, . . .

Typical or not?

discussion

A Pair work Read these statements made by some Americans. Do you think these people are typical? Why or why not? (Refer to the chart on page 38 for help.)

Jun: I’m not a very good cook, so I eat out at least three times a week. Maybe I should take a cooking class.

Tammy: I exercise four times a week. I’m very careful about what I eat, and can’t tolerate cigarette smoke at all.

Alicia: I think we have a responsibility to take care of the earth. I often go hiking and like to spend time outdoors.

Marcos: I watch TV every day after work. I have a stressful job, and I find that watching TV helps me relax.

B Pair work Which of the people in Exercise A are you similar to? Different from?

I’m very similar to Tammy except that I only exercise once or twice a week.

Unlike Jun, I always cook at home. I hate restaurant food!
In what ways are you unique?

A  What would make you stand out from the crowd? Answer as many of these questions as you can with information that makes you unique.

1. What kind of music do you listen to?  
   myself: classical  
   most of my friends: rock

2. What do you like to do in your free time?
3. What makes you laugh?
4. What kind of people do you go out with?
5. What habits in other people irritate you?
6. What do you like to wear?
7. What kinds of things do you like to read?
8. What kinds of foods do you like to eat?
9. What types of movies do you hate?
10. What games or sports do you like to play?

B  Group work  Use the questions in Exercise A to interview your classmates. Find at least two ways in which each person in the group is unique. Use the expressions in the box to present the information to the class.

Making generalizations

In general, . . .
Generally speaking, . . .
For the most part, . . .
As a rule, . . .

In general, most of our friends listen to rock music. However, Jonah prefers classical music.

How are they different?

A  How are Yoshiko, Renato, and Suzanne similar to people their own age? How are they different? Listen and complete the chart.

<table>
<thead>
<tr>
<th>Similar</th>
<th>Different</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yoshiko</td>
<td></td>
</tr>
<tr>
<td>Renato</td>
<td></td>
</tr>
<tr>
<td>Suzanne</td>
<td></td>
</tr>
</tbody>
</table>

B  Pair work  Who are you most similar to? Who are you different from?

Do you behave like everyone else?

A  Pair work  Interview your partner.

1. Can you cross your eyes?
2. Do you make your bed every day?
3. Do you eat your foods in a particular order?
4. Do you always replace the cap on a toothpaste tube when finished?
5. Do you collect rubber bands?
6. Do you ask before taking the last helping of food?
7. Do you give up your seat on a bus or train for someone needier?
8. Do you use an alarm clock?
9. Do you keep a diary?

B  Group work  Join another pair. Check your answers on page 118. Who is the most “normal” person in your group? Do you agree with the results?
Supporting statements develop the main idea by providing specific facts, reasons, or examples.

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

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

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

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

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

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

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

D Pair work Exchange paragraphs and answer these questions.

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

The American mind-set

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

What Americans Worry About...

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

Source: The Peoplepedia

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

How do you feel about it?

vocabulary

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

+ alarming + fortunate + mind-boggling + sickening
− appalling − heartening − reassuring − surprising
N fascinating N interesting N shocking N unfortunate

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

I find it reassuring that people are concerned about drug use. It’s a serious problem almost everywhere. It’s surprising that Americans worry about crime. In my country, that’s not really a problem.
Quantifiers

- The majority of the people in my country keep up with current events.
- Most business professionals are worried about the economy.
- Quite a few (of the) people here are concerned about crime.
- About half (of the) people I know voted in the last election.
- Hardly any (of the) people I know are worried about crime.
- Almost no one I know is really interested in politics.

Do you and your friends worry about any of these issues? Write about each issue, explaining your reasons.

- crime
- economic performance
- educational reform
- immigration controls
- political reform
- pollution
- population control
- tax reform
- working women
- The majority of my friends aren’t worried about crime because there are so many police officers on the street.

Conditional sentences

Use the simple past tense in the if clause and would + verb in the main clause to talk about hypothetical situations.

**Conditional sentence**: If people cared more about the environment, our cities would be cleaner.

(Fact: People don’t care enough about the environment.)

Offer solutions for the concerns you wrote about in Exercise 3, using conditional sentences.

- If more people rode public transportation, we wouldn’t have such a serious pollution problem.

The next generation

Class activity Look at the results of this survey. Then take your own class survey. What were the results to this question? What are the main concerns of your classmates? What solutions can be offered for those concerns?

**Will the future of the next generation be better or worse than today?**

<table>
<thead>
<tr>
<th></th>
<th>Worse</th>
<th>Same</th>
<th>Better</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>57%</td>
<td>21%</td>
<td>18%</td>
<td>4%</td>
</tr>
</tbody>
</table>
**Personal concerns**

**Discussion**

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

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

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

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

**The different approaches to problem solving**

**Listening**

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

- **Assertive**
  I prefer action to talk. When I’m faced with a problem, I immediately try to work out a solution.

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

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

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

<table>
<thead>
<tr>
<th>Concerns</th>
<th>Type of problem solver</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dominique</td>
<td></td>
</tr>
<tr>
<td>Carla</td>
<td></td>
</tr>
<tr>
<td>Wayne</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

Statistically Speaking

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

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

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

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

Source: 1997 Information Please® Almanac, © 1997

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

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

Making conversation

Conversational styles

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

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

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

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

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

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

6. That's a great necktie!

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

Poor conversationalists

discussion

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

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

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

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

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

*These sentences can be restated with gerund phrases.*

Asking about other people's personal business is impolite.

Hearing her stories about famous people is boring.

---

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

acceptable appropriate customary important polite unusual

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

---

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

1. Shake hands when you meet a friend
   *It's appropriate to shake hands.../Shaking hands...*
2. Kiss a female friend on the cheek when you see her
3. Stand very close to people when you talk to them
4. Use your hands a lot when you talk
5. Ask people about their families
6. Ask people how much they earn
7. Ask people about their social plans
8. Interrupt someone who's talking

---

**What should you do?**

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Starting a conversation</th>
<th>Introducing a topic</th>
<th>Closing a conversation</th>
</tr>
</thead>
</table>

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

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

What are they talking about?

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

<table>
<thead>
<tr>
<th>First conversation</th>
<th>Topic</th>
<th>Closing phrase(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second conversation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third conversation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

A Read these three journal entries about the same piece of news. Who do you think wrote each one? Match each writer to the paragraph.
1. Soo Mi’s sister
2. Soo Mi’s mother
3. Soo Mi’s friend

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

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

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

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

C Pair work Read your partner’s paragraph, and answer these questions.
1. What was the piece of good news about?
2. Were there any other details that you wanted to hear more about?
**Personal secrets**

**Sharing personal information**

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

### Who do you tell first?

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

<table>
<thead>
<tr>
<th>Who would you tell . . .</th>
<th>family member</th>
<th>spouse, boyfriend, or girlfriend</th>
<th>close friend</th>
<th>colleague</th>
</tr>
</thead>
<tbody>
<tr>
<td>good news?</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>bad/tragic news?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>gossip about others?</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>a secret about yourself?</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

Source: Interviews with people between the ages of 15 and 19

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

---

**News about other people**

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

**Mark**

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

**Stacy**

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

**Kathy**

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

<table>
<thead>
<tr>
<th>Statements</th>
<th>Reported Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>They got engaged.</td>
<td>He said (that) they had gotten engaged.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes-No Questions</th>
<th>Reported Yes-No Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the date been set?</td>
<td>I asked him if the date had been set yet.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wh-Questions</th>
<th>Reported Wh-Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are you planning to do?</td>
<td>I asked her what she was planning to do.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Commands</th>
<th>Reported Commands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don't say anything!</td>
<td>My friend told me not to say anything.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Truths</th>
<th>Reported General Truths</th>
</tr>
</thead>
<tbody>
<tr>
<td>The sun rises in the east.</td>
<td>She said (that) the sun rises in the east.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Immediately Reported Statements</th>
<th>Immediately Reported Statements in Reported Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steve is going to be fired.</td>
<td>I (just) heard (that) Steve is going to be fired.</td>
</tr>
</tbody>
</table>

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

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

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

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

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

### Discussion

<table>
<thead>
<tr>
<th>Group work</th>
<th>Whisper a “secret” about yourself to another person in your group, who will then whisper it to the next person, and so on, around the group. The last person reports the secret they heard. Was it reported accurately?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last person: Jean said that she was going to look for a new job. Jean: That's right. I'm going to start looking next week.</td>
<td></td>
</tr>
</tbody>
</table>

---

**Lesson B Personal secrets**

vk.com/englishlibrary
Responding to news

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

<table>
<thead>
<tr>
<th>Positive</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Negative</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

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

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

Tell me all about it!

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

<table>
<thead>
<tr>
<th>What was the news</th>
<th>What happened exactly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicole</td>
<td></td>
</tr>
<tr>
<td>Tony</td>
<td></td>
</tr>
<tr>
<td>Darren</td>
<td></td>
</tr>
</tbody>
</table>

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

Did you hear that . . . ?

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

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

Sergio

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

Reiko

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

A: I just heard that Sergio has been accepted to McGill University.
B: Really? Tell us all about it.
A: Well, he said that he's going to leave for Canada in July. . . .
**Improving your conversational style**

**reading**

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

1. 
2. 
3. 

---

**Don't Be a BORE!**

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

1. **Distracting** Are you easily sidetracked? Do you become overexcited, engage in too much small talk, or use too much slang?

2. **Unenthusiastic** Do you use too little eye contact, lack expressiveness, and speak in a monotone?

3. **Ingratiating** In order to impress, do you try unsuccessfully to be funny? Are you trying too hard to be nice?

4. **Overserious** Do you rarely smile and always use a serious tone of voice, even when your partner is trying to be light and amusing?

5. **Negative** Do you only see the depressing side of things, and are you always complaining about the world and your problems?

6. ** Passive** Do you fail to take a full part in conversations or express opinions? Is everything you say too predictable, and do you continually conform to the other person’s point of view?

7. **Tedious** Do you talk too slowly, pause too long before replying, take too long to make a point, and make conversations drag on beyond their normal life?

8. **Self-preoccupied** Do you show little interest in others and talk about yourself too much?

9. **Banal** Do you only talk about superficial things, or are you interested in only one subject? Do you repeat the same stories and jokes again and again?

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

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

---

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

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

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

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

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

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

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

---

**Clauses stating reasons and conditions**

Complete these sentences to give advice on sleeping habits.

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

---

**Quantifiers**

Complete these statements with information about people you know.

1. The majority of my friends enjoy ...  
   *The majority of my friends enjoy playing hockey.*

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

A Write conditional sentences to suggest solutions to these problems.

1. People throw out their trash along the highway.
   *If people had to pay high fines for littering, they wouldn't throw out their trash along the highway.*

2. Factories discharge waste products into rivers.
3. Many people don't use public transportation.
4. College graduates can't find jobs when they graduate.
5. Students cannot attend good universities because they are too expensive.

B Which problem in Exercise A is most serious in your country? Write three more sentences that give solutions to other problems in your country. Use conditional sentences.

Infinitive and gerund phrases

A Use these adjectives to give advice about each situation. Express the same advice in two different ways, as in the example.

appropriate important inappropriate nice polite

1. when you meet a foreign visitor for the first time
   *It's inappropriate to ask too many personal questions when you meet a foreign visitor for the first time.*
   *Asking too many personal questions is inappropriate when you meet a foreign visitor for the first time.*

2. when you stay as a guest in someone's house
3. when you notice someone at a party who doesn't seem to know anyone
4. when you notice that one of your friends seems worried or depressed
5. when you hear someone speaking English and making lots of serious grammar mistakes

B Pair work Who has the best advice?

Reported speech

Read this conversation overheard in a restaurant. Then rewrite it in reported speech.

Ed: Why are you an hour late?
Sue: I've been very busy at work! I forgot about our appointment. Have you been waiting a long time?
Ed: Well, not really. I almost went home, but I decided to wait.
Sue: I'm glad that you're really patient. Since I'm so late, I'll treat you to dinner.
Ed: Don't worry about it! Actually, I was more than half an hour late myself!

*Ed asked Sue why she was an hour late. Sue told him that...*
**Sensible solutions for “pesky” problems**

A  What do you do when these situations occur?

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

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

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

**What’s average for parents and teenagers?**

A  Complete this chart.

<table>
<thead>
<tr>
<th>What are some of their typical concerns?</th>
<th>The average parents</th>
<th>The average teenager</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think is their most valued possession?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What kinds of hobbies do they generally enjoy?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What political views do they have?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do they like to do on a vacation?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

**My personal sense of style**

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

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

B  **Group work**  Join another pair. Who has the most interesting answer to each question? Why is it interesting?
That's surprising!

**A Pair work** Discuss these topics with a partner. Ask and answer follow-up questions.

- the most heartening news story you've heard in the last few months
- the most interesting movie you've seen recently
- the most appalling thing you've read in the newspaper lately
- the most surprising thing you've ever heard from a friend or family member

**B Group work** Join another pair. Who has the most interesting answer for each topic?

---

We're really close.

**A** What kinds of things do you usually talk about with these people? What kinds of things do you avoid talking about?

- a brother or sister
- your grandparents
- a person you meet for the first time
- your parents
- your closest friends

**B Pair work** Now discuss with a partner. Give additional information.

- I tell my sister everything. We're really close.
- When I need advice on something practical, I ask my parents. As for personal matters, I usually . . .

---

Let me tell you something.

**A** Listen to Stephanie and Lee talking about something. What news are they reporting?

<table>
<thead>
<tr>
<th>What they're talking about</th>
<th>Stephanie</th>
<th>Lee</th>
</tr>
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<tbody>
<tr>
<td>How each situation has changed</td>
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</table>

**B** Listen again. How has each situation changed?
Unit 7 Telling the news

Lesson A

Storytelling

That's some story!

A Pair work What do you think happened in these situations? Choose two of the stories, and complete them by filling in the gaps indicated by ~~~~.

1. I entered a contest and won free skydiving lessons. ~~~~ Afterwards, my knees were shaking for several hours.

2. ~~~~ She told me to be very careful with it. ~~~~ Up until then, I had never lost anything important. I didn't know what to do. ~~~~

3. My friend couldn't go windsurfing that day, so I decided to go alone. ~~~~ As soon as I was some distance from the shore, the wind really picked up. ~~~~

4. I left my home to go to work at the normal time. ~~~~ As soon as I arrived at work, my boss asked to speak to me. I knew he would never believe why I was late.

5. I assured my wife that I knew the way to the airport. ~~~~ Later, we laughed about it, but it wasn't funny at the time!

6. I flew to South America last summer. Before that, I'd never been on a plane. ~~~~ The moment the plane landed, I felt relieved.

B Group work Take turns sharing your stories. Have you had any similar experiences?

How did it all end?

listening Listen to two entire stories from Exercise A. What happened in each situation?

<table>
<thead>
<tr>
<th>Story 1</th>
<th>Story 2</th>
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</table>
Adverbs with the past and past perfect

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

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

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

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

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

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

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

1. I was pickpocketed on the subway last week.
   Up until then, I had never had anything stolen before.
   The moment it happened, I screamed, "Pickpocket!"

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

3. Somehow I managed to pass the exam.

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

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

6. I got married in August.

Uncomfortable situations

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

1. I was backing my car out of the garage.
   7. I called my friend to thank him for dinner and to apologize for the mess.

2. I’d never been on an airplane before.
   8. I went next door to report the accident to my neighbor.

3. I was chatting with my friends at a dinner party.
   9. The flight attendant told me not to worry. She said that we were passing through a storm and that the shaking would end soon.

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

5. I crashed into my neighbor’s car.

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

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

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

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

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

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

**B Group work** Join another pair and tell your stories.

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

My most embarrassing moments

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

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

- Most embarrassing moments

Creating a chain story

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

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

A: I got up yesterday and decided to do something completely different.
B: So instead of going to school, I decided to take a trip.
C: Up until then, I'd never missed a day of class.
D: As soon as I finished breakfast, I went straight to a travel agency...
Putting events in order

A narrative paragraph is often organized in chronological order.

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

---

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

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

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

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

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

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

News events

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

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

B Pair work Now compare your answers with your partner.

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

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

What section is it?

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

- business news
- comics
- editorial
- entertainment news
- feature stories
- horoscopes
- international news
- letters from readers
- local news
- sports news
- travel news
- weather report
Present perfect vs. past

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

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

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

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

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

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

Past vs. past continuous

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

- While customers were calmly eating their meals, a college student ate 20 doughnuts in five minutes.
- A large crowd was cheering wildly as the pilot landed her plane safely.

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

1. During her solo flight around the world, Linda Finch visited visited (visit) 17 countries and gave give (give) speeches to interested students.
2. While Linda flew (fly) from Honolulu to California, she began (begin) to think about her children at home.
3. A large crowd waited (wait) for Linda when she finally arrived (arrive).
4. Linda waved (wave) to the crowd as she climbed (climb) out of her plane.
5. She said (say) she felt glad to be home, and then she kissed (kiss) her daughter.
You'll find it in the newspaper.

vocabulary

A Pair work We often read about these events in the news. Can you explain what each item means?
- epidemic
- famine
- hijacking
- kidnapping
- natural disaster
- political crisis
- rebellion
- robbery
- scandal

B Pair work Think of some news events you have read about recently. Take turns giving examples to illustrate the words in Exercise A.

A: I read about a scandal in yesterday's paper.
B: Really? What was it?
A: Well, it seems a famous politician was arrested for taking bribes... 

On the radio

listening

A Listen to an early morning news broadcast. Write down the number of each type of news story you hear. Then take notes about what happened.

1. natural disaster
2. epidemic
3. scandal
4. hijacking
5. political crisis
6. human interest story

<table>
<thead>
<tr>
<th>News story</th>
<th>What happened</th>
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B Listen again and take more notes.

C Pair work Now take turns telling the news stories in your own words.

Preparing a news story

discussion

Group work Which of these photos looks most interesting to you? Choose one and prepare a short news story to share with the class.
"Nutty" News

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

- Vanished Pet
- A Letter from Mom
- Illegal Passenger

1. Police said that Rob Bailey planned his bank robbery very carefully, but he didn't think to bring any paper with him — and that's what got him in trouble. Bailey apparently found an envelope in his pocket and wrote on the back of it "Give me all your money." This is what he gave to the bank teller. Unfortunately for Bailey, he had written his note on an envelope that contained a letter from his mother. The bank teller noticed Bailey's name and address on the envelope as soon as he handed it to her. She gave the envelope to the police, and the police soon arrested him at home.

2. No one noticed when Mick Novak carried little Alex, a sleeping bundle wrapped in a blanket, onto a NorthStar Airlines flight. Alex caused no trouble when he woke up as he was strapped into his own seat, purchased at the full fare of $400. He was enjoying his lunch when the trouble began. A flight attendant screamed, "He's alive!" when she realized furry little Alex wasn't a stuffed animal. Alex is a 25-pound chimp. He is tidy, quiet, and pleasant, but he is a chimp, and NorthStar says he cannot fly economy class. In fact, NorthStar spokesperson Jon Austin said the airline's policy is that large animals have to ride in the cargo hold. But Novak said, "I would think, given NorthStar's current financial problems, they would be happy to take any paying customer."

3. Carmen Ferreira had given up hope of finding her pet parrot, Raquel, who disappeared from the back garden of her house two years ago. But when she heard the familiar screech "Hello, Raquel!" as she walked past a neighbor's house one weekend, she called the police. The neighbor denied the bird was Raquel and said he had bought it from a pet store three years ago. But the bird revealed his true owner while behind bars at the police station, screeching "Hello, Luis!" The name of Ferreira's grandson, and "Hello, Smokey!" her cat's name. During the court case last week, the bird dozed off but interrupted its nap to shout "Hello, Luis!" at the judge, who ruled the bird belonged to Ferreira.

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

- The bird was taken to the police station to determine its rightful owner.
- Most of the letter was about how proud she was that Bailey was staying out of trouble.
- In fact, another passenger commented on how well behaved he was.

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

Fond memories and regrets

Pair work  Read these comments people have made about their lives. What values do they believe in?

I'm glad that I grew up in an international city. I think it's important to be tolerant of other people's cultures and beliefs.

Joe

I'm thankful that I grew up with parents who encouraged me. There's nothing better than getting support from your family.

Sharon

I wish that I hadn't been so selfish, just thinking about myself. I really believe that you should always put other people's needs before your own.

Penny

I ought to have spent more time going out with my friends and less time at work. After all, the whole point of life is to have as much fun as possible.

Stan

I wish I had saved some money because there are so many things I want to buy. It's impossible to be happy without money.

Cal

I shouldn't have been so critical of my best friend. I guess I learned that you shouldn't take your friends for granted.

Angel

Sharon values the family. She really appreciates her parents. Penny believes that it's important to think of other people first.

Values I learned

discussion  Pair work  Who are you like? Which of the values in Exercise 1 do you think are important? Which values did you learn when growing up?

I'm similar to Stan. I think it's important to enjoy your life. When I was growing up, my parents taught me to be generous.
Should have and ought to have; wishes about the past

**grammar focus**

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

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

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

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

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

1. I didn’t listen to my parents when I was a child.
   - I ought to/should have listened to my parents when I was a child.
   - I wish I had listened to my parents when I was a child.

2. I never paid attention to my schoolwork.
3. I didn’t learn to play any sports well.
4. I spent too much time by myself when I was a kid.
5. I didn’t join any clubs when I was in school.
6. I didn’t travel very much as a kid.
7. I didn’t take my studies very seriously in college.

**Adjectives of emotion + past time clauses**

**grammar focus**

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

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

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

1. I’m glad (that) I learned ...
2. I’m happy (that) I lived ...
3. I’m pleased (that) my parents ...
4. I’m relieved (that) I didn’t ...
5. I’m happy (that) I never ...
6. I’m relieved (that) my family ...
7. I’m pleased (that) I always ...
8. I’m glad (that) my friends ...

**Life’s ups and downs**

**discussion**

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

- I’m really happy that I took this class. I’ve made a lot of new friends.
- I wish I hadn’t argued with my brothers and sisters so much. I think it really upset my parents.
Learning a thing or two

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

- compassion
- courage
- forgiveness
- honesty
- kindness
- loyalty
- patience
- perseverance
- self-discipline
- sensitivity

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

What values do you think are most important?

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

<table>
<thead>
<tr>
<th>Values</th>
<th>Why they are important</th>
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</thead>
<tbody>
<tr>
<td>First person</td>
<td></td>
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<tr>
<td>Second person</td>
<td></td>
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<tr>
<td>Third person</td>
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</table>

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

Making the most of it

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

A: I think it’s really important to make friends with different kinds of people.
B: Why do you think that?
A: Because . . .

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

The first sentence in a composition is usually a general thesis statement that introduces the topic of all the paragraphs that follow.

A Read the composition and choose the best thesis statement.

My high school years were an incredibly exciting time of my life. I have nothing but regrets about the time I spent in high school. When I think about high school, I have both good and bad memories.

During high school, the future seemed very far away. Now that I'm older, I think about those days a lot. I remember things that I wish I hadn't done or had done differently. I also remember things I did and would never change.

I have only one regret about the time I spent in high school: I should have taken more advanced classes. For example, I had the opportunity to take an advanced English class, but decided to take the regular class. I made that decision because I didn't want to study too hard. I also wanted to spend more time with my friends. Now I'm in college and have to take a beginning English class. I wish I'd studied harder in high school.

I'm glad that I had an opportunity to participate in extracurricular activities. I was a member of the gymnastics team. We practiced every day after school and had competitions on Saturdays. We even won several competitions! My teammates became my good friends. Now I know that extracurricular activities are important because you can learn about responsibility, discipline, and teamwork.

Good and bad experiences are a part of everyone's high school years. Is it possible to learn from these experiences? I think it is because even the bad ones help to prepare you for the future.

B Write a three-paragraph composition. Follow these guidelines.

1st paragraph | Begin with a thesis statement, and introduce your topic in the rest of your paragraph.
2nd paragraph | Write about things you wish you'd done differently.
3rd paragraph | Write about things you're glad you did.
4th paragraph | End with a conclusion.

C Group work Take turns reading your compositions. Is the thesis statement too general? Does it need to be improved?

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The wisdom of age

Generation gap

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

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

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

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

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

Values and attitudes

discussion

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

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

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

your best friend your parents your grandparents your teacher

My best friend is very optimistic. He always thinks that things will turn out OK.
Noun clauses introduced by it

In these sentences, it refers to the clauses that follow.

It's sad that kids today don't respect their elders.
It's a shame that people focus so much on the past.

A What do you think about the statements below? Introduce each statement with an appropriate expression.

apparent likely obvious sad a shame true unfortunate

1. A child's character is strongly influenced by his or her parents.
It's apparent that a child's character is strongly influenced by his or her parents.
However, it's also likely that there are other influences, such as his or her friends.

2. A happy person makes a better parent.
3. Age doesn't always bring wisdom.
4. Most elderly people think the world was a better place when they were young.
5. Many teenagers are afraid they may grow up to be like their parents.
6. Most people have learned all they need to know by the time they are 20.

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

Noun clauses introduced by verbs

Use these verbs to describe hopes and beliefs.

I hope (that) schools will do something about teaching respect.
I believe (that) there is nothing we can learn from the past.

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

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

2. ______________________________________________________________________

3. ______________________________________________________________________

Changing beliefs

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

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

**listening**

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

<table>
<thead>
<tr>
<th>Who</th>
<th>What they learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cristina</td>
<td></td>
</tr>
<tr>
<td>Vince</td>
<td></td>
</tr>
<tr>
<td>Brian</td>
<td></td>
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</tbody>
</table>

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

A: My aunt had a big influence on me.
B: Why? What was she like?
A: Well, she was a very open-minded woman. . . .

**Collocations**

**vocabulary**

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

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>give</td>
<td>advice, an example, a positive effect</td>
</tr>
<tr>
<td>have</td>
<td>a contribution, a good impression, support</td>
</tr>
<tr>
<td>make</td>
<td>a donation, an influence</td>
</tr>
<tr>
<td>set</td>
<td>an effort, an opinion</td>
</tr>
</tbody>
</table>

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

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

A Pair work Discuss these questions with a partner. Then read the article to compare your ideas with the author’s.

1. How would you define middle age?
2. What adjectives do you think of when you think of middle age?
3. Do you think middle age is a more or less stressful time than youth? Why?
4. What things can middle-aged people give or do that younger people can’t?

It’s Not So Bad to Be Middle-Aged

Once middle age was thought of as something to fear. Many thought of middle age as simply the time between youth and old age. Now, though, researchers claim that middle age can be the most fruitful time of life, full of new growth and development. New studies show, for example, a sharp rise in people’s altruism – their willingness to give to others – during middle age. Several studies show that as people approach their midlife, they tend to experience fewer stressful events, such as losing a job. When they do go through a major change, the studies found that middle-aged people see it as much less upsetting than do younger people. In fact, many of the middle-agers remember their youth as a particularly difficult time. Middle age for them is more peaceful. As a result, people shift their priorities and think again about what’s important to them. In middle age, many people no longer focus on themselves, but on the people around them.

Not all researchers agree on what constitutes middle age; most of them think it is the years between 45 and 65, but others claim it covers the years between 35 and 70. A recent survey found that most people define middle age by life's landmarks, the things they’ve done and accomplished, rather than by age. The majority of those in the survey state that middle age is a time when people deepen their relationships and care more about other people. For example, 84 percent said that middle age is a time of becoming closer to family and friends, a time to be generous, a time to think more of others than one’s self.

Why are older people more generous? One man puts it this way: “In my twenties I learned how to get along with my wife. In my thirties I learned to get ahead in my job. In my forties I began thinking more about other people’s needs.” This is typical. Although people’s careers may still be blossoming in middle age, they often have more insight and perhaps time to devote to others. “When you’re older,” one woman says, “your career is settled and you have more time to give. Plus, you have more to give.” So, if you are reading this while you are still young, do not fear. Middle age can be an exciting and rewarding time. If you are already in middle age, take a deep breath, then turn to those around you. And if you are past middle age? Look back and count the good things you have done.

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

1. Can you summarize the main idea of the article in one or two sentences?
2. Can you think of other examples of older people who help younger people?
3. What sort of influences do you think you’ll have on young people when you’re older? Why?
Exploring creativity

Qualities of creative people

A What qualities do you think creative people usually have? Rank them in terms of importance, and add others of your own. Then compare with a partner.

- curiosity
- decisiveness
- determination
- discipline
- independence
- intelligence
- originality
- patience
- resourcefulness
- sensitivity
- thriftiness

B Pair work Do you think these occupations demand a high level of creativity? Discuss some of the qualities you need in each job, and then compare around the class.

- screenwriter
- surgeon
- cameraperson
- sculptor
- news announcer
- animal trainer

Originality is an important quality for a person who is working as a screenwriter. A screenwriter has to think up interesting, new stories.

Creativity at work

Listening

A Listen to Angela, Simon, and Naomi talking about their jobs. What are their occupations? Why is creativity important in their work?

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Why creativity is important</th>
</tr>
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<tbody>
<tr>
<td>Angela</td>
<td></td>
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<tr>
<td>Simon</td>
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<tr>
<td>Naomi</td>
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B Pair work Is creativity important in what you do every day? Why or why not?
**Reduced relative clauses**

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

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

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

Anyone who wants to be successful has to work hard.

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

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

2. Anyone who is hoping to succeed in business needs to have original ideas on how to market products.

3. A person who works as an inventor is always looking for new ways of solving common problems.

4. A person who is working as a detective has to try to get inside the mind of a criminal.

5. Anyone who is trying to become a successful actor will find that there is a lot more to it than he or she first thought.

6. Someone who works in advertising needs to be able to write catchy slogans.

7. A person who is responsible for a large staff has to be creative with scheduling.

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

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

**Jobs that demand creativity**

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>businessperson</td>
<td>fashion designer</td>
</tr>
<tr>
<td>chef</td>
<td>lawyer</td>
</tr>
<tr>
<td>radio DJ</td>
<td>teacher</td>
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</table>

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

B: How so?

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

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

A Creative people often answer “yes” to questions like these. Can you think of two more questions to add to the list?

Are You Creative?

1. Do you like to take risks?
2. Do you often question the way things work?
3. Do you like to come up with ways of improving things?
4. Are you sensitive to beauty?
5. Do you think it’s OK if your ideas don’t work at first?
6. Do you excel in many different fields?
7. Are you curious about the world in general?
8. Do you have a creative sense of humor?
9. 
10. 

Source: From Eccentrics by David Weeks, M.D., and Jamie James

B Group work Answer the questions in Exercise A. Give examples to explain your answers.

Creative solutions

A Pair work Look at these situations, and think of at least three interesting suggestions for each one.

1. You manage a sports club and want to attract new members. What are the best ways?
2. You have to entertain some preschool children for an afternoon. What will you do?
3. It’s your friend’s birthday, and you want to plan a surprise he or she will never forget. What can you come up with?
4. You have an empty closet in your apartment and want to use it for something other than storage. What can you do with such a small space?

A: What would you do to attract new members to a sports club?
B: Well, there are many people who are embarrassed to exercise in public. I would try to attract them by . . .

B Group work Compare your ideas in groups. Which are the most creative?
**Beginning new paragraphs**

Begin a new paragraph each time you change focus.

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

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

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

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

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

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

Everyday objects

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

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

Great ideas?

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

<table>
<thead>
<tr>
<th></th>
<th>What are the inventions</th>
<th>What would they do</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sandro</td>
<td></td>
<td></td>
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<tr>
<td>Ted</td>
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</tbody>
</table>

B  Pair work  Which invention would be most useful for you personally? Why?
Non-defining relative clauses as sentence modifiers

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

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

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

1. AIDS kills thousands of people each year, *__*  
2. Cities are running out of safe places to dispose of trash, *__*  
3. It's very difficult to quit smoking, *__*  
4. Air travel became more dangerous in the 1980s because of terrorism, *__*  
5. Children used to get sick after opening medicine bottles and taking pills, *__*  
6. There are thousands of accidents in the workplace each year, *__*  
7. The postal service in many countries is not very efficient, *__*  
8. People already find today's computers inadequate, *__*  
9. It's easy to get lost when driving in a new city, *__*  
10. It used to be that people couldn't drive in the rain, *__*  

a. which means that more powerful models need to be developed.  
b. which means that new methods of recycling will have to be invented.  
c. which means engineers need to work harder to design safer workplaces.  
d. which is why express delivery services have become very popular.  
e. which is why scientists developed the nicotine patch.  
f. which is why personal navigation systems were developed for rental cars.  
g. which is why childproof bottle caps were invented.  
h. which is why windshield wipers were invented.  
i. which is why scientists are working so hard to find a vaccine.  
j. which is why more sensitive types of metal detectors were invented.

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

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

Inventions and discoveries

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

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

**Vocabulary**

A Combine the verbs with the nouns to make common expressions. How many expressions can you find? Compare with a partner.

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>analyze</td>
<td>make a mistake</td>
</tr>
<tr>
<td>explore</td>
<td>a problem</td>
</tr>
<tr>
<td>find</td>
<td>a situation</td>
</tr>
<tr>
<td>solve</td>
<td>a solution</td>
</tr>
<tr>
<td>alternatives possibilities information</td>
<td></td>
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</table>

analyze a situation  solve a problem

**Pair work** How do people come up with ideas for new inventions? Answer using the expressions in Exercise A.

It's important not to be afraid to make a mistake.

Making life better

**Discussion**

A **Pair work** Why do inventors invent new products? Read this list of reasons, and add two more of your own.

- to make business more efficient
- to make daily life easier
- to help protect people's health
- to save lives
- to make life more enjoyable
- to protect the environment
- ___________________________
- ___________________________

B **Group work** Join another pair. Why do you think these things were invented? Use the reasons in Exercise A or others of your own.

air bags for cars  lie detectors  overnight delivery services
fax machines  life preservers  the Walkman
handheld computers  jet engines  virtual reality

Air bags for cars were invented in order to save lives. Without them, more people would be injured in car accidents.
Innovative products and services

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

Sony Walkman
NIKE athletic shoes
FedEx overnight delivery

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

Silly Questions, Brilliant Answers

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

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

Sometimes good ideas grow out of frustration. When Fred Smith was a student at Yale University, he had some paperwork that he needed to have delivered across the country the next day. Smith was amazed to find out that overnight delivery was impossible. He sat for a long while wondering why. Why couldn’t there be a reliable overnight mail delivery service? He decided to design one. Smith did just that and turned his design into a class project. His business professor gave him only a C for his efforts. However, Smith was not through. He refined the ideas in that class project and eventually turned them into one of the first and most successful overnight mail services in the world — FedEx.

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

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

1. Why do you think so many people turned down Bowerman’s idea?
2. Why do you think Smith’s professor gave him a C on the project?
3. Which idea has led to the most imitations?
4. Do you have any ideas for new products or services? What are they?
A Complete these sentences to describe an event that occurred at an earlier time. Use the past perfect.

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

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

as soon as    the moment    when    afterwards    later    the next day

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

Present perfect vs. past continuous vs. past

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

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

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

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

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

2. I wish that I hadn't . . .
3. I ought to have . . .
4. I shouldn't have . . .

Noun clauses introduced by *it*

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

- fortunate
- obvious
- unfortunate
- interesting
- true
- wonderful

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

Reduced relative clauses

**A** Complete the sentences with the words on the right.

1. A person who works as a fashion designer should be ______
   a. a good driver.
   b. aware of trends.
   c. knowledgeable about plants and animals.
   d. familiar with different styles.
   e. good with numbers.
   f. familiar with city streets.
   g. physically fit.
   h. very accurate.

2. A person who is working as an accountant has to be ______
3. A person who works as a forest ranger needs to be ______
4. A person who is working as a taxi driver must be ______

**B** Now rewrite the sentences as reduced relative clauses.

_A person working as a fashion designer should be aware of trends and familiar with different styles._
Tell me a story.

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

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

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

A: I met a fascinating person at a cafe.
B: Really. Who?
A: It was Joan Lewis, the newscaster from Channel 2.
C: How did you meet her?
A: Well, I was sitting alone at a table and . . .

Headline news

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

1 Children Visit Elderly in Hospital ______
2 Doctors May Have Cure for Deadly Disease ______
3 World Cup Soccer Match Canceled ______
4 Styles of the Seventies Make Triumphant Return ______
5 Heavy Rains Cause Mudslides ______
6 Exhibit of Impressionist Paintings Draws Crowds ______

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

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

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

A: To teach concern for the homeless, we could arrange for kids to spend a few nights on the streets, with no money and nowhere to sleep.
B: That might be a bit dangerous. How about asking kids to work at a center for the homeless?

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

**Learning from others**

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

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

*I’ve learned how to be patient from my parents.*

**Give us your ideas.**

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

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

B  **Group work**  Join another pair and share your answers. Who has the most creative solution for each problem?
Unit 10 The art of complaining

Lesson A

That really bugs me!

Everyday annoyances

Pair work Have you ever had a problem similar to those in the illustrations? Do you sympathize with the comment below each one? Why or why not?

One thing that annoys me is when my neighbors have loud parties late at night.

Something that really bothers me is people who talk loudly during a movie.

The thing I can't understand about people with dogs is why they allow them to bark at night.

Salesclerks who take a break when customers are waiting is the thing that gets on my nerves.

It gets on my nerves!

listening A Listen to Jane and Bob talking about something that irritated them. What happened in each situation?

<table>
<thead>
<tr>
<th></th>
<th>Jane</th>
<th>Bob</th>
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<tbody>
<tr>
<td>What happened</td>
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</table>

B Pair work Do you sympathize with Jane and Bob? Do the same situations irritate you?
Noun clauses containing relative clauses

Relative clauses can function like nouns when introduced with something, one thing, or the thing. They can be the subject or the object of a sentence.

**Something that really bothers me** is people who talk loudly during a movie. Salesclerks who take a break when customers are waiting is the thing that gets on my nerves.

This type of noun clause can occur with clauses beginning with when, how, why, etc.

One thing that annoys me is **when my neighbors have loud parties late at night**. The thing I can’t understand about people with dogs is **why they allow them to bark at night**.

A  Do you sometimes have complaints about these people or situations? Complete the sentences with your own information.

1. Something that really annoys me in restaurants is . . .
   *Something that really annoys me in restaurants is when the waiters ignore me.*

2. When I’m waiting in line, one thing that gets on my nerves is . . .
3. Something that bothers me about people on buses and subways is . . .
4. When I’m riding in a car, something that irritates me is . . .
5. Something that gets on my nerves at the movies is . . .
6. . . . is something that bothers me at home.
7. . . . is one thing that bothers me about my neighbors.
8. . . . is something that bothers me when I’m trying to go to sleep.

B  **Pair work**  Compare answers with a partner. Ask and answer follow-up questions.

A: Something that really annoys me in restaurants is when the waiters ignore me.
B: Has that happened recently?
A: Yes, it has. Just last week, . . .

---

**Pet peeves**

A  List at least four of your “pet peeves” — things that get on your nerves on a regular basis.

B  **Pair work**  Discuss your pet peeves. Do you and your partner have any complaints that are similar?

*One thing that gets on my nerves is when my father tells me what time I should be home. I wish he wouldn’t do that.*
What type of complainer are you?

discussion  A Pair work Which of these descriptions fits you best? Give examples to support your answer.

- A silent sufferer
- A calm, collected type
- An activist
- A fighter

A: I guess I'm usually a silent sufferer. For example, I never complain in a restaurant, even if the food is terrible.

B: I complain whenever I can, so I must be a "fighter." For example, . . .

B Group work Would you complain in these situations? What would you do or say? Compare your answers.

- You need to make an important call at a public telephone, and the person in front of you has already been chatting on the phone for 15 minutes.
- Your neighbors are having a loud argument, and you can't get to sleep.
- A salesclerk is rude to you when you ask a question.
- You see someone littering in a public park.

Responding to complaints

role play  A Pair work Write a dialog for each situation.

- A taxi driver is playing the radio very loudly while you and another passenger are trying to talk.
- Someone is sitting in your seat on the plane.
- A waiter or waitress brings you something that you didn't order.

B Group work Take turns acting out your dialogs for the class. Which complaints are the most effective? Which responses are the most polite?
Writing a letter of complaint

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

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

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

Dear Sir or Madam:

1 On July 16 my friends and I arrived at your inn hoping to spend an enjoyable weekend. Since your ad says "have a fabulous time or get your money back," I am requesting that you refund our money.

2 From the moment we arrived, there were problems with the service. First, a very unfriendly desk clerk couldn't find our reservation. After waiting almost half an hour, we were led by another unfriendly clerk to our room. The room, which had a view of a parking lot instead of the bay, had not yet been cleaned, so we found dirty towels on the beds and cigarette butts in the ashtrays. This was not the weekend we had been looking forward to.

3 Service at your inn was not always like this. My previous visits were always enjoyable because of the courteous service and clean rooms with beautiful views. I expect to receive my refund shortly.

Sincerely yours,

Dale Thomas

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

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

C  Group work  Take turns reading your letters in small groups. Decide which letter you think will be most effective.
Let's do something about it!

Why don't they do something about it?

starting point

A How many of these things are problems in your city? Check yes (Y) or no (N).
Compare with a partner.

- It takes hours to find a parking space. I wonder if they're going to build more parking garages.
- Teenagers "hang out" on the streets too much. I don't know why there aren't more youth centers.
- Taxi drivers drive too recklessly. Where they learn to drive like that is a mystery to me.
- I don't understand why people can't pick up after their dogs.
- I don't leave work until 7:00 p.m., and by then most of the stores are already closed. Why stores close so early is something I don't understand.
- I wonder whether or not they're going to enforce the new law against littering.

B Pair work What problems affect your community? Choose the four most serious problems in Exercise A or others of your own.

A: My neighborhood is too noisy. Kids are always driving around in their cars late at night. I don't know why they have to play their music so loudly!
B: How late do they play loud music? . . .

Problems where I live

listening

A Listen to Mike and Rosanna talking about problems where they live. What are the biggest problems? What do they think should be done about them?

<table>
<thead>
<tr>
<th></th>
<th>Problem</th>
<th>What should be done</th>
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</thead>
<tbody>
<tr>
<td>Mike</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rosanna</td>
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</table>

B Pair work Can you think of any other suggestions for these problems? Compare answers with a partner.
**Noun clauses beginning with question words, whether, and if**

Notice the change to statement word order in noun clauses beginning with question words.

Why aren’t there more youth centers?
I don’t know why there aren’t more youth centers.

Why do stores close so early?
**Why stores close so early** is something I don’t understand.

Use if, whether, or whether or not for yes-no questions.

Are they going to build more parking garages?
I wonder if they’re going to build more parking garages.

Are they going to enforce the new law against littering?
I wonder **whether or not** they’re going to enforce the new law against littering.

---

**A**  Rewrite these questions as noun clauses. Compare with a partner.

1. Is it possible to stop people from littering? (I wonder . . .)

   I wonder **whether or not** it’s possible to stop people from littering.

2. How can we convince people to pick up after their dogs? (I’d like to figure out . . .)

3. Why do motorcycles have to be so loud? ( . . . is a mystery to me!)

4. When are they going to help the homeless people? (I’d like to know . . .)

5. How can I help to maintain the city parks? (I want to find out . . .)

6. Would hiring more police help to lower crime? (I wonder . . .)

7. Why can’t the city add more street lights? (I don’t understand . . .)

8. Why do drivers honk their horns so much? ( . . . is something I can’t understand.)

---

**B**  **Pair work**  Read your sentences to your partner. Make comments about each one.

A: I wonder whether or not it’s possible to stop people from littering.
B: I think it is. The police just need to enforce the law.

---

**Taking action**

**role play**

**A**  **Pair work**  How would you solve problems in your community? Brainstorm as many solutions as you can for these problems or others of your own.

- How can the police build a good relationship with the citizens?
- How can we stop people from littering?
- How can the city keep young kids out of trouble?

---

**B**  **Group work**  Now take turns playing the role of a citizen making a complaint and a city official offering suggestions. Ask and answer follow-up questions.

   Citizen: I don’t understand why the police are so unfriendly in my neighborhood.
   City official: Well, we are taking steps to solve this problem. First, . . .
**I want to return this!**

**discussion**

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

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

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

---

**Advice for consumers**

**vocabulary**

**A** Can you match these words with their definitions?

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

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

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

---

**A word to the wise**

**discussion**

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

- Examine things carefully when you are still in the store.
- Buy from a reputable store.
- Find out what the return policy is.
- Ask how clothing should be washed.
- Make sure there’s a guarantee.
- Do comparison shopping.
- ____________________________
- ____________________________
- ____________________________
- ____________________________

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

A: I bought an expensive suitcase, and the first time I used it, one of the wheels came off.
B: Did you take it back to the store?
A: Yes, but they told me I couldn’t return it because I had bought it on sale. I should have found out what the return policy was. . . .
**Consumer complaints**

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

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

---

### GETTING WHAT YOU’RE ENTITLED TO

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

1. **If you have a complaint, do something about it right away.** The longer you wait, the harder it will be to get your complaint resolved.

2. **First, complain to service agents.** If they are not going to resolve your problem, then ask politely to speak to a manager. And if that doesn’t work, you can always request to speak to the manager’s manager.

3. **Stand up for your rights.** You have the right to receive a product you ordered in a timely manner. With airlines, you have the right to be on a flight you’ve booked. Always demand satisfaction when your consumer rights are violated.

4. **Demand a perk or a discount.** Let’s say you were promised a hotel room with an ocean view, but got a view of a brick wall instead, or you were assigned an aisle seat in the front of the cabin on an overseas flight, but got a seat in the middle section all the way in the back. You should do something about both of these situations – ask to be compensated with a special discount or perk.

5. **Don’t be passive.** Stay involved and offer ways you think the company can satisfy you. Be reasonable, but be firm.

6. **Insist on the price you were quoted.** If you are refused, get a manager’s name and telephone number, and promise to follow up with a letter and a telephone call.

7. **If all else fails, wait until you get home and take action.** Call the company’s head office, and speak to the most senior person possible. Then follow up your call with a letter of complaint. If necessary, don’t hesitate to call the consumer affairs office in your city and complain.

---

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

Celia requested a window seat on a flight, but she was put on the aisle.
Russ asked for a hotel room with a king-sized bed, but he got a room with two singles.
Carl ordered a toy for his nephew. It came damaged, but he didn’t return it.
Leslie complained to a salesclerk, but then she left when the clerk refused to help her.
Marissa experienced bad service at a restaurant while she was traveling. A month later, she wrote a letter to complain about it.
A Imagine you have just learned that you will be moving abroad in a few months. How would you feel? Answer these questions.

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

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

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

How did they fare?

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

<table>
<thead>
<tr>
<th></th>
<th>Experiences</th>
<th>Positive or negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Layla</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Future perfect and future perfect continuous

The future perfect focuses on the completion of an action or event in the future.
After only a few weeks, you will have settled into your daily routine.

The future perfect continuous focuses on the duration of an event in the future.
By this time, you will have been living in your new home for several months.

A Complete these sentences with the future perfect or future perfect continuous of the verbs in parentheses. Compare with a partner.

1. By the end of next year, I ________ (learn) another foreign language.
2. In a year’s time, I ________ (live) in this city for 20 years.
3. Within two years, I ________ (open) my own business.
4. In five years’ time, I ________ (settle) down with the person of my dreams.
5. By this time next year, I ________ (study) English for more than half my life.
6. Within six months or so, I ________ (pay) off all my loans.

B Rewrite the statements in Exercise A so that they are true for you.

Gerunds as the objects of prepositions

Use gerunds after these expressions that contain prepositions.
Many people are afraid of moving to a foreign country.
I’m looking forward to experiencing another culture.

What are some of the feelings you would experience if you were moving abroad? Write two sentences for each expression.

1. be afraid of
   I would be afraid of leaving all my friends and family behind.

2. be excited about
3. be interested in
4. insist on
5. look forward to
6. worry about

Words of encouragement

Pair work What words of encouragement and advice would you give to someone who is preparing to move abroad? Think of two encouraging things to say about the challenges below.

- adjusting to a new school or job
- breaking the language barrier
- developing a social life

- getting used to the food
- learning new customs
- missing friends and family

You shouldn’t worry about making new friends. By this time next year, I’m sure you will have an active social life.

Lesson A Culture shock
6 Customs and traditions

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

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

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

7 Crossing cultures
discussion

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

- something of value from your own culture you would like to share with others
- something from your own culture that you don’t think you would miss
- something about yourself that would change as a result of living abroad
- something about yourself that you don’t think would ever change, no matter where you lived
Planning a composition

One way to generate ideas for a composition is by brainstorming—listing ideas and using them to arrive at an overall conclusion.

A  **Group work**  Brainstorm ideas on the advantages and disadvantages of one of these topics.

- studying abroad
- having an exchange student live with you
- traveling alone

### Studying Abroad

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>- developing a sense of independence</td>
<td>- missing friends and family</td>
</tr>
<tr>
<td>- learning about a new culture</td>
<td>- difficulty in communicating</td>
</tr>
<tr>
<td>- making new friends</td>
<td>- inability to get around easily</td>
</tr>
<tr>
<td>- learning a new language</td>
<td>- difficulty in adjusting to a</td>
</tr>
<tr>
<td>- learning to be tolerant of differences</td>
<td>- different pace of life</td>
</tr>
</tbody>
</table>

**Overall conclusion:** Even though studying abroad may present many challenges, overall it can be a very positive experience.

B  Now use your brainstorming ideas to write a composition. You can use the overall conclusion from your brainstorming session in Exercise A as your thesis statement.

Even though studying abroad may present many challenges, overall it can be a very positive experience. Your experience abroad can affect your entire life by . . .

The biggest disadvantages one has when studying abroad might include things like . . .

Even so, the advantages far outweigh the disadvantages. For example, . . .

All in all, studying abroad is an experience you’ll carry with you for the rest of your life! I think . . .

C  **Pair work**  Exchange compositions and answer these questions.

1. What was the most interesting piece of information you learned?
2. What part of the composition would you like to hear more about?
Lesson B

Globe-trotting

Travel troubles

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

- air travel
- packing
- money

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

- "If I had taken the earlier flight, I wouldn't be missing my appointment."
- "If I were more organized, I wouldn't have brought so much luggage."
- "If I had budgeted more carefully, I wouldn't be worrying about money right now."

What went wrong

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

<table>
<thead>
<tr>
<th></th>
<th>What happened</th>
<th>What went wrong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cindy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scott</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Unit 11 On the other side of the world
**Mixed conditionals**

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

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

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

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

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

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

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

---

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

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

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

2. My mother doesn’t speak any English, so she was afraid to explore New York on her own.

3. I forgot to bring my camera with me to Thailand, so I can’t take any pictures of the beautiful temples.

4. The airline lost my luggage, so I’ll have to wear the same clothes for two days.

5. Elizabeth didn’t pack a bathing suit, so she’s spending the first day of her vacation at the beach shopping for one.

6. My father doesn’t like to fly, so he didn’t visit me when I lived overseas.

---

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

1. People wouldn’t be so concerned about air travel if . . .

2. If there were more tourists in my country, . . .

3. There would be fewer communication problems in the world if . . .

4. If more Americans and Canadians spoke foreign languages fluently, . . .

5. If I could speak several languages fluently, . . .

6. I would have spent my last vacation differently if . . .

---

**Your own trip**

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

- getting around
- local customs
- food
- packing
- language
- weather

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

B: What kinds of problems did you have?

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

**vocabulary**

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

<table>
<thead>
<tr>
<th>culturally aware</th>
<th>assured</th>
<th>minded</th>
</tr>
</thead>
<tbody>
<tr>
<td>non</td>
<td>aware</td>
<td>motivated</td>
</tr>
<tr>
<td>open-self</td>
<td>conforming</td>
<td>reliant</td>
</tr>
<tr>
<td></td>
<td>hearted</td>
<td>sensitive</td>
</tr>
<tr>
<td></td>
<td>judgmental</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

---

**Travel options**

**discussion**

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

Would you rather . . .

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

*I would rather travel on a group tour so that I would be sure to see all the major sites.*
**Getting by in Europe**

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

---

**Smooth Talking**

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

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

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

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

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


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

1. How useful do you think the author’s suggestions were?
2. What additional advice could you offer a foreign traveler?
Unit 12 Dilemmas

Public concerns

Important issues

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

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

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

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

In my opinion

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

<table>
<thead>
<tr>
<th>Issue</th>
<th>How they feel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles</td>
<td></td>
</tr>
<tr>
<td>Melissa</td>
<td></td>
</tr>
<tr>
<td>Brian</td>
<td></td>
</tr>
</tbody>
</table>

B Pair work Do you agree or disagree with their opinions?
Adding information and showing conclusions

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

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

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

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

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

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

2. Children eat more junk food than they used to.
   In addition, . . .

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

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

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

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

The passive of the present continuous

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

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

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

1. (drinking water, poison) _d_  a. despite the government's efforts to protect them.
2. (endangered animals, kill off) _d_  b. causing shortages in some areas.
3. (ozone layer, destroy) _d_  c. because not enough people are carpooling or using public transportation.
4. (air, pollute) _d_  d. causing people to catch diseases.
5. (water supply, deplete) _d_  e. allowing the sun's harmful rays to come through.

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

Hot topics

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

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

global warming
The way they view the world

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

<table>
<thead>
<tr>
<th>Nouns</th>
<th>cynical</th>
<th>fatalist</th>
<th>optimistic</th>
<th>pragmatic</th>
<th>skeptical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjectives</td>
<td>cynical</td>
<td>fanatical</td>
<td>optimistic</td>
<td>pragmatic</td>
<td>skeptical</td>
</tr>
<tr>
<td>+/−/N</td>
<td>−</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

Speak your mind.

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

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

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

Verbs of opinion

<table>
<thead>
<tr>
<th>I doubt</th>
<th>stronger</th>
<th>I seriously doubt</th>
</tr>
</thead>
<tbody>
<tr>
<td>I suspect</td>
<td>I strongly suspect</td>
<td></td>
</tr>
<tr>
<td>I feel</td>
<td>I sincerely feel</td>
<td></td>
</tr>
<tr>
<td>I believe</td>
<td>I firmly believe</td>
<td></td>
</tr>
<tr>
<td>I maintain</td>
<td>I still maintain</td>
<td></td>
</tr>
<tr>
<td>I'm convinced</td>
<td>I'm absolutely convinced</td>
<td></td>
</tr>
</tbody>
</table>
To convince readers that his or her point of view is valid, the writer must present supporting evidence that appeals to his or her specific audience.

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

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

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

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

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

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

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

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

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

How honest are you?

What would you do?

Pair work What would you do in these situations?

If you found some money on the street, . . . .

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

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

If you heard a rumor that your best friend was talking about you behind your back, . . . .

I wouldn't confront my friend unless I knew that the rumor was true.

I wouldn't confront my friend even if I knew that the rumor was true.

Finders, keepers?

Listening A Listen to Aaron and Leanne talking about what they did when they found something. What did they find? Did they keep it?

<table>
<thead>
<tr>
<th>What they found</th>
<th>What they did</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aaron</td>
<td></td>
</tr>
<tr>
<td>Leanne</td>
<td></td>
</tr>
</tbody>
</table>

B Pair work Do you think Aaron and Leanne did the right thing? Why or why not?
Conditions with if, only if, unless, and even if

Notice that the sentences using only if and unless have the same meaning.
I would take the money if I didn’t know who had dropped it.
I would take the money only if I didn’t know who had dropped it.
I wouldn’t take the money unless I didn’t know who had dropped it.
I wouldn’t take the money even if I didn’t know who had dropped it.

A What is the difference in meaning, if any, between these pairs of sentences? Which are you most likely to agree with? Compare with a partner.
1. I’d do my classmate’s homework for her if she were my best friend.
   I’d do my classmate’s homework for her only if she were my best friend.
2. I would tell a lie only if I thought it would help someone.
   I wouldn’t tell a lie unless I thought it would help someone.
3. I wouldn’t be polite to a stranger if he were rude to me.
   I would be polite to a stranger even if he were rude to me.

B Pair work Complete these sentences with information that is true for you. Then compare your answers with a partner. Do you agree with your partner’s sentences? Why or why not?
1. If a store clerk gave me too much change, I wouldn’t keep the money even if/unless . . .
2. If a friend unexpectedly stopped by to visit just as I was planning to go to bed, I wouldn’t ask my friend to leave even if/unless . . .
3. I wouldn’t complain about the service in a restaurant even if/unless . . .
4. I wouldn’t “temporarily borrow” an unlocked bicycle on the street to go a short distance even if/unless . . .

Difficult decisions

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

<table>
<thead>
<tr>
<th>Would you ever . . .</th>
<th>Absolutely not</th>
<th>Sure, why not?</th>
<th>It depends</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. take an inexpensive “souvenir” from a hotel or restaurant?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. cheat on an exam?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. skip school or work to do something fun, and say that you were ill?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. take credit for someone else’s work?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. not repay money you’d borrowed?</td>
<td></td>
<td></td>
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I’d never take an inexpensive souvenir from a hotel even if I really wanted it. I don’t think it’s a good idea to take something that isn’t yours.
Ethical dilemmas

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

WHAT WOULD YOU DO?

1. You've made plans to go somewhere with your cousin. The day before your outing, your friend suddenly invites you to do something that you think will be more fun.
   - Would you cancel your original plans?
   - If so, would you tell the truth, or would you lie about the reason you were canceling?
   - Would you cancel your plans even if you knew your cousin was depressed about something?

2. While shopping in a small neighborhood store, you see a man looking around and putting a can of soup in his bag. He is obviously shoplifting.
   - Would you tell the store owner about it?
   - What if the man were old and looked hungry?
   - Would it make a difference if the man were a young gang member?

3. You are studying day and night for the most important exam of your life. Someone approaches you and offers to sell you the answers to the exam. You know that the test is extremely difficult, and without the answers, it's likely you'll fail.
   - Would you buy the answers?
   - What if you could be guaranteed that no one would ever find out you'd bought the answers?

Talking about values

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

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

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

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

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**Little Lies**

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

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

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

Still, no one is saying that everyone can or should be completely honest all the time. Most people lie, often for a good reason. Lies are told all the time and are part of our everyday social life. Many times people lie to protect the feelings of other people, and there’s nothing wrong with that. So it might be all right to tell a cook you loved the dinner even if you could barely eat it, or to tell a friend you loved the shirt you got as a gift even though you know you’ll never wear it. And who would criticize a child’s piano playing even if it were truly annoying? Honesty is usually the best policy, but like any other policy, you have to make exceptions.

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

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

A Write answers to these questions, giving personal information.
1. What is something that annoys you?
   Something that annoys me is children who are noisy, especially when I am trying to read.
2. What is one thing that you really like to do on the weekend?
3. What is the thing that scares you the most about the future?
4. What is something that intrigues you about your parents?
5. What is one thing in your life that inspires you?

B Pair work Ask and answer follow-up questions.
A: Something that annoys me is children who are noisy, especially when I am trying to read.
B: Where do you usually read?
A: I like to read in the park.
B: Maybe you should try reading in a cafe. It should be quieter there... .

Noun clauses beginning with question words, whether, and if

What are some things that puzzle you about life? Complete these statements and then compare with a partner.
1. I'd really like to know why some people are...
   I'd really like to know why some people are always getting into fights.
2. I'd like to find out how I can...
3. I always wonder whether or not I...
4. I can never understand...
5. I often ask myself whether...
6. ...is a real mystery to me!

Future perfect and future perfect continuous

Pair work Imagine how things will be ten years from now. Write two sentences about these people using the future perfect and the future perfect continuous. Whose answers are the most surprising?

1. yourself
2. your best friend
3. your English teacher
4. your mother or father

Ten years from now, I will have moved into a big house.
At that point, I will have been working at my job for more than half my life.
Gerunds as the objects of prepositions

A Answer these questions about the last trip that you took. Use gerunds in your answers when possible.

1. Who was in charge of your trip? Did he or she do a good job?
2. What did you look forward to doing on your trip? Was it as enjoyable as you had hoped?
3. Was there anything you planned on doing that you weren’t able to do?

A travel agent was in charge of making the arrangements for our trip. She was very organized.

I was looking forward to relaxing on the beach. I wanted to spend one week away from my hectic life in the city.

B Pair work Share your travel experiences. Ask and answer follow-up questions.

Adding information and showing conclusions

Pair work Complete these sentences with your own ideas. Do you and your partner agree?

1. The number of elderly people in society is growing rapidly. Consequently, ...
2. Hate crimes are on the rise in some cities. Therefore, ...
3. Most people spend too much time watching TV. In addition, ...
4. Cigarette smoking causes thousands of deaths every year. Furthermore, ...

Conditions with if, only if, unless, and even if

A Read these statements. Then write sentences explaining what you would or wouldn’t do.

1. What is something you would do only if it were a matter of life and death?
   I would drive my car over the speed limit only if it were a matter of life and death.
2. What is something you would do even if your friends told you not to?
3. What is something you might try only if you thought no one else would find out about it?
4. What is something you would definitely avoid doing unless you had no other alternatives?

B Group work Share your answers with the group. Who has the most interesting answers?
Annoying customers

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

bus drivers, salesclerks, flight attendants, taxi drivers, restaurant staff

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

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

Passenger: I’ve been waiting for this bus for almost an hour!
Bus driver: I’m really sorry, but there was a lot of traffic.
Passenger: Also, this bus is really crowded!
Bus driver: There’s a bus right behind this one. Why don’t you take that one?

The service was terrible.

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

bargain, guarantee, bill, receipt, credit, refund, deposit, warranty, discount

A: A friend of mine recently bought a used car. At first everything was OK. Then he discovered that the engine needed expensive repairs.
B: Sometimes there are warranties for used cars. Do you know whether there was a warranty or not?
The safe tourist

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

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

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

Who's giving the advice | Advice being given

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

Do the right thing.

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

What would you do?

Your child is failing a very important class.

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

You're pulling your car out of a parking space when you accidentally hit another parked car. The other car looks very expensive.

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

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

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

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

**Unit 1**

**Noun clauses after be**

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

An advantage of having a big family is *(that) you always have someone to talk to.*
An advantage of having a big family is *always having someone to talk to.*
The best thing about living alone is *(that) you don’t have to keep your apartment neat.*
The best thing about living alone is *not having to keep your apartment neat.*
A problem with being disorganized is *(that) you waste time looking for things.*
A problem with being disorganized is *wasting time looking for things.*

**Unit 2**

**Should and ought to in the active and passive**

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

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

**Unit 3**

**Defining and non-defining relative clauses**

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

Many of the French *that live in Paris* leave the city in August to vacation in other places.
A statue of ducks *that can be found in Boston* is a popular tourist site for children.
Pamplona is the city in Spain *where the bulls run through the streets during a summer festival.*

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

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

**Unit 4**

**Time relationships**

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

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

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

If the mayor were more concerned with education, he would pass a law reducing class sizes in our schools.
I'd spend more time working for political reform if I weren't so busy with my work.
If crime weren't such a problem in the U.S., there wouldn't be a need for so many private home security companies.

Infinitive and gerund phrases

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

It's difficult for her to talk about her feelings openly.
It's customary for North Americans to make frequent eye contact when talking.
Some people think it's unusual for women to shake hands with men when they meet them.

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

Most parents are both happy and sad to see their children grow up.
People are always pleased to get compliments.

Adverbs with the past and past perfect

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

When I arrived in Bangkok, it was raining.
When I arrived in Bangkok, my connecting flight had already departed.
When I arrived in Bangkok, my friend met me at the airport.

Noun clauses introduced by it

Adjectives that express urgency or desirability like these can be used in noun clauses introduced by it: crucial, desirable, important, recommended, urgent, and vital.

It's desirable that all children graduate from high school.
It's vital that adults serve as role models for troubled youths.

With these adjectives, use the simple form of the verb even with a third-person singular subject (he, she, or it).

It's crucial that a child learn to both respect and question authority.
It's urgent that he solve this problem.
It's recommended that my grandmother not spend all her time with people her own age.
It's important that older children not set a bad example for younger children.
Reduced relative clauses

Reduce non-defining relative clauses to phrases in the same way as defining relative clauses. Notice the use of the commas.

Albert Einstein, who is thought to be one of the greatest minds of the century, struggled in school.
Albert Einstein, thought to be one of the greatest minds of the century, struggled in school.

David E. Kelley, who is well-known for his television courtroom dramas, started his professional life as a lawyer.
David E. Kelley, well-known for his television courtroom dramas, started his professional life as a lawyer.

Noun clauses beginning with question words, whether, and if

When noun clauses begin with question words, whether, and if, these connecting words cannot be deleted. When noun clauses begin with the connecting word that following the main verb, that can be deleted.

What the people need to do is form a citizens’ group against crime.
Many people wonder whether the city officials have the information they need to solve the problem.
The police decided (that) their presence in the schools would be beneficial for the students.
Everyone worries (that) the new shopping center will bring too much traffic to our neighborhood.

If the noun clause beginning with that begins the sentence, that cannot be deleted.

That nobody has been able to solve the problem yet is what really concerns us.

Gerunds as the objects of prepositions

These expressions are used with the prepositions for or with: be thankful for, make up for, get/be fed up with, put up with, be preoccupied with, and be satisfied with. Both for and with can be followed by gerunds.

I’m thankful for having had the opportunity to live abroad.
Some people get fed up with having to deal with all the difficulties of living abroad.
You should not be too preoccupied with noticing all of the differences between another culture and your own.
Conditions with if, only if, unless, and even if

To further elaborate on a yes-no question, a shortened conditional can be used, especially in spoken or informal English. The positive shortened conditional is if so, and the negative shortened conditional is if not.

Would you consider lying to a good friend to avoid hurting your friend’s feelings? If so, what kinds of things would you lie about?
Are you sure your friends are very loyal and trusting? If not, you shouldn’t tell them your personal secrets.

Other expressions used to express conditions are provided that and whether or not. Provided that is similar in meaning to only if, and whether or not is similar in meaning to even if.

I wouldn’t feel bad about keeping something I had found provided that I’d tried very hard to find the original owner.
Some people wouldn’t lie to their friends whether or not telling the truth would hurt their feelings.
Unit 3  Cities
Lesson A  Fascinating destinations
Cities of the world  Exercise 1A, page 18
1. Salvador, Brazil
2. Seoul, Korea
3. Kyoto, Japan
4. New Orleans, USA
5. Salvador, Brazil
6. New Orleans, USA
7. Seoul, Korea
8. Kyoto, Japan

Unit 5  Generally speaking
Lesson A  What's typical?
Do you behave like everyone else?  Exercise 7A, page 40
1. Almost one in four people can cross their eyes. Most people cannot cross their eyes.
2. 21% of people don't make their bed daily. 5% of people never make their beds! Most people do make their beds daily.
3. 31% of people eat their foods in a particular order: either all of one item first or in a special order. Most people do not eat their foods in a particular order.
4. Most people replace the cap on the toothpaste tube when finished.
5. Fewer than a third of people throw rubber bands away as soon as they get them. Most people save them.
6. 44% of people ask before taking the last helping of food. Most people do not ask.
7. 72% of people give up their seat for someone needier.
8. 90% of people use an alarm clock.
9. 84% of people don't keep a diary.